THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND JOB AUTONOMY ON TURNOVER INTENTION AMONG NON-ACADEMIC STAFF AT A SELECTED BUSINESS SCHOOL WITHIN THE WESTERN CAPE

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Thesis presented in partial fulfilment of the requirements for the degree of Master of Arts in Industrial Psychology at the University of Western Cape

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DECLARATION

By submitting this thesis, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), I have not previously in its entirety or in part submitted it for obtaining any qualification.

Maynette Tania De Wee   Date: September 2020

ABSTRACT

Turnover intention among non-academic staff at business schools has become a cause for concern. This can be attributed to inadequate professional development of non-academic staff, as well as the lack of comprehension of the true scope of the role of non-academic staff within the academic institutions. The purpose of the current study was to answer the research-initiating question: "what is the influence of psychological capital and job autonomy on the turnover intention of support staff at a Business School in the Western Cape?

The study was conducted using non-academic employees at a selected Business School in the Western Cape Province. Out of the 140 questionnaires distributed to the participants, 100 (*n=100*) completed questionnaires were received. The respondents who participated in the study completed three questionnaires – joined together in one composite questionnaire. The three questionnaires constituting the composite questionnaire were: the Turnover Intention Questionnaire (Jacobs & Roodt, 2008); the PsyCap questionnaire developed by Luthans and colleagues (2006); and the Measuring Empowerment Questionnaire (MEQ) (Sprietzer, 1995). Item analyses were performed on each of the subscales using SPSS version 26. All the scales achieved the acceptable Cronbach alpha level of $\alpha = 0.70$ and were proven to be uni-dimensional.

The Pearson product-moment correlation coefficient indicated significant relationships between *Psychological capital* and *Turnover intention*, *Job autonomy* and *Turnover intention* as well as between *Psychological capital* and *job autonomy*. Multiple regression indicated that Job autonomy was the only statistically significant predictor of Turnover intentions (*beta* = −.699, *p* < .001). It accounted for 69.9 percent of the variance in the regression model. The results of the present study provide some important insights for universities on the importance of developing non-academic

employees' psychological capital and ensuring job autonomy in their day-to-day service delivery. The limitations and suggestions for future studies were provided.

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To my husband, thank you for all the love and support you have given me throughout this journey. You have encouraged and motivated me to push through until the end. We have made many sacrifices to help make this possible. You have been my rock and showed me the level of commitment you have towards the goals we set out as a couple.

To my parents, Ruth and Charles Adams, thank you for the inspiring people you are. You have taught me to always be part of the positive change (or impact) to uplift people's lives. Thanks for making me understand from an early age the importance of education and for granting me the opportunities with the little resources you had to study. I am proud to be your daughter and I will continue to work hard to be the positive impact this world so desperately needs.

To my two amazing and handsome toddler boys, Caleb and Joshua, who sacrificed so much time with me to allow me to complete my Masters. I will make up for all the lost time. I will work hard to ensure you get all the opportunities to live your best life.

Lastly, a special acknowledgment of my mom for all her love and support (physically, emotionally, spiritually and financially). All my accomplishments (and especially this one) is because of you.

DEDICATION

Dedicated to my mom who is celebrating her 70th birthday in June and to my dad who is celebrating his 80th birthday in October this year.

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CHAPTER ONE

INTRODUCTION, RESEARCH INITIATING QUESTION AND RESEARCH OBJECTIVE

1.1 INTRODUCTION AND OVERVIEW OF THE STUDY

Employee turnover is one of the challenges that 21st-century organisations are grappling with (Gapu & Shaheen, 2017). Its most damaging challenges are especially experienced when the top achievers and top-performing employees leave the organisation and the process of recruiting and re-employing attracts costs for the organisation. Unwarranted turnover is precarious to organisations as it destabilises the stability of workflow in an organisation which impedes organisational efficiency and ultimately negatively impact the overall productivity of the workforce in an organisation (Nazir, 2017), which in turn threatens the organisation's long-term endurance and existence (Brereton, Beach & Cliff, 2003).

Turnover intention refers to feelings or considerations to willingly or freely leave an organisation. They are highly correlated with the actual decision to leave an organisation (Hancock, Bosco, McDaniel & Pierce, 2013). In other words, the final decision to leave the organisation is the manifestation of a process that started with the continuous brooding of intentions to seek alternative employment. Existing literature indicates that turnover intentions are usually caused by a myriad of factors that include: lack of job satisfaction (Yu & Kang, 2016); generational differences (Lu & Gursoy, 2016; Rani & Samuel, 2016); leadership style (Siew, 2017); organisational climate and culture (Alkatani, 2015); lack of organisational justice (Hendricks, 2017), among several other factors.

The organisation's ability to implement the necessary interventions to mitigate employees' turnover intention by controlling its precipitating factors fosters employee and organisational stability. Employee retention becomes a dominant competitive strategy for organisational success (Abdullah, Said & Adham, 2010). The authors further postulate that the resultant competitive advantage gained from maintaining employee stability is the capability to develop an enduring and unswerving affiliation between the employee and the organisation. When employees construct competence and value by cultivating constant and established organisational connections, they are motivated to continue their employment for a sufficient period that gives them time to be acquainted and involved with their consumers, service providers, and co-workers (Gapu & Shaheen, 2017). They are then further motivated to extend their employment which further stimulates employee stability. The job structures also help in creating desirable conditions for employees to stay on the job (Dysvik & Kuvaas, 2013).

Rigid job structures that do not allow employees to exercise their autonomy also influence employee turnover intentions to a considerable extent. Dysvik and Kuvaas (2013) conducted a study among 680 Norwegian public sector employees and reported a negative relationship between perceived job autonomy and employee turnover. The lack of job autonomy is one of the issues that affects the non-academic employees at universities. Non-academic or support staff at universities work within a structured system that entails following laid down procedures for executing their work, for example, if it is marks administration, there is already software that employees are expected to use. The nature of the job becomes repetitive and does not allow the incumbent to be innovative. This situation is exacerbated by a lack of job progression opportunities within the support staff line unless one embarks on advanced studies with a view to leave and join the academic teaching portfolio.

Non-academic staff get first-hand exposure to the challenges that have a great impact on the graduates' wellbeing, which influences their ability to achieve success in their academic journey during their enrolment. They need consciousness and a deep understanding of the impact that they have on university policies and processes. There is a perception that business schools are required to function at a significantly higher level in terms of service delivery due to the calibre of students that business schools attract. This forces non-academic staff to experience excessive pressure due to a hidden expectation from both the student population and academic staff to perform at a higher level when it comes to service delivery. Nazir (2017) indicates that the structures of human capital frequently affect organisational behaviour and performance, which consequently leads to better service delivery. The author further states that better service delivery results in an increase in customers and creates customer loyalty towards the organisation. Based on the research, an assumption can be made that if non-academic staff have an inherent awareness of the full extent and impact of their role, there will be a tremendous positive effect on service delivery. Non-academic staff can make a constructive impact on the students' experience and enhance their wellbeing. They will further provide a support function that stimulates a conducive environment for business graduates to excel and thrive academically.

In addition to the above discussion on the importance of job autonomy in combating turnover intention, the employees' psychological capital also plays a huge role. Psychological capital (Psycap) generally relates to the presence of optimism, hope, efficacy and resilience, which are positive psychological resources that can be developed. Psycap is generally linked with happiness at the workplace (Kawalya, Munene, Ntayi, Kagaari, Mafabi & Kasendeke, 2019); the elements of Psycap also predict employees' attitude towards organisational change (Nwanzu & Babalola, 2019). Ngwenya and Pelser (2020) reported that psychological capital significantly positively influence employee engagement, job satisfaction and employee performance among manufacturing sector employees in Zimbabwe. Psycap has an

indirect effect on the association of student-teacher relationship and academic performance (Carmona-Halty, Schaufeli & Salanova, 2019). Celik (2018) conducted a study in the tourism sector and reported negative relationships among Psycap, work stress and employee turnover intention.

Although numerous studies have been conducted involving the psychological capital and turnover intentions (Celik, 2018), paucity exists in the organisational behaviour literature on the influence of psychological capital on job autonomy and turnover intention among support staff working in a Business School environment. Most of the studies in the literature have mainly focused on the academic staff. The research-initiating question is therefore: "what is the influence of psychological capital and job autonomy on the turnover intention of support staff at a Business School in the Western Cape?

1.2 RESEARCH QUESTIONS

The main research question was further dissected to come up with the following sub-research questions:

- ✓ Is there a relationship between psychological capital and turnover intentions amongst non-academic staff within a business school in the Western Cape?
- ✓ Is there a relationship between job autonomy and turnover intention amongst non-academic staff within a selected business school in the Western Cape?
- ✓ Is there a relationship between psychological capital and job autonomy amongst non-academic staff within a business school in the Western Cape?
- ✓ Does psychological capital have a significant influence on job autonomy among non-academic staff within business schools in the Western Cape?

1.3 RESEARCH OBJECTIVES

The specific objectives of the study are to:

1. Determine if there is a relationship between psychological capital and turnover intentions amongst non-academic staff within a business school in the Western Cape.

2. Determine if there is a relationship between job autonomy and turnover intentions amongst non-academic staff within a business school in the Western Cape.

3. Determine whether psychological capital has a significant influence on job autonomy among non-academic staff within a business school in the Western Cape.

4. Determine whether job autonomy and psychological capital are significant predictors of turnover intention.

1.4   SIGNIFICANCE OF STUDY

In the current turbulent and unstable economy with constant evolving frameworks in the country and internationally, within higher education there will always be unforeseen challenges as growth and evolution take place (Nyaigotti-Chacha, 2004). Oliver (2011, p18) indicates, "Consequently, the satisfaction and commitment of higher education employees under such challenging work environments has become imperative". There is a need for non-academic staff to not merely survive but thrive in these constantly changing environments, systems and students. There is therefore a need for University Business School authorities to formulate interventions that enhance non-academic employees' psychological capital well as providing systems that allow for job autonomy in the day-to-day activities of non-academic employees. This will ultimately assist with the retention of support staff[1] as well as the improvement of their service delivery.

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[1] The terms non-academic, professional staff and support staff will be used interchangeably throughout the thesis to refer to University Administrative Officers

1.5 OUTLINE OF CHAPTERS

1.5.1 Chapter 1: Introduction, Research Initiating Question and Research Objective

An introduction to the research paper is covered in Chapter one. The chapter provides an overview of the idea upon which the research is based and the process it will take. The chapter highlights the argument upon which the research study is based.

1.5.2 Chapter 2: Literature Review

In this chapter, the concept of psychological capital, job autonomy and turnover intention are introduced. The terms are discussed and put into perspective in the chapter. Various models are discussed and applied to the areas of study.

1.5.3 Chapter 3: Research Methodology

Chapter three outlines the research methodology used to gather data for this study. The chapter includes the explanation of the measuring instrument, its psychometric properties, and the method and techniques that were used in the data analysis.

1.5.4 Chapter 4: Reporting of results

The results obtained from data collection are analysed and presented through inferential statistics. Tables and graphs are used to capture and analyse the data respectively.

1.5.5 Chapter 5: Conclusions, limitations and recommendations

This chapter discusses the results obtained from the data analysis. It provides the recommendations and conclusions drawn from the study. Recommendations are made here for both business schools and the Industrial Psychology field. In conclusion, this chapter makes suggestions for possible future research.
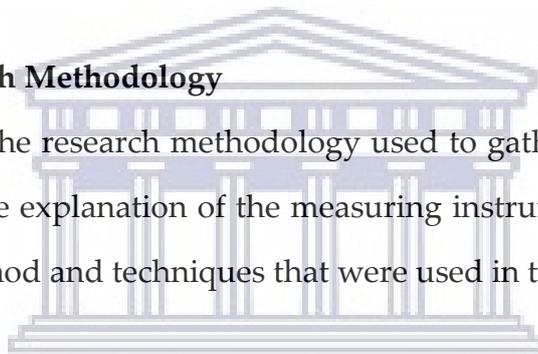
1.6   CONCLUSION

This chapter provided an overview of the study. It discussed the background of the research, significance of the study, problem statement, aims and the chapter outline. The following chapter reviews literature on psychological capital, job autonomy and turnover intention.

CHAPTER TWO

LITERATURE REVIEW

2.1   INTRODUCTION

Literature on psychological capital, job autonomy and turnover intention is identified and discussed in this chapter. According to Firth, Mellor, Moore and Loquet (2004), employees are the foundation pillar of any corporate entity's success. Brit, Wallis and Winternits (2004) consider the workforce as carriers of information and the component of an organisation, which can create a successful and thriving business. The authors further postulate that holding on to the knowledge that resides within an organisation's employees is significant and important. Subsequently, if the employees leave the organisation, a tremendous loss will be experienced by the organisation since its intellectual capital will be lost.

2.2 TURNOVER INTENTION

Turnover intention[2] is one of the widely studied areas in the Industrial Psychology and Human Resources Management domains (Hendricks, 2017; Satardien, Jano & Mahembe, 2019; Zhou, 2017). This attests to the importance of understanding why employees harbour intentions to leave their organisations. To date various reasons have been cited in literature as potential causes of turnover intentions. These include organisational culture (Zhou, 2017); leadership style (Hendricks, 2017); the role of perceived organisational support in achieving the required employee commitment to buffer against the turnover intention process (Satardien et al., 2019).

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[2] The terms Turnover intention, intention to quit or intention to leave will be used interchangeably in this study to denote the intentions by employees to find some alternative employment.

Riley (2006) states that the intention to leave is a carefully and well thought through longing to leave an organisation within the immediate future. The author further considers the intention to leave as the final step of an order of activities in the withdrawal cognition process. Riley (2006) identifies three features of the withdrawal cognitive process, namely, feelings towards leaving, the objective to explore for alternative employment elsewhere and the objective or intention to quit. Intention to quit is considered as a dependent variable and suggests the possibility that an individual will leave the organisation in the near future (Firth et al., 2004). The authors suggest that employees start with an assessment of their existing circumstances, which then results in them considering quitting. This then further progresses by going through numerous phases that result in a strong intention to leave. The result can be a choice to leave the organisation. Many variables that are described in Figure 2.1 cumulatively contribute towards the decision to quit (Greenberg & Barron, 1997). This model recommends that dissatisfaction with the occupation may lead to feelings about deserting the organisation, subsequently causing the employee to begin exploring other more desired job prospects.

Van Schalkwyk, Du Toit, Bothma and Rothmann (2010) state that employee resignations could have a damaging effect on organisational success and efficiency. The authors further indicate that recognising the elements that cause employees to consider resigning, could help predict turnover behaviours more correctly and methods to avoid turnover could be pre-empted. Ongori (2007) postulates that there is a requirement to cultivate a better comprehension of employee turnover; its causes and impact on business as well as approaches or tactics that management can introduce to reduce employee turnover. This chapter unpacks the factors that cause turnover intention and its impact on an organisation.

Figure 2.1

Model of voluntary turnover
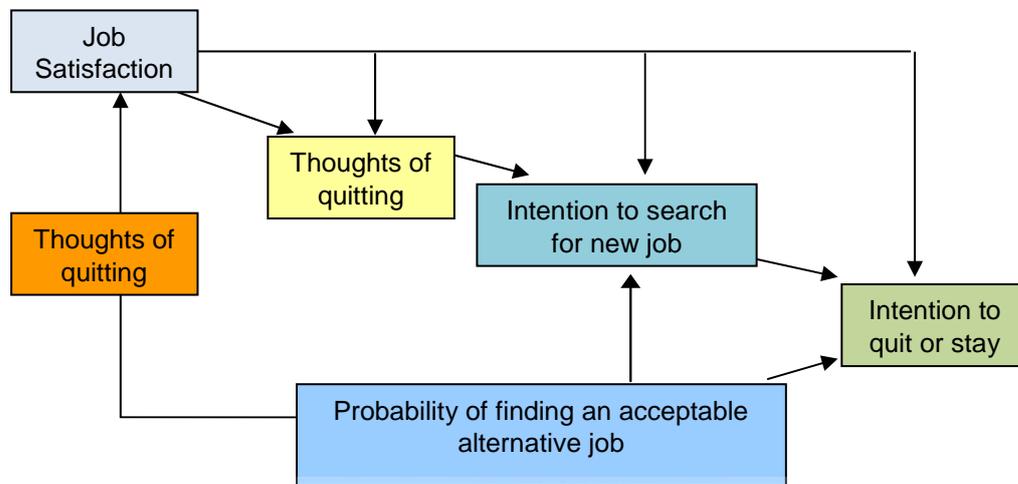
Source. Greenberg, J., & Baron, R. A. (1997). *Behaviour in Organisations* (6th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

2.2.1 Defining turnover intention

Many researchers define turnover intention as the instantaneous originator or the intermediary before the actual turnover (Egan, Yang & Barlett, 2004). Other researchers refer to turnover intention as a display of organisational incompetence or unsuccessfulness; Vigoda and Ben (2004) comprehend it as an indication of organisational failing. Further research states that turnover intention has been a beneficial substitute measure of tangible or actual turnover (Firth et al., 2004). Substantial literature suggests that influences such as job fulfilment or happiness, organisational disconnect, job movement, working situation or background, organisational culture, and lack of value-goal equivalence, activate turnover and intention to quit. However, increasing job satisfaction and organisational commitment are good strategies for reducing turnover intention (Cohen & Golan, 2007).

Sutherland and Jordan (2004) postulate that employee turnover is categorised in literature as either voluntary or involuntary. They further define voluntary turnover as employee instigated or oriented, with the employee pursuing employment that stimulates job satisfaction and healthier or conducive employment environment. The employer usually initiates involuntary turnover aimed at cost-cutting which leads to retrenchments or dismissals for misconduct or non-performance associated causes (Sutherland & Jordan, 2004).

The current study is only focusing on voluntary turnover. Turnover intention is usually a function of factors such as job dissatisfaction, lack of commitment to the organisation and emotional distress or anxiety. To get a handle on these factors, managers need to stay in tune with both the extrinsic and intrinsic sources of job satisfaction available to employees (Firth et al., 2004).

Researchers have emphasised that objectives are the instantaneous elements of real behaviour. If job satisfaction is significantly low, the employee could develop a behavioural intention to quit the job (Appelbaum, Wunderlich, Greenstone, Grenler, Shapiro, Leroux & Tronger, 2003; Chen, Chang & Yeh, 2004). Spector (1997) indicates that intention to quit may result in job exploration actions, which if effective, may result in turnover. This is a damaging aspect to the organisation as it experiences substantial expenses that obstruct efficiency.

Employee turnover has become a standard practice for corporate businesses to plunder human resources from competing organisations, to gain a competitive edge over its rivals (Gapu & Shaheen, 2017). Egan et al. (2004) supports this and adds that this poses a severe risk to organisations, particularly in the present contemporary and advanced stage of development when organisations' human capital is what greatly assists with an organisation's competitive advantage. As previously discussed, when employees quit, the human resource capital that was developed through

training and investments is lost. One of the chief negative effects of turnover is the financial loss due to recruiting and investments in developing and training the organisation have ploughed into their human capital (Firth et al., 2004). According to Vigoda and Ben (2004), the forfeiture of experienced and accomplished employees is associated with the decline in the effectiveness, modernisation, and excellence of service delivery. The retention of high performing staff has grown into an immense and challenging task (Cohen & Golan, 2007).

2.2.2 Models of Turnover Intention

Having a full comprehension of the multifaceted process of turnover intention is required. The volume of information that exists refers to two specific models of turnover intention, serving as the foundation for understanding the process. March and Simon (1958) and Mobley (1977) developed and formalised these models.

2.2.2.1 March and Simon's Model

March and Simon (1958), clustered economic and psychological variables, and further identified job satisfaction as the primary element influencing employees' views and opinions of the desirability of movement in relation to the model of contributing factors of turnover intention. The decision employees make regarding staying or leaving an organisation, is reliant on the equilibrium of stimulus presented by the organisation to the employee and contributions of the employee to the organisation (March & Simon, 1958). As the equilibrium of stimulus over contributions grows, the tendency of the individual participant to leave the organisation declines. The functions of two different mechanisms are indicated in the equilibrium namely: the perceived desirability of leaving the organisation and the perceived ease of leaving the organisation. The major components of the model are presented in Figure 2.2.

Figure 2.2

Simplified version of March and Simon's Model

The labour market and the March and Simon model's interpretation of turnover can be combined in terms of the internal and extra-organisational prospects, with expected employee usefulness being evaluated in terms of 'perceived desirability' and 'perceived ease'. Mechanisms of job satisfaction namely: conformity, predictability and compatibility, as indicated in Figure 2.2, can relate to the psychological interpretation. March and Simon's interpretation of motivation is based on the theory of 'organisational equilibrium', developed by Barnard (1938). This defines how an equilibrium comes into effect for the organisation and its employees when stimulus from organisations and contributions from employees secures the continuous continued existence of the organisation (Morrell & Wilkinson, 2001).

The organisation offers inducements in the form of payment to encourage employees to participate by contributing their efforts in the form of performing work. Increased inducements offered by organisations will reduce the inclination of the employee to leave. Hom and Griffith (1995, 51-53) state that leaving is determined by two distinctive variables, namely 'perceived desirability of movement' that is influenced by job satisfaction and 'perceived ease of movement,' which refers to evaluating perceived alternative opportunity. An exaggeration of the significance of pay as a stimulus, at the cost of other fundamental sources of satisfaction, is considered a limitation of this model (Lawler, 1981).

2.2.2.2 Mobley's Model

Mobley's model of the turnover process was conceptualised in 1977 and reveals how complex the decision for an employee to quit is. Multiple stages take place in an employee's thought process when contemplating whether to leave their employment or to stay (Mobley, 1977). Figure 2.3 presents an improved version of Mobley's Model (1977) that exhibits the decision process employees go through when challenged with the notion of leaving their employment.

Mobley (1977) proposed that the thought process to leave takes place between job dissatisfaction and quitting. According to the model, (see Figure 2.3) the process commences with the (a) evaluation of the standing with the existing job followed by emotional state of (b) satisfaction or dissatisfaction of the employee with the job (Mobley, 1977). Job dissatisfaction leads to (c) thinking about leaving, which further results in (d) evaluations for the anticipated usefulness of searching for another job (for example, estimating the likelihood of acquiring a job within the same salary bracket) and the cost of quitting (for example, loss of annual bonus, health care benefits). If the possibility of finding a similar job is high and the cost of quitting is
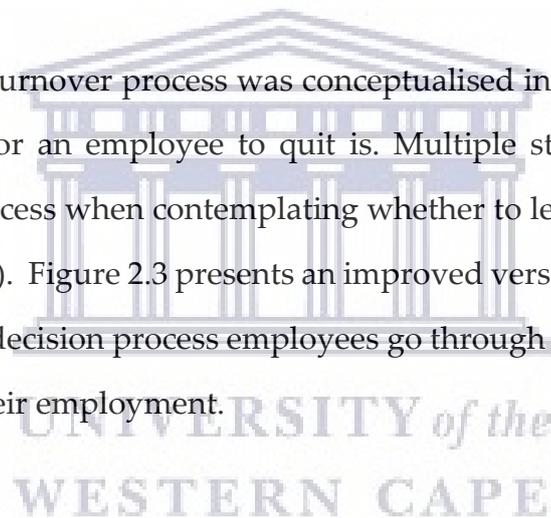
minimal, an employee will progress to the next step i.e., (e) intention to search for other employment possibilities followed by (f) actual search for alternatives.

Retrieved from: http://whatsyourjobattitude.weebly.com/mobleys-model.html
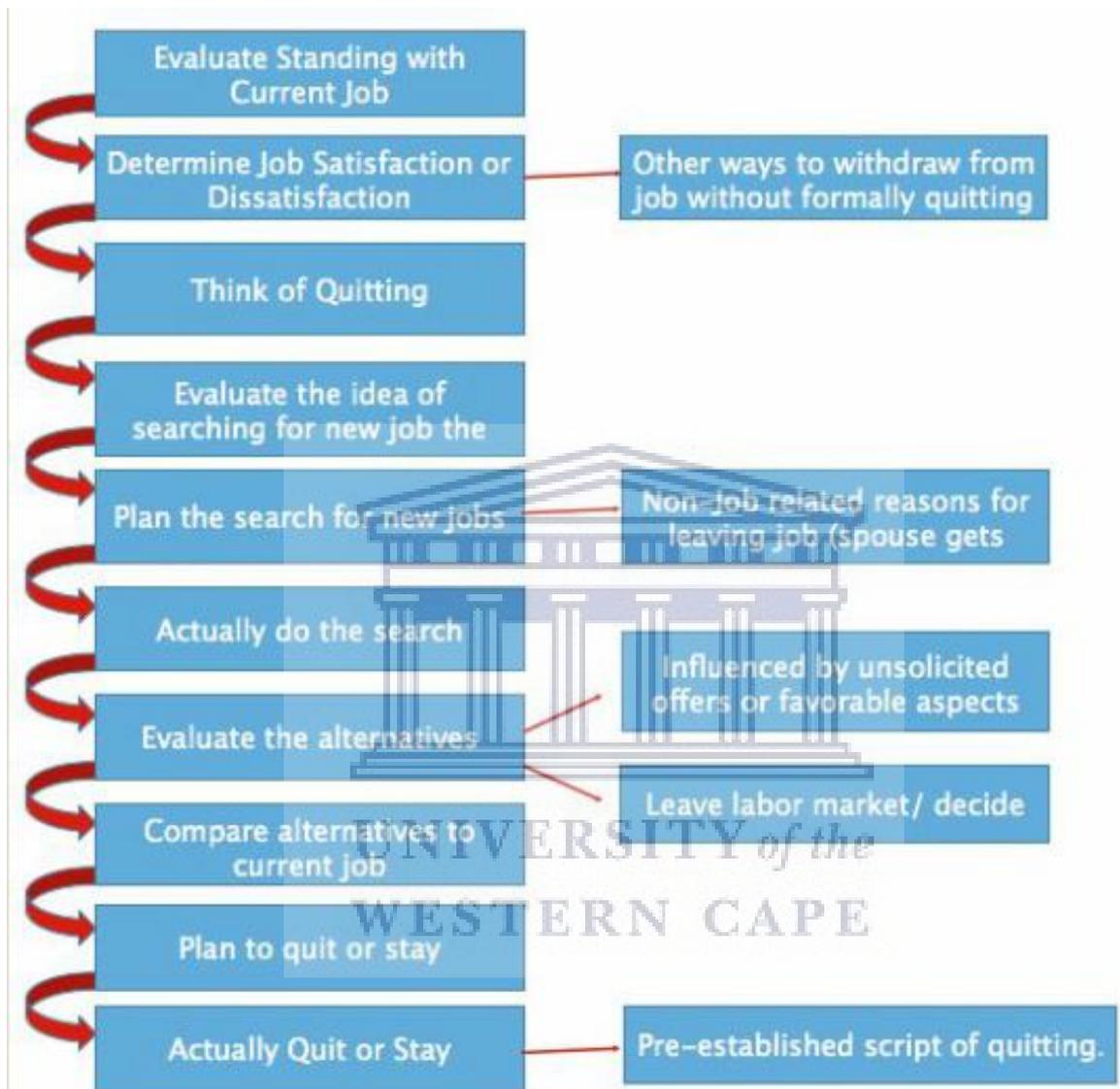
If alternative employment opportunities exist, (g) an evaluation of these alternative options is made to find the best suitable option. Afterwards, a (h) comparison of the best suitable options is made with the current job. If the comparison indicated the alternative option to be more beneficial, the behavioural (i) intention to quit will be motivated or encouraged which will lead to the final step of (j) actual quitting.

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2.3 PSYCHOLOGICAL CAPITAL

Dirzyte (2013, p. 391) indicates, "Psychological capital is seen as a resource that goes beyond human capital (experience, knowledge, skills and abilities) and social capital (relationships, networks)". Luthans and Youssef (2007) indicate that psychological capital deals with "who you are here and now", and "who you can become" in the near future if your psychological properties are groomed and cultivated in the workplace. According to Youssef and Luthans (2007), positive psychological capital, also known as PsyCap, has been theoretically recognised as four positive psychological capitals which consist of self-efficacy, hope, optimism and resilience.

Çavuş and Gökçen (2015) posit that positive individualities of an individual or a group, will assist to increase and uphold a maintainable positive psychological capital over-all (in both work and real-life contexts). Views, feelings and characteristics of an individual that are positive, will result in positive experiences and relationships (Çavuş & Gökçen, 2015). Page and Donohue (2004) state that positive psychological capital develops an individual's private capacity to act efficiently, enhance performance levels, and help an individual realise their full potential.

According to Luthans, Avolio, Avey & Norman (2007), PsyCap can be viewed as an investment in people, which results in a competitive advantage. The authors further indicate that the perception of PsyCap, is derived from the field of Positive Organisational Behaviour (POB). Psychological capital is defined as: "an individual's positive psychological state of development which is characterised by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive contribution (optimism) about succeeding now and in the future; (3) persevering toward goals, and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and

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adversity, sustaining and bouncing back and even beyond (resilience) to attain success." (Luthans *et al.*, 2007, p. 3).

According to Keles (2011), positive organisational behaviour was defined as the submission of positively focused human resource assets, and psychological dimensions that can be measured, advanced, and successfully managed for performance enhancement in the current work environment. Positive psychological properties like hope and resilience, once perceived to be present only in superior gifted individuals (Seligman, 1998), have now acquired research to support that these properties can be developed (Wright, 2003), together with other abilities generally documented in the field of organisational behaviour, like efficacy (Stajkovic & Luthans, 1998) and optimism (Keles, 2011). Psychological capital or properties were conceptualised by Çavuş and Gökçen (2015, p. 244) as an investigative method "by which positive attitudes, feedback and criticism contribute to the functioning and development of an individual, group or corporation".

There is amplified maintenance for the positive results that can lead from concentrating on positive psychology (Luthans et al., 2007; Snyder, Sympson, Ybasco, Borders, Babyak & Higgins, 1996). This is a modification from the customary emphasis on what is deviant in people's behaviour compared to positive people's behaviour (Luthans & Youssef, 2007). POB has been primarily devoted to progressing information resembling the four dimensions mentioned (Luthans et al., 2007; Wright, 2003), such as hope (Snyder, 2000, 2002; Snyder et al., 1996), resilience (Masten & Reed, 2002), optimism (Seligman, 1998), and self-efficacy (Bandura, 1997).

2.3.1   Self-efficacy/confidence

Self-efficacy is defined by Wood and Bandura (1989, p. 408-409) as "beliefs in one's capabilities to mobilise the motivation, cognitive resources, and courses of action needed to meet given situational demands." According to Bandura (1997), there are

four ways of assembling or building self-efficacy variables in employees, namely mastery or proficiency experiences, vicarious or displayed experiences, verbal persuasion or encouragement, and physiological feedback. The author further explains the four compositions as follows:

- Mastery-experiences comprise positive personal experiences in completing a task or utilising a skill.

- Vicarious-experience refers to the process of educating from the experiences of other workers, or from observing others perform a task similar to the task dispensed to the observer. Observing the accomplishments of others, employees with lack of self-efficacy may recognise a challenging goal as a realisable one (that is within their reach).

- Verbal-persuasion is the procedure of authentication of employees' personal skills by others. It stimulates awareness of an employee's own competences and capabilities.

- Physiological-feedback is the reaction(s) of an employee's own physiological frame of mind, such as reduced anxiety.

Saragih (2012) supports Bandura (1997) by stating that self-efficiency deviates due to learning, experience and feedback. Self-efficacy is a significant motivational concept, which impacts individual decision making, goals, emotional reactions, actions, survival, and perseverance (Gist & Mitchell, 1992). According to Nguyen, Jim and Steve (2003), employees with elevated self-efficacy will demonstrate more determination and exert more effort when facing difficulties or negative experiences. The authors further indicated that on the contrary, employees with deduced levels of self-efficacy are prone to quit and give up, due to challenges confirming the false perception that he or she is not capable to perform the task. Saragih (2012); Nguyen et al. (2003) and Gist and Mitchell (1992) indicate that self-efficacy also has a substantial positive relationship with job satisfaction, job performance and job stress. They further indicate that employee satisfaction escalates due to experiencing a level of competence
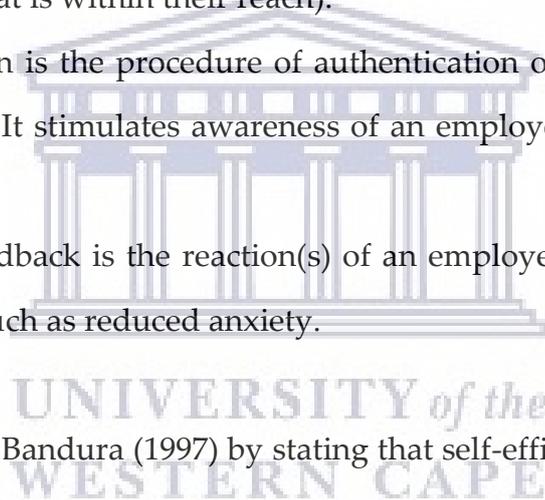
and confidence that together with self-efficacy makes the task more gratifying and results in an internal sense of being able to cope with stressors in the work environment.

2.3.2 Optimism

Tiger (1971, p18) defines optimism as: "a mood or attitude associated with an interpretation about the social and material - one which the evaluator regards as socially desirable to his [*or her*] advantage, or for his [*or her*] pleasure." According to Seligman and Csikszentmihalyi (2000), optimism is a characteristic in which a person perceives positive occurrences as a result caused by internal, lasting and inescapable influences whilst negative occurrences are perceived as occurring because of external, momentary and situation-specific influences. Peterson (2000) postulates that individuals with 'realistic' optimism are expected to display high levels of commitment toward their organisations. The author further states that optimists commonly take personal accountability for the positive consequences in life, while swerving accountability for negative events through an optimistic attributional style (Peterson, 2000). Luther and Youssef (2004) add that this then leads to heightened performance. Similar to hope, optimism does not require a challenging event to activate that specific mental state of mind as with resilience (Bonanno, 2005; Masten, 2001).

2.3.3 Hope

Lewis (2011) describes hope as a state of mind. Snyder, Irving and Anderson (1991, 287) define hope as a 'positive emotional state that is based on an interactively derived sense of successful (a) agency (goal directed energy) and (b) pathways (planning to meet goals)'. Luthans (2002) agrees and states that hope can be perceived as three main theoretical fundamentals, namely agency, pathways and goals. Snyder (2002) refers to the agency as an individual having the will to accomplish a sought after effect.

The author further states that individuals that inherently have high levels of hope can predict or anticipate potential difficulties in reaching their goals. Individuals therefore design alternative strategies or pathways to deal with the possible unforeseen challenges to increase the likelihood of their goals to be achieved (Snyder, 2002). Dirzyte (2013) supports this statement and further suggests that hope necessitates the capability to successfully strategise and determine goals for the future so that an individual's sense of hope is considered as convincing and the things that he/she hope for, may be achieved.

2.3.4   Resilience

Masten and Reed (2002, p. 75) describe resilience as "characterised by patterns of positive adaptation in the context of significant adversity or risk". Luthans (2002, p. 702) outlines resilience "as a PsyCap construct with the positive psychological capacity to "bounce back" from adversity, uncertainty, conflict, failure, progress, increased responsibility or even positive change." Although self-efficacy, hope and optimism are usually communicated in advance, resilience is generally demonstrated as a reaction to an obstruction (Avey, Luthans & Youssef, 2006). A typical distinctive feature of resilient individuals, includes a constant recognition and acceptance of a circumstance, a deep conviction in the significance of life and a capability to acclimatise and rely on one's wits in the face of significant change (Lewis, 2011). The author further indicates that resilience can be established through constant exposure to progressively challenging circumstances and acquiring knowledge from these situations in a productive way.

Bonanno, Papa and O'Niell (2001) state that people who are resilient by nature, tend to display a high level of emotional stability when dealing with a challenging situation. They deem to adapt more easily to fluctuating stresses, and embrace new experiences (Tugade & Fredrickson, 2004). Hamel and Valikangas (2003) indicate that resilient employees are better prepared than optimists to master challenging

situations because an optimist, with their positive attribution style, may not explore the factual or accurate reason for the problem, resulting in them merely brushing it off. They further state that resilient employees are inclined to look at a challenging situation from a more strategic and rational approach to resolve the problem than an optimist and is considered best suited to acclimatise and resolve the stress and even go beyond the standard level of performance.

2.4   DEVELOPING PSYCHOLOGICAL CAPITAL

Psychological capital's four measurements can be established through micro-interventions by applying the PsyCap Intervention (PCI). According to Luthans., et al. (2006) these interventions are presented in training workshops that employ developmental instruments which include task mastery knowledge, positive role-playing or modelling, contingency or emergency planning, social support activities and goal setting. Figure 2.4 describes the model of PCI intervention (Luthans, Avey, Avolio, Norman & Combs, 2006; Luthans et al., 2007).

The intention of this intervention is to influence each dimension as well as the comprehensive level of psychological capital for the aftermath in terms of performance (Luthans et al., 2006). Luthans and colleagues listed the objectives in applying this psychological capital intervention (PCI) as the (Luthans, Avy, Avolio & Peter, 2010, p13-14):

  ✓ short duration to minimise disruption in the work process,
  ✓ designed to influence each of the four positive psychological dimensions, and designed to influence the overall positive psychological core construct through an integration of the underlying principles and developmental dimensions of each of the four individual PsyCap resources".

Figure 2.4

The PsyCap development model
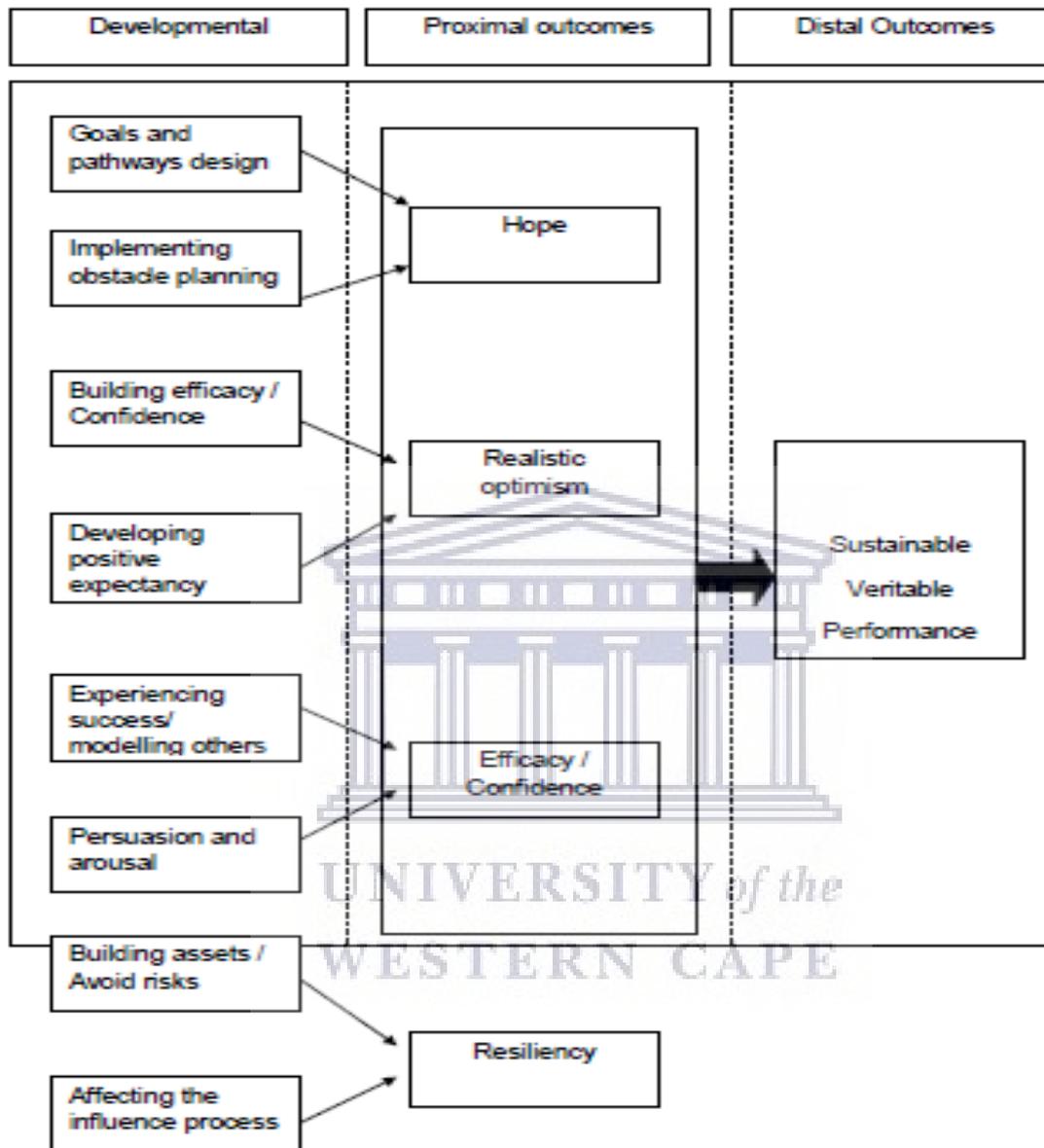
Retrieved from

https://www.researchgate.net/figure/PsyCap-Development-Interventions-Source-Adapted-from-Luthans-Avey-Avolio-Peterson_fig6_323126834

2.4.1 Developing hope

According to Luthans et al. (2006), hope can be developed by influencing goals, pathways and agency. The authors further indicate that this can be accomplished by

producing job-related goals that had personal value that had a reasonable level of difficulty, and included a clear start and finish point. These features of the goal produce continued motivation, which results in an increased agency/willpower (Luthans et al., 2006).

During the implementation of this model, Luthans and his colleagues noticed that participants produced several pathways to their job-related goals and recognised complications for which they needed to plan. Each participant received feedback from the group regarding further pathways that could be applied and other difficulties to anticipate (Luthans et al., 2006). This exercise improved pathway creating and capability to plan for complications and difficulties, thus decreasing the damaging impact of obstacles on agency/willpower (Luthans et al., 2006).

2.4.2 Developing self-efficacy

During the development of self-efficacy, participants practiced compiling stepwise techniques to reach goals. Participants describe each phase of the stepwise technique to the group and the group then replies by responding to how each step is accomplished (Luthans et al., 2006). Through these responses, task mastery is developed for the design and accomplishing of goals. Through this process, indirect learning takes place as the individuals observe their fellow peers work towards achieving their goals and learning through others' experiences on their journey to accomplish their goals.

The next stage in this process according to Luthans et al. (2006) is the emotional arousal participants experience while witnessing success stories of other participants achieving their goals. A final phase in developing self-efficacy is emotional arousal, which is affected by the positive expectancy of accomplishing goals as well as the social influence of the facilitator. The group members have a stimulating effect

through affirming and validating how schedules, timelines and goals will be accomplished.

2.4.3 Developing optimism

Developing self-efficacy for pathway creation and planning for complications, produced a foundation for largely positive expectations. The expectation of accomplishing goals successfully improves in participants who feel confident in their ability to recognise a plan to overcome complications (Luthans et al., 2006). Once participants are exposed to pathways of succeeding and possibilities to overcome challenges, this reduces negative expectations that goals would not be achieved.

According to Luthans et al. (2006), improved positive expectations are stimulated by group feedback where individuals are exposed to peers expecting and making plans for a successful outcome. As participants' expectations for a positive outcome increase, the result is an increase in optimism.

2.4.4 Developing resiliency

According to Luthans et al. (2006), resilience is developed by constructing an understanding of personal properties in the form of abilities, skills, and social networks. In the process of developing resilience, participants are required to indicate what resources they can influence to attain a specific goal. Once the participants finalised a list of resources, the facilitator and peer-group members recognise further resources the participant neglected to list as resources (Luthans et al., 2006). Participants are encouraged to influence and utilise the resources that were identified. Luthans et al. (2006) indicate that when developing resilience, the aim is to construct plans to circumvent the obstacles and prevent them from becoming real concerns. The influence process is creating an awareness among participants of their initial views or beliefs and frame of minds when confronted with challenges (i.e., self-assurance or
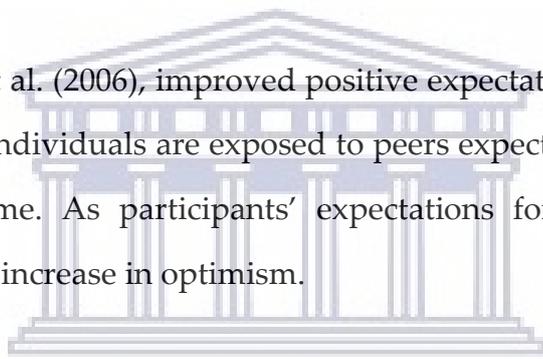
confidence or hopelessness), and have to choose resilient beliefs based on resources and possibilities available to overcome challenges (Luthans et al., 2006).

Hamel and Valikangas (2003) state that if employees and organisations are to effectively steer through volatile periods that could continue for long durations, the development of the capability to "bounce back" from challenging times (or personal impediments), appears vital. More authors agree that human resource professionals and departments should finance the development of psychological capital, particularly in resilience, guiding employees away from the natural impulse to continually react to a disturbance and instead cultivate in employees a mind-set of bouncing back with a developed level of resilience (Luthans, Luthans & Luthans, 2004; Luthans & Youssef, 2004; Luthans, Youssef & Avolio, 2007; Youssef & Luthans, 2005).

2.5 JOB AUTONOMY

2.5.1 Defining job autonomy

Cordery and Wall (1985) define job autonomy as one of the most significant features of work. According to Hackman and Oldham (1980), job autonomy can be considered as the extent of decision making power that employees have over imperative choices in their work. When high levels of job autonomy are practiced, employees have to identify their new prospects, contemplate task-related goals, methods, policies, and make choices about how to execute tasks (Humphrey et al. (2007). Deci and Ryan (1985) outline autonomy as the awareness of a desire associated with an act which can be understood as the amount of self-determination permitted or freedom that teachers are given by administration and policymakers in the public system. The authors further indicate that in the framework of the Self-Determination Theory, autonomy is a contributing factor for conceding motivation levels.

According to Saragih (2012), job autonomy became the censorious predecessor for many positive work aftermaths. This perception or understanding positively influences their intrinsic motivation and efficiency in their job (Saragih, 2012). Baard, Deci and Ryan (2004) state that job satisfaction is closely related to motivation and job autonomy. Motivation is the key variable that describes the association concerning job autonomy and performance (Langfred & Moye, 2004). The authors further indicate that job autonomy causes a serious psychological state of skilful accountability for deliverables of the job, which further results in aftermaths such as extraordinary work effectiveness and elevated internal work motivation.

A study done by Piccolo and Colquitt (2006) identified an association between job autonomy, intrinsic work motivation and job performance. Their study investigated the facilitating role that intrinsic work motivation has between fundamental job characteristics (diversity, uniqueness, importance, autonomy, and feedback) and job performance. Similarly, research done by Humphrey et al. (2007) provided confirmation that observed job autonomy is positively associated with imperative work outcomes, for instance, performance, job satisfaction, organisational commitment, and intrinsic work motivation.

Liu, Spector and Jex (2005); Nguyen et al. (2003) and Thompson and Prottas (2005) found a positive association between job autonomy and job satisfaction. Employees that are given high autonomy, will feel that the results of their job are determined by their efforts, actions and decisions, so they will feel more satisfied (Saragih, 2012). Research done by Smith, Ghada & Mike (2003) supports this and further found that there is a positive correlation between job autonomy and employees' capability, proficiency, creativity and inventiveness. A study done by Langfred and Moye (2004) states that increased job autonomy empowers employees to deviate from a repetitive system, to discover best practices. Saragih (2012) agrees with findings from Langfred and Moye (2004), which indicates that there is a positive relationship between job autonomy and job performance.

Nguyen et al. (2003) indicate that having a high level of job autonomy has a positive influence on employees' self-efficiency level since they identify themselves as more skilled and more resourceful, thereby growing their level of self-efficiency. The authors further state that job design with elevated autonomy will have a dominant influence on employee performance, satisfaction and decrease job stress through improved self-efficacy. Saragih (2012) observes that in occurrences where job autonomy is high, employees will perceive work results as relying on their own actions, resourcefulness, and judgements, rather than on the competence and instructions from the employer or instructions and procedures given by a higher authority.

2.6 THE RELATIONSHIPS AMONG PSYCHOLOGICAL CAPITAL, JOB AUTONOMY AND TURNOVER INTENTION

Based on empirical findings and theoretical opinions, it was hypothesised that psychological capital positively affects job autonomy and negatively affects turnover intention. Furthermore, the present study provides arguments to indicate that job autonomy negatively affects turnover intention. The relationships among these variables will be deliberated and a subsequent hypothesis will be indicated.

2.6.1 Psychological capital and turnover intention

Brown, Thomas and Bosselman (2015) indicate that several psychological and behavioural dynamics may encourage the choices of employees to leave their employment. A study conducted by Gupta and Shaheen (2017) investigated the facilitating role of work engagement, and the regulating role of capability and knowledge within an organisation, in the relationship between psychological capital and intention to turnover. The study was conducted among 217 employees working in various industries in the service sector. The results indicated that psychological capital and work engagements were negatively related to turnover intention. What was thought-provoking in the findings was that in the existence

of work engagement, the importance and negative impact of psychological capital on turnover intention is reduced and becomes positive. Another research study conducted by Rehman and Mubashar (2017) showed that job stress and psychological capital are positively correlated with turnover intentions and proved that positive psychological capital reduces employees' intention to leave. The authors suggested that developing positive psychological capital of employees and improving stress management approaches will assist in decreasing the intention employees have to leave. The present study is supported by a study conducted by Appollis (2010) in the tourism industry who also found psychological capital and turnover intentions to have a significant negative relationship. Based on this discussion, the following hypothesis is postulated:

Hypothesis 1: There is a significant influence between psychological capital and turnover intention.

2.6.2   Job autonomy and turnover intention

A study conducted by Wang, Jiang and Mao (2019) investigated the relationship between job autonomy and turnover intention facilitated by job satisfaction and work-to-family enrichment. The study was conducted on a sample of 829 respondents and the findings indicated that job autonomy is indirectly associated with turnover intention facilitated through job satisfaction. Cho and Song (2017) conducted a study that indicated that autonomy and supervisory support enhance organisations trust that reduced employees' intention to leave. Dysvik and Kuvaas (2013) conducted a two cross-sectional survey among 680 Norwegian employees from public sector employees. The study reported a negative relationship between job autonomy and turnover intention. In a study conducted by Galletta, Portoghese, and Battistelli (2011), a sample of 442 nurses indicated job autonomy and intrinsic motivation were positively related to affective commitment, which resulted in a negative effect on turnover intention. A study conducted by Shahzad (2016) among marketing and sales

managers working in financial institutions proved a direct negative relationship among job autonomy, distributive justice and procedural justice and turnover intention. Moquin, Riemenschneider and Wakefield (2019) investigated whether job autonomy has a moderating effect on turnover intention. The findings revealed that IT professionals experiencing job autonomy reduce the likelihood of them seeking alternative employment. Based on this, the following hypothesis is postulated:

Hypothesis 2: There is a significant influence between job autonomy and turnover intention.

2.6.3   Psychological capital and job autonomy

According to O'Donnell, Landolt, Hazi, Dragano and Wright (2015), an employee experiencing a high level of job autonomy will require a significant amount of psychological resources. Hobfoll (2002) and Hobfoll (2011) cited by Shahzad (2019) suggested that psychological capital contributes significantly to reducing the opposing effects of high levels of job autonomy. Subsequently, high levels of job independence are perceived as a motivator among employees with positive psychological capital, while employees with lower psychological capital may perceive high levels of job autonomy as stressful.

A study conducted by Alfariza (2019) indicated job autonomy and psychological capital manifest without any external reward and are followed by a desire for developing and achieving goals. This study was conducted with 106 employees and the findings indicated that from the multi regression analysis, job autonomy and psychological capital have a 43.1% effective contribution to work engagement. The outcome of the study conducted by Malik and Dhar (2017) indicated the significance of developing the psychological capital of employees and the need for providing an equitable level of autonomy. The results indicated that employees having high psychological capital and autonomy are the ones who are to be expected to

demonstrate behaviours beyond their indicated roles. Based on this, the following hypotheses are postulated:

Hypothesis 3: There is a relationship between job autonomy and psychological capital.

Hypothesis 4: Job autonomy and psychological capital are significant predictors of turnover intention.

2.6 CONCLUSION

This chapter discussed the theoretical context of turnover intention, psychological capital and job autonomy. The literature review intended to stress the significance of these variables within an organisation and the impact that they have on the functioning and success of an organisation. Research illustrates the importance of investing in human resources and the impact that psychological capital and job autonomy have on employees' intention to leave. This will be tested in the following chapters.
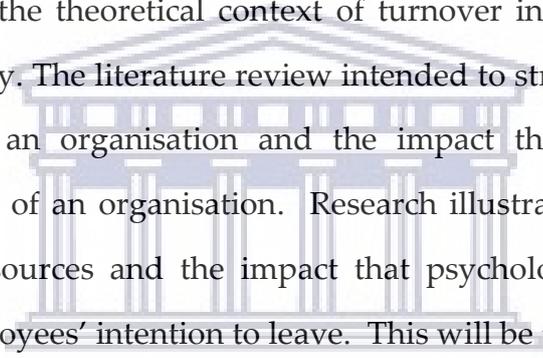
CHAPTER THREE
RESEARCH METHODOLOGY

3.1   INTRODUCTION

The main objective of the current study is to investigate the nature of the relationships among psychological capital, job autonomy and turnover intention. In this chapter, a comprehensive framework on the methodology that will be followed to assess the theoretical hypotheses developed in Chapter two is provided. The methodology requires clarifying and vindicating the research procedures, design and methods that were followed and how the rigour has been maintained throughout the course of the study.   The section will address the research approach, the design used, the instruments used, limitations (give a descriptive/adjective of the type of limitation) and the numerical methods that were used in the study. The ethical considerations are outlined as well.

3.2   RESEARCH APPROACH AND DESIGN

According to Hackman and Oldham (1980), the research designs are plans that guide the planning of circumstances for gathering and investigating the data in a method that targets to combine relevance to the research purpose with low-cost process. The research design used in this study is a tactical outline of the context for action that serves as a channel between research questions and the execution or implementation of the research. It is a cross-sectional descriptive design. The research design facilitated the exploration of the relationship between psychological capital and turnover intention, the relationship between job autonomy and turnover intent and the relationship between psychological capital and job autonomy among non-academic staff at a graduate business school in the Western Cape. Additionally, the descriptive research design was implemented to explain the biographical

characteristics of the respondents. Further, this study implements a survey design and mainly relies on quantitative data that was collected using structured standardised questionnaires. The current study utilised a quantitative research design, which is centered on generating numeric data and examining relationships between variables that are numerically measured and analysed, using a variety of statistical techniques (Bryman & Bell, 2015; Sekaran, 2003).

The quantitative research approach is associated with the positivism metatheory. Additionally, this research design can be associated with a deductive approach where the concentration is on utilising empirical data to test theory (Saunders, Lewis & Thornhill, 2016). The advantage of this approach is that it is cost-effective and less time-consuming than qualitative methods. The disadvantage of quantitative research measures is that they do not provide in-depth information such as the participants' lived experiences.

3.3 HYPOTHESES

The following hypotheses were developed in the literature review chapter. These hypotheses directly tally with the objectives of the study as well as the sub research questions guiding the study.

Hypothesis 1: There is a significant relationship between psychological capital and turnover intention.

Hypothesis 2: There is a significant relationship between job autonomy and turnover intention.

Hypothesis 3: There is a significant relationship between job autonomy and psychological capital.
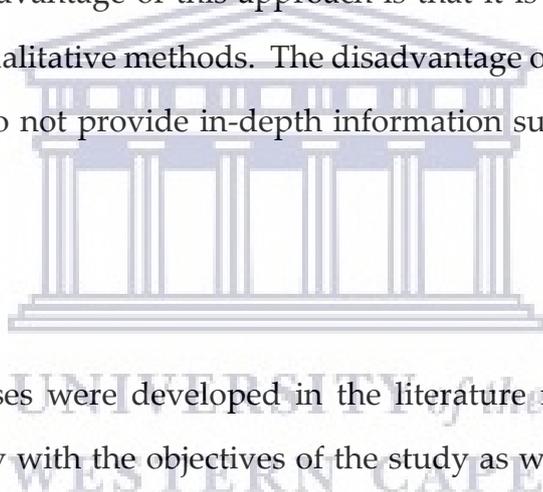
Hypothesis 4: Job autonomy and psychological capital are significant predictors of turnover intention.

Hypotheses 1, 2 and 3 can be depicted diagrammatically as indicated in Figure 3.1.

Figure 3.1

Conceptual model
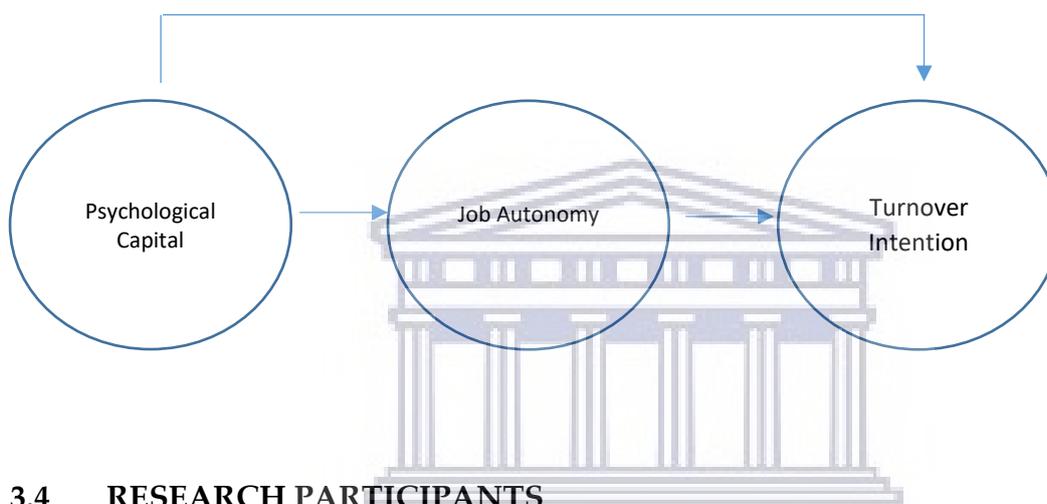
3.4   RESEARCH PARTICIPANTS

3.4.1 Population

Sekaran (2001) defines a population as an all-inclusive group of individuals, events, or things of interest the researcher desires to examine. The goal of this research study is to determine if there is a relationship among psychological capital, job autonomy and turnover intention amongst non-academic staff members at a selected business school in the Western Cape. The population in the present study is made up of non-academic staff, which refers to all administrative, support, information technology and technical support staff. The population size consists of approximately 200 staff members that fall within the above categories of staff members employed at a selected business school in the Western Cape. The population is multicultural with their age groups ranging from the early twenties to early sixties.

3.4.2 Sample size

The main goal of sampling is to gather conclusions from the data obtained about the population (Bless et al., 2006). A sample was drawn from the population indicated above. According to Sekaran (2001), a fragment of the population can be utilised as a representative of the larger population. The study aimed at a sample size of 140. The sample was drawn from different divisions or departments within the business school.

3.4.3 Sampling Procedure

Sekaran (2001) defines a sampling procedure as the process where a subset of the participants from a population are selected to take part in the study. The primary aim is to draw a sample that can be generalised to the entire population of participants. The non-probability sampling method was applied in the present study implying that participants were not randomly selected.   With random selection, each participant in the population gets an equal chance of being selected (Sekaran, 2001). Specifically, convenience sampling was employed in the present study. Convenience sampling is the type of non-probability sampling which includes the sample being obtained from the participants who are readily available (Saunders, Lewis & Thornhill, 2016). The major drawback of convenience sampling is that the findings cannot be generalised to the entire population. It therefore affects the external validity of the results, which is a limitation.

One hundred and forty questionnaires were distributed to specific units. A paper-based questionnaire method was used. Questionnaires were hand-delivered to each participant. Participants were given a week to complete the questionnaire. A total of 100 completed questionnaires were returned. A summary of the demographic statistics of the respondents is presented in Table 3.1.

Table 3.1

Sample Profile

Variable	Frequency	(%)
Gender		
Male	15	15
Female	85	85
Age of participants		
21 – 30	10	10
31 – 40	31	31
41 – 50	32	32
Above 50	27	27
Ethnic group		
African	9	9
Coloured	53	53
White	38	38
Marital Status		
Single	24	24
Married	62	62
Widowed	3	3
Divorced	11	11
Education		
Secondary School	1	1
Standard 10 or equivalent	11	11
Post school certificate	11	11
Diploma/ Degree	39	39
Honours Degree	22	22
Master's Degree	16	16
Years in current position		
Less than 1 year	8	8
1-5 years	49	49
6 - 10 years	21	21
11 – 15 years	8	8
Above 15 years	14	14

3.5 DATA COLLECTION AND PROCEDURE

Once institutional permission was granted by the University where the business school is based and the University's Ethical Clearance Committee granted the

approval, the questionnaires were personally delivered to participants in selected units or departments. The questionnaire consisted of a covering letter, a biographical section, and three measuring instruments. The cover letter outlined the reason for the research being conducted, the informed consent and directives on completing the questionnaire. The advantage of using a self-administered questionnaire was that participants could complete it during their own spare time and the questionnaire could be distributed to a large number of participants at the same time. The questionnaires were personally distributed and collected by the researcher to maintain confidentiality. The researcher provided an overview of the study and allowed time for questions with each delivery. This had a significant impact on the number of responses. A total of 140 questionnaires were distributed to participants and a total of 100 were returned which indicates a 71% response rate.

3.6 MEASURING INSTRUMENTS

The reliability and validity of the measuring instruments played a significant role in determining which instruments to use. In the present research, three measuring instruments were utilised. Reliability evaluates the consistency of the results while validity evaluates the extent to which a test measures what it was designed to measure (Foxcroft et al., 2004). The compiled questionnaire consisted of four segments, namely, biographical information, turnover intention, psychological capital and job autonomy. The instruments are discussed below.

3.6.1 Biographical Information

To have a comprehensive overview of the sample respondents, the biographical information of the sample was collected. Attaining this information provided more insight in understanding the diversity of the sample in relation to gender, age, marital status, ethnic group, qualifications, and time served in the current employment position. A summary of the demographic gathered from the research can be seen in

Table 3.1. According to the biographical information collected of the sample, 15 male participants responded, comprising 15% of the total number of respondents and 85 female participants responded, comprising 85% of the total number collected. The data gathered further indicated that the majority of respondents were from the Coloured ethnic group and the minority of respondents were from the African group. Furthermore, 62% of respondentswere married while 24% were single. Most of the respondents were spread within the 31-40 years, 41-50 years and above 50-age range, while 10% was within the 21-30 years age range. The majority of respondents had a formal tertiary education with 39% holding a diploma or a degree, 22% holding an Honours Degree and 16% holding a Master's Degree. The data further indicates that 49% of the respondents worked for 1-5 years, which is the majority of all respondents. Many of the remaining respondents worked longer periods while 8% of the respondents had worked for less than a year.

3.6.2 Turnover Intentions Questionnaire

Jacobs and Roodt (2008) developed the Turnover Intention Questionnaire which was used to measure the variable turnover intention in this study. The questionnaire consisted of 14 statements which were measured on a seven-point intensity response scale with extreme poles of ("Never" 1 being low intensity to "always" 7 being high intensity (Jacobs & Roodt, 2008). Furthermore, Jacobs and Roodt (2008) reported adequate reliability of Cronbach Alpha of 0.90.

3.6.3 Psychological Capital Questionnaire *(PsyCap)*

The PsyCap questionnaire was developed by Luthans and colleagues (2006) and consists of four scales: self-efficacy, hope, optimism and resilience. Six items for each scale were selected by a panel in accordance with face validity to compile a 24 item questionnaire measuring PsyCap. Each item was measured using a six-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree;

5 = agree; 6= strongly agree). A study conducted by Avey, Luthans, Smith and Palmer (2010) reported overall acceptable reliability of Cronbach Alpha of 0.93. The subscales were indicated to be reliable with self-efficacy scoring 0.87, hope 0.87, optimism 0.78 and resilience 0.72.

3.6.4   Measuring Empowerment Questionnaire (MEQ)

The level of job autonomy experienced by non-academic staff at the selected business school in the Western Cape was measured with 6-items from the MEQ that was developed by Spreitzer (1995). The MEQ is considered to provide sound psychological characteristics (Sprietzer, 1995). The two subscales identified to measure job autonomy are self-determination and impact. For the current study, these two subscales were clustered as one. Each item was measured via a seven-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree; 6 = strongly agree). The reports indicated an inclusive Cronbach alpha coefficient of 0.92 (Sprietzer, 1995). The Cronbach alpha coefficient for the subscales that was utilised for the present study, was 0.85 for self-determination and 0.84 for impact. An example item in the job autonomy scale is: *"I have significant autonomy in determining how I do my job."*

3.7 STATISTICAL ANALYSIS

The statistical procedure employed in the study is discussed in this section and an outline is provided of the format which the statistical procedures followed. The quantitative research methodology was utilised to conduct the study; scientifically reliable and valid questionnaires were used to ensure the required data were gathered. An analysis was done to detect missing values in the data. An item analysis was then conducted to establish and eliminate poor items and consequently advance the internal consistency of the scales relating to the variables being measured in the study. An exploratory factor analysis was employed to ascertain the number of factors in each of the dimensions. Due to the limited or small sample size, the Pearson product

moment correlation method was applied to determine the strength and extent of the relationship between the mentioned variables (Bougie & Sekaran, 2020). Furthermore, the multiple regression analysis was utilised to determine how much variance or inconsistency in the dependent variable could be described by the independent variables (Sekaran, 2003). Item and exploratory analyses were obtained using the SPSS Reliability procedure available in SPSS version 26.

3.8 ITEM ANALYSIS

Item analysis signifies a statistical technique that researchers employ to assist in recognising the usefulness or value of their test items. According to Pallant (2016), during the item analysis procedure, items that have no connection or association to the hypothesis, are removed. The goal of implementing an item analysis for this study, was to detect and eliminate items not aiding or assisting to the interior regularity of the variables being measured by these subscales. Consequently, the procedure increased the content validity of the subscale. Internal consistency is the magnitude to which items in a measurement device are similar and reflects the equivalent fundamental construct (Cooper & Schindler, 2003).

In the current study, an item analysis was employed to identify poor items (which refer to factor loadings < 0.30) in the questionnaires employed in the study using SPSS version 26. This produced the Cronbach alpha value, item-total correlation statistic and the inter-item correlation statistic. The framework developed by Nunnally (1967) illustrated in Table 3.2, was utilised to accurately define levels of reliability for the scales. Pallant (2016) indicates that an item is removed from additional analysis if it has an item-total correlation value below .30 and would lead to a substantial escalation in the internal consistency scale when excluded.
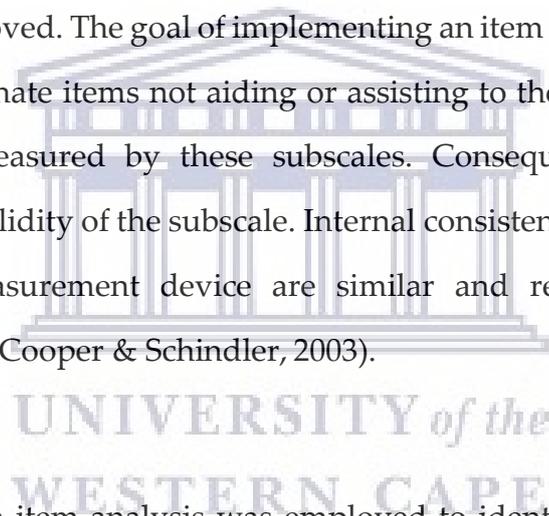
Table 3.2

General guidelines for interpreting reliability coefficients

Reliability coefficient value	Interpretation
0.9 and above	Excellent
0.80 – 0.89	Good
0.70 – 0.79	Adequate
below 0.70	may have limited applicability

Source. Nunnally, J. C. (1967). *Psychometric theory*. New York: McGraw-Hill.

3.9   EXPLORATORY FACTOR ANALYSIS (EFA)

An exploratory factor analysis was conducted on each of the subscales to establish the number of factors in each of the subscales. The factor analysis technique was employed to identify a smaller number of factors from a large number of detected variables or items. According to Kline (2005), there are two primary clusters of factor analysis namely (a) exploratory and (b) confirmatory. According to Costello and Osborne (2005), an exploratory factor analysis (EFA) is a statistical procedure or method that is frequently used to explore the interrelationships between a set of variables. Costello and Osborne (2005) further indicate that the goal of EFA is to eliminate any underlying variables that cause established variables to diverge in the same time frame. The aim of conducting a dimensionality analysis is to examine if the subscales are one-dimensional. Items with limited or insufficient factors are eliminated.

Below is an outline of specific procedures that should be followed to establish the number of factors to be eliminated, and the items to be included in each factor when implementing EFA:

- factors with an eigenvalue of 1.0 or more are reserved for further study and will not be eliminated (Kaiser, 1960, as cited in Mahembe, 2010);
- items indicating an item-total correlation of less than <.30 on any factor, will be removed, as it means the item is assessing something altered or inconsistent to the scale (Pallant, 2016).

- an item loading less than 0.30 on more than one factor would be eliminated if the difference between the higher and the lower loading was 0.25 (Nunnally & Bernstein, 1994; Tabachnick & Fidell, 2013); and

- a Kaiser-Meyer-Olkin measure of sampling adequacy (KMO index) cut-off value used in this research study was 0.70. According to Kaiser (as cited in Fields, 2005), values greater than 0.50 are acceptable, values between 0.50 and 0.70 as mediocre, and values between 0.70 and 0.80 as good. Furthermore, values between 0.80 and 0.90 are great and values above 0.90 are superb (Fields, 2005).

3.10 PEARSON PRODUCT MOMENT CORRELATION

In the present study, the Pearson Product Moment Correlation method will be utilised to establish whether there is a substantial relationship between variables (psychological capital, job autonomy and turnover intention). Sekaran and Bougie (2020) state that the Pearson Product Moment Correlation method determines the strength and extent or degree of the relationship between the mentioned variables.

3.11 MULTIPLE REGRESSION ANALYSIS

According to Sekaran (2003), multiple regression analysis is utilised to comprehend how much variance or inconsistency in the dependent variable is described by independent variables. In the present study, the multiple regression analysis was used to determine whether psychological capital subscales significantly describe the variance in turnover intention and job autonomy.

3.12 MISSING VALUES

Missing data is a standard incident that takes place when self-reporting instruments such as questionnaires are utilised to obtain data. Missing data typically happens due to participants omitting to respond to specific questions as a result of a variety of justifications (Mels, 2003; Williams, 2015). It could also merely be that the participants are wilfully refusing to respond to specific questions. The missing values issue can have a substantial influence on the assumptions gathered from the data. A refined

technique normally employed to resolve the matter of missing data is referred to as multiple imputations (Donders, van der Heijden, Stinjen & Moons, 2006). The multiple imputation method does not result in a substantial decrease in sample size. It merely substitutes missing values with an average value that is drawn from an estimation of the dissemination of this variable. According to Donders et al. (2006), multiple imputations are stated to result in impartial estimates of study relations assumed to result in appropriately projected standard errors and confidence intervals.

3.13 ETHICAL CONSIDERATIONS

The current study guarantees confidentiality to all participants who voluntarily opted to participate in the study. The research participants were informed of the following:

- their participation was voluntary and that they were under no obligation to participate;
- the objective of the study was clearly outlined;
- anonymity was confirmed as participants were only asked to disclose particular biographical particulars about themselves for data capturing purposes (no names were required);
- no specific individual results would be revealed in any form of publications, and as an alternative, only accumulated data related to the entire sample being studied, would be conveyed and deliberated, which confirms confidentiality;
- participants were ensured that data gathered were not altered or distorted in any way, shape or form.

The researcher obtained conversant consent before data participants completed the questionnaires. Research participants were not exposed to any kind of physical, emotional or psychological impairment and the study was as inconspicuous as possible.

The ethical principle of goodwill and kindness was preserved in this research study to safeguard the benefit and minimize the harm. This was to ensure that any possible threat of exposure to harm modelled by the research was within reason in reference to foreseen benefits. The research followed a comprehensive design and the researcher was knowledgeable and capable in implementing the research study. Doing no harm was the aim of this study with the primary goal of the research pursuing to enrich and stimulate the human condition.

3.14 CONCLUSION

This research methodology and the design used in the research study were discussed and outlined in this chapter. An extensive explanation of the specific research procedure implemented in this study was outlined with the focus on the research design, participants, procedures, measuring instruments and statistical procedures. Furthermore, the sampling method as well as the detailed biographical information attained from the sample were described in this chapter. The validity and reliability of the measurement tools were explained. In this chapter, specific data analysis techniques used to answer the research question meritoriously and impartially were outlined. . The outcomes are delineated in Chapter 4 and will be further discussed in Chapter 5.
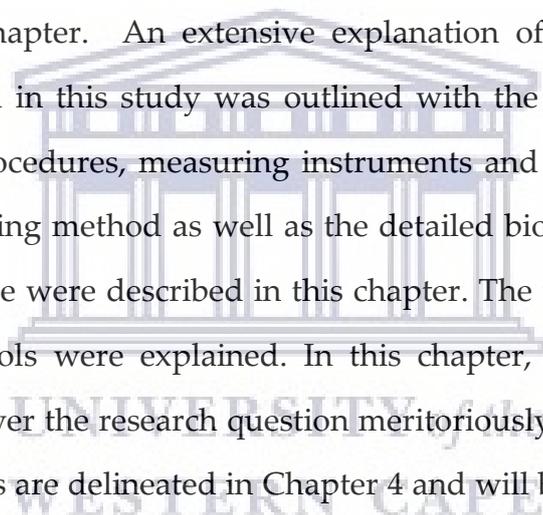
CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 INTRODUCTION

The primary goal of the research study was to assess the influence of psychological capital and job autonomy on turnover intention in a selected business school in the Western Cape Province. The objective of the present chapter is to present the research findings. In other words, the output from the statistical analyses identified to test the study hypotheses in Chapter three is presented in this chapter. The statistical programme used for the analysis in this research study is the Statistical Package for Social Sciences (SPSS) version 26.

This structure of this chapter begins with a discussion on how the problem of missing values was handled, followed by the presentation of the item and dimensional analysis, and closes with the presentation of the Pearson product moment correlation method and the multiple regression analysis outputs.

4.2 MISSING VALUES

When employing self-report instruments, such as questionnaires, the problem of missing data often emerges. A wide range of reasons could lead to respondents omitting to respond to specific questions. According to Mahembe (2014), the interpretation of data can be significantly influenced by missing data. In the current study, no missing values were evident. The researcher ensured that all the questionnaires were completed given that the population from which the sample was drawn was small. The final sample size was 100.

4.3 ITEM ANALYSIS

The aim of conducting the item analysis was to increase the reliability of the scales by detecting and removing items that did not add to the internal consistency of the variables measured by the scale. The SPSS Reliability procedure (SPSS version 26) was utilised to conduct the analysis. Item analysis entailed inspecting the reliability

coefficient, inter-item correlations, item-total correlation and to assess what happens to the scale if an item is deleted.

4.3.1 Item analysis of the Psychological Capital Questionnaire (PsyCap)

The PsyCap questionnaire was developed by Luthans and colleagues (2006) and consists of four scales: hope, resilience, optimism, and self-efficacy measured using 24 items.

4.3.1.1 Self-efficacy

The *Self-efficacy subscale* had a reliability coefficient of $\alpha = 0.86$ which is good (Nunnally, 1967). The items of this subscale correlated above 0.30 within the corrected item-total correlation (Pallant, 2016). All the corrected item-total correlations were greater than 0.30. The inter-item correlation values range from 0.36 to 0.73. According to Cohen's (1988) guidelines for interpreting correlational output, $r = .10$ to $.29$ denotes a small relationship; $r = .30$ to $.49$ (medium) and $r = .50$ to 1.0 indicates a large relationship. In this case, the inter-item correlation range of 0.36 to 0.73 ranges from medium to large indicating that the coherence among the items. None of the items were identified as problematic. Therefore, no items were deleted. This is illustrated in Table 4.1.

Table 4.1

The reliability analysis output for the Self-efficacy subscale

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.862	6

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PC1	23.65	26.634	.630	.411	.842
PC2	23.95	22.997	.731	.612	.821
PC3	24.40	22.909	.705	.597	.826
PC4	23.79	23.885	.745	.647	.819
PC5	23.70	25.626	.519	.372	.861
PC6	23.71	25.279	.601	.476	.845

Inter-Item Correlation Matrix						
	PC1	PC2	PC3	PC4	PC5	PC6
PC1	1.000	.531	.573	.563	.382	.416
PC2	.531	1.000	.645	.682	.363	.581

PC3	.573	.645	1.000	.730	.363	.417
PC4	.563	.682	.730	1.000	.449	.406
PC5	.382	.363	.363	.449	1.000	.538
PC6	.416	.581	.417	.406	.538	1.000

4.3.1.2 Hope

The *Hope subscale* had a reliability coefficient of α = 0.821 which is good (Nunnally, 1967). Item 7 correlated below 0.30 in the revised output, however, its deletion would have only resulted in α = 0.830. The deletion of this item would not have resulted in a significant increase in Alpha if it were excluded. Therefore, item 7 was retained. The inter-item correlations suggest that it may have limited applicability among the items, with values ranging from 0.20 to 0.62, indicating a small to a large relationship (Cohen, 1988). No items were removed. This is illustrated in Table 4.2.

Table 4.2

The reliability analysis output for the Hope subscale

	Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardize d Items	N of Items
.821	.827	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PC7	23.57	16.611	.410	.264	.830
PC8	24.01	13.869	.601	.442	.794
PC9	23.54	16.029	.543	.349	.801
PC10	23.83	15.052	.673	.517	.774
PC11	23.64	14.940	.714	.539	.767
PC12	23.76	15.962	.634	.486	.785

Inter-Item Correlation Matrix

	PC7	PC8	PC9	PC10	PC11	PC12
PC7	1.000	.203	.409	.295	.413	.306
PC8	.203	1.000	.470	.520	.558	.503
PC9	.409	.470	1.000	.427	.401	.307
PC10	.295	.520	.427	1.000	.615	.624
PC11	.413	.558	.401	.615	1.000	.601
PC12	.306	.503	.307	.624	.601	1.000

4.3.1.3 Resilience

The Cronbach Alpha for the *Resilience subscale* is 0.74 which is adequate (Nunnally, 1967). The Total Correlation displayed that item 13 (PC13) correlated below 0.30 with a corrected-item total correlation of 0.255. The item analysis indicated that the elimination of this item would not result in a significant increase in the Alpha if it were excluded (α = .788). The inter-item correlations suggest that it may have limited

applicability among the items, with values ranging from 0.05 to 0.63, indicating a weak to a large relationship. No items were deleted. This is illustrated in Table 4.3.

Table 4.3

The reliability analysis output for the Resilience subscale

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.738	.778	6

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PC13	25.11	13.877	.282	.255	.788
PC14	24.54	15.544	.495	.341	.702
PC15	24.10	15.707	.425	.312	.715
PC16	24.98	12.222	.551	.394	.679
PC17	24.15	13.886	.640	.574	.660
PC18	24.32	14.280	.681	.531	.659

Inter-Item Correlation Matrix						
	PC13	PC14	PC15	PC16	PC17	PC18
PC13	1.000	.167	.050	.230	.157	.453
PC14	.167	1.000	.495	.328	.469	.393
PC15	.050	.495	1.000	.354	.420	.339
PC16	.230	.328	.354	1.000	.600	.457
PC17	.157	.469	.420	.600	1.000	.625
PC18	.453	.393	.339	.457	.625	1.000

4.3.1.4 Optimism

The *Optimism subscale* has an internal consistency coefficient of $\alpha = 0.744$ which is adequate (Nunnally, 1967). The corrected item-total correlation indicated that the items all correlated above 0.30 (Pallant, 2016). The inter-item correlation values range from 0.99 to 0.62. This suggests a weak to a large relationship among the items (Pallant, 2016). None of the items were identified as problematic. Therefore, no items were omitted. This is illustrated in Table 4.4.

Table 4.4

The reliability analysis output for the Optimism subscale

Reliability Statistics		
	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardize d Items	N of Items
.744	.759	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PC19	22.40	17.596	.537	.445	.693
PC20	21.81	17.024	.666	.510	.661
PC21	21.81	18.762	.449	.264	.717
PC22	21.79	17.784	.573	.373	.686
PC23	22.31	18.661	.325	.154	.755
PC24	22.13	17.003	.421	.235	.732

Inter-Item Correlation Matrix

	PC19	PC20	PC21	PC22	PC23	PC24
PC19	1.000	.622	.413	.493	.200	.184
PC20	.622	1.000	.436	.536	.271	.368
PC21	.413	.436	1.000	.418	.099	.244
PC22	.493	.536	.418	1.000	.210	.316
PC23	.200	.271	.099	.210	1.000	.349
PC24	.184	.368	.244	.316	.349	1.000

4.3.2 Item analysis of the Job Autonomy scale

The level of job autonomy experienced by non-academic staff at a selected business school in the Western Cape was measured using 6-items from the MEQ that was developed by Spreitzer (1995). The MEQ is considered to provide sound psychological characteristics (Sprietzer, 1995). The two subscales identified to measure job autonomy were self-determination and impact. For the current study, these two subscales were clustered as one. Each item was measured via a seven-point Likert

scale (1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = =somewhat agree; 5 = agree; 6= strongly agree). The reports indicated an inclusive Cronbach alpha coefficient of 0.92 (Sprietzer, 1995).

The Measuring Empowerment questionnaire has an internal consistency coefficient of α = 0.910, which according to Nunnally (1967), is excellent. The corrected item-total correlation indicated that the items all correlated above 0.30 (Pallant, 2016). All the corrected item-total correlations were greater than 0.50. The inter-item correlation values ranged from 0.49 to 0.91. This suggests a large relationship between items (Pallant, 2016). Therefore, none of the items were identified as problematic. Consequently, no items were removed. This is illustrated in Table 4.5.

Table 4.5

The reliability analysis output for the measuring empowerment questionnaire
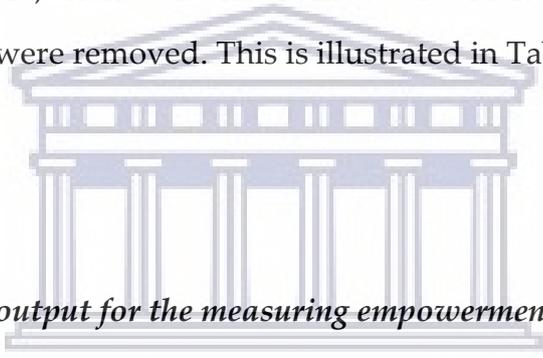
Reliability Statistics		
	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardize d Items	N of Items
.910	.912	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ME1	23.58	56.145	.722	.664	.898
ME2	23.25	57.765	.719	.596	.900
ME3	23.55	54.856	.745	.704	.895
ME4	23.98	52.121	.771	.612	.891
ME5	24.89	50.968	.797	.846	.887
ME6	24.95	50.896	.767	.848	.893

Inter-Item Correlation Matrix

	ME1	ME2	ME3	ME4	ME5	ME6
ME1	1.000	.692	.788	.595	.536	.489
ME2	.692	1.000	.727	.578	.541	.534
ME3	.788	.727	1.000	.605	.566	.505
ME4	.595	.578	.605	1.000	.705	.720
ME5	.536	.541	.566	.705	1.000	.911
ME6	.489	.534	.505	.720	.911	1.000

4.3.3 Item analysis of the Turnover Intention questionnaire

As indicated in Chapter 3, the turnover intention questionnaire developed by Roodt (2004) was used in the study. The questionnaire consists of 14 statements that are measured on a seven-point intensity response scale with extreme poles of ("Never" 1 - being low intensity to "always" 7 - being high intensity (Jacobs & Roodt, 2008). The item analysis of the questionnaire is presented in this section.

The Turnover Intention questionnaire has an excellent internal consistency coefficient of α = 0.910 (Nunnally, 1967). The corrected item-total correlation indicated that the items all correlated above 0.30 with the total score and formed part of the same construct (Pallant, 2016). Consequently, no items would result in a significant increase in the alpha if they were excluded. Therefore, all items were retained. The inter-item correlations suggest a reasonably high correlation among the items. This is illustrated in Table 4.6.

Table 4.6

The reliability analysis output for the turnover intention questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.910	.911	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TI1	47.43	284.470	.808	.737	.896
T12	47.89	299.796	.609	.535	.904
TI3	47.41	304.123	.564	.394	.906

TI4	47.45	295.583	.705	.602	.901
TI5	47.69	295.812	.655	.591	.902
TI6	47.17	288.728	.740	.674	.899
TI7	46.07	291.682	.672	.532	.902
TI8	46.99	313.384	.393	.347	.911
TI9	47.35	301.280	.471	.338	.910
TI10	46.54	288.352	.616	.559	.904
TI11	47.05	298.311	.550	.582	.906
TI12	47.13	292.761	.732	.676	.900
TI13	47.13	295.710	.631	.619	.903
TI14	47.49	303.586	.529	.431	.907

4.4   DIMENSIONALITY ANALYSIS

This section will report on the Exploratory Factor Analysis (EFA) of the measurement instruments employed in the present study. The primary objective of this section is to provide an investigation as to whether the subscales are uni-dimensional.

Mahembe (2010) suggests that factor analyses were also utilised as a way of recognising the items with unsatisfactory loadings as well as to divide the subscales into two or more similar subgroups of the item if the uni-dimensionality is not attained. According to Bartholomew, Knotts and Moustaki (2011), an exploratory factor analysis functions on the view that the measurable and apparent variables can go through a lessening process to have less latent variables that share a common variance and are unapparent. SPSS Version 26 was used to perform the analyses.

4.4.1 Dimensional Analysis of the Psychological Capital Questionnaire (PsyCap)
4.4.1.1 The dimensionality analysis of the Self-efficacy subscale

The exploratory factor analysis displays that the *Self-efficacy subscale* is factor analysable as shown by Kaiser-Meyer-Olkin (KMO) index and Bartlett's test of

sphericity values of 0.810 and 276.997 (*df* = 15; p = 0.000), respectively. This specifies that the factor analysis is acceptable (Kaiser as cited in Field, 2005). Kaiser (as cited in Field, 2005) recommends accepting KMO values greater than .50 as acceptable, values between .50 and .70 as mediocre, and values between .70 and .80 as good while values between .80 and .90 are great and values above .90 as superb. The *Self-efficacy subscale* was established to be uni-dimensional. Only one factor attained an eigenvalue greater than 1. A total variance of 52.10% was indicated by the *Self-efficacy* factor. The factor matrix specified that all the items loaded on one factor satisfactorily as all factor loadings were greater than 0.50 which indicates that the items are good (Pallant, 2016). The results are illustrated in Table 4.7 and indicate the factor loadings varied from 0.54 to 0.82.

Table 4.7

Factor matrix for the self-efficacy subscale
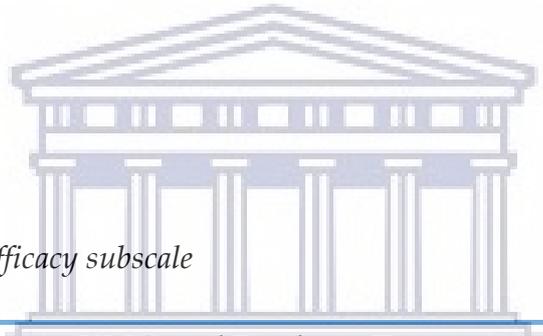
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.810
Bartlett's Test of Sphericity	Approx. Chi-Square	276.997
	Df	15
	Sig.	.000

Factor Matrix[a]	
	Factor
	1
PC1	.684
PC2	.810
PC3	.791

PC4	.824
PC5	.549
PC6	.628

4.4.1.2 The dimensionality analysis of the Hope subscale

The KMO measure of sampling capability for the *Hope subscale* value acquired was 0.811 which is good and Bartlett's Test of Sphericity was 212.047 (df = 15; p = 0.000). Only one factor attained an eigenvalue greater than 1. The values attained, specify that exploratory factor analysis could be implemented on the responses of the *Hope subscale*. The *Hope subscale* was established to be uni-dimensional. All of the items loaded on one factor were greater than 0.30 and they varied from 0.45 to 0.81 as illustrated in Table 4.8 This factor accounts for 46.12% of the variance.

Table 4.8

Factor matrix for the hope subscale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.811
Bartlett's Test of Sphericity	Approx. Chi-Square	212.047
	Df	15
	Sig.	.000

Factor Matrix^a

| | Factor |
	1
PC7	.450
PC8	.685
PC9	.565
PC10	.775
PC11	.806
PC12	.724

4.4.1.3 The dimensionality analysis of the Resilience subscale

The *Resilience subscale* obtained a Kaiser-Meyer-Olkin measure of sampling acceptability value of .729 and Bartlett's Test of Sphericity test statistic acquired a value of 181.444 (df = 15; p = 0.00). There was consequently significant evidence that the correlation matrix was factor analysable (Kaiser as cited in Field, 2005). Initially, the exploratory factor analysis indicated the existence of two factors loading with eigenvalues all greater than 1. The two factors accounted for 41.39% and 8.50% of the variance, respectively. However, items PS13 and PC18 were identified as complex items and were subsequently excluded from the scale. Once the two complex items were removed, the *Resilience subscale* was established to be uni-dimensional indicating the remaining items loaded on one factor, with factor loading varying from 0.56 to 0.78 as illustrated in Table 4.9.

Table 4.9

Factor matrix for the resilience subscale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.729
Bartlett's Test of Sphericity	Approx. Chi-Square	181.444
	Df	15
	Sig.	.000

Factor Matrixª	
	Factor
	1
PC14	.597
PC15	.567
PC16	.635
PC17	.788

4.4.1.4 The dimensionality analysis of the Optimism subscale

Exploratory factor analysis indicates that the *Optimism subscale* is factor analysable as illustrated by KMO index and Bartlett's test of sphericity values of 0.782 and 146.581 (df = 15; p = 0.000) respectively. According to Kaiser (as cited in Fields, 2005), these values are acceptable and specify the factor analysability of the correlation matrix of the *Optimism subscale*. Exploratory factor analysis further specified the existence of two factors loading with eigenvalues all greater than 1. Therefore, it was initially proven that the *Optimism subscale* was not uni-dimensional. The two factors described 38.58% and 8,90% of the variance, respectively. One of the six items PC23 was identified as a complex item, as it loaded on more than one factor. The elimination of this item resulted in a uni-dimensional *Optimism subscale.* The factor loading varied from 0.35 to 0.80 as indicated in Table 4.19.

Table 4.10

Factor matrix for the optimism subscale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.782
Bartlett's Test of Sphericity	Approx. Chi-Square	481.581
	Df	15
	Sig.	.000

Factor Matrix[a]	
	Factor
	1
PC19	.717
PC20	.350
PC21	.804
PC22	.545
PC24	.676

4.4.2 The dimensionality analysis of the Measuring Empowerment questionnaire

The level of job autonomy experienced by non-academic staff of a selected business school in the Western Cape was measured with 6-items from the MEQ that was developed by Spreitzer (1995). Two subscales (self-determination and impact) were identified to measure job autonomy. As discussed in Chapter 3, for the current study, these two subscales will be clustered as one.

The Exploratory Factor Analysis indicates that *Job Autonomy scale* is factor analysable as indicated by KMO index and Bartlett's Test of Sphericity values of 0.826 and 481.933 (df = 15; p = 0.000), respectively. Kaiser (as cited in Field, 2005) postulates these values are acceptable and indicate the factor analysability of the correlation matrix of the *Job Autonomy scale.* The *Job Autonomy scale* was found to be uni-dimensional. Only one factor with an eigenvalue greater than 1 was obtained and this factor accounted for

63.35% of the variance. The factor loadings were all above 0.70 and ranged from 0.77 to 0.83. The results are illustrated in Table 4.11.

Table 4.11: Factor matrix for the job autonomy scale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.826
Bartlett's Test of Sphericity	Approx. Chi-Square	481.933
	Df	15
	Sig.	.000

Factor Matrix[a]	
	Factor
	1
ME1	.773
ME2	.765
ME3	.799
ME4	.809
ME5	.829
ME6	.799

4.4.3 The dimensionality analysis of the Turnover Intention scale

The *Turnover Intention scale* acquired a KMO measure of sampling acceptability value of .895 and Bartlett's Test of Sphericity test statistic achieved a value of 738.189 (df = 91; p = 0.00). This provided some confirmation that the correlation matrix was factor analysable (Kaiser as cited in Field, 2005). In the initial round, the exploratory factor analysis the *Turnover Intention scale* appeared to be multi-dimensional as the factor

matrix exhibited three factors. The three factors accounted for 44.60%, 7.27% and 4.81% of the variance, respectively. However, three of the fourteen items were identified as complex items, as they loaded on more than one factor with a deference between them being less than 0.25. These items are T9, TI10 and TI13. Once the three complex items were removed the *Turnover Intention scale* was established to be uni-dimensional indicating the remaining items loaded on one factor, and the factor loadings ranged from 0.49 to 0.85 as illustrated in Table 4.12.

Table 4.12

Factor matrix for the Turnover Intention scale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	738.189
	Df	91
	Sig.	.000

Factor Matrix[a]	
	Factor 1
TI1	.854
T12	.651
TI3	.591
TI4	.740
TI5	.703
TI6	.791
TI7	.704
TI8	.497
TI11	.772
TI12	.680
TI14	.854

4.5 PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT

This section delineated the results acquired for the inferential statistics, to determine whether a relationship exists between psychological capital, job autonomy and turnover intention amongst non-academic staff at a selected Business School in the Western Cape.

Table 4.13

Pearson correlation between psychological capital and turnover intention

	Mean	SD	1	2	3
Job Autonomy	28.84	8.72	**.91**		
Psychological capital	113	15.87	.589**	**.91**	
Turnover intention	44.01	15.84	-.468**	-.368**	**.91**

N = 100.
Cronbach's alpha coefficients for the total scales are presented diagonally and in bold.
1 = Job autonomy, 2 = Psychological capital, 3 = Turnover intentions.
**$p < .001$

The relationship among psychological capital, job autonomy and turnover intention and was investigated using Pearson product-moment correlation coefficient (see Table 4.13). This was after ensuring that there was no violation of normality, linearity and homoscedasticity. Using Cohen's (1988) guidelines for the interpretation of correlational output, a moderate (medium) negative correlation exists between *Psychological capital* and *Turnover intention*, r = −.368, n = 100, p < .001, with high levels of *Psychological capital* leading to low Turnover intention. There was also a medium, negative correlation between *Job autonomy* and *Turnover intention*, r = −.468, n = 100, p < .001, with high levels of *Job autonomy* leading to low *Turnover intention*. There was a

strong positive correlation between *Psychological capital* and *job autonomy*, r = 589, n = 100, p < .001.

4.6 MULTIPLE REGRESSION ANALYSIS

According to Tredoux and Pretorius (1999), multiple regression is a technique for determining the extent to which a single or group of independent variables predicts a dependent variable.

The standard multiple regression was used to determine the extent to which psychological capital and job autonomy predict Turnover intention. The main assumptions of normality, linearity and multicollinearity and homoscedasticity were ascertained. The correlational output in the previous section indicated that no variables were correlating above the 0.90 multicollinearity cut-off level (Pallant, 2016). The regression model explained 23.3 percent of the variance as indicated in Table 4.14.

Table 14

Model summary

Model	R	R^2	Adjusted R^2	Standard error of the estimate
Regression Model	0.482	0.233	0.217	14.016

Source: Author's own work.

The analysis of the variance (ANOVA) matrix tests the null hypothesis that multiple R in the population equals 0 (Pallant, 2016). The model in this case is statistically significant, F (2, 97) = 14.69, p < .001 (see Table 4.15).

Table 15

Analysis of variance

Model	Sum of squares	Df	Mean squares	F	Significance
Regression	5773.056	2	2886.528	14.693	0.000[a]
Residual	19055.934	97	196.453		
Total	24828.990	99			

Source: Author's own work.

Dependent variable: turnover intention.

Predictors (constant): Psychological capital and Job autonomy.

df, degrees of freedom; *F*, variance of the group means.

[a]The regression model is statistically significant at $p = 0.000$ ($p < 0.001$).

Table 4.16 indicates that Job autonomy was the only statistically significant predictor of Turnover intentions (*beta* = –.699, $p < .001$). It accounted for 69.9 percent of the variance in the regression model. The Variance Inflation Factor and Tolerance values indicate whether there were some multicollinearity problems or not. The VIF values should not be above 10 while the Tolerance values should not be less than 0.10 (Pallant, 2016). In this case, the values are acceptable (see Table 4.16).

Table 16

Regression analysis: Organisational justice dimensions and turnover intention

Model	Beta	t	Significance	Collinearity statistics	
				Tolerance	Variance inflation factor
Job Autonomy	-0.699	-3.501	0.001	0.653	1.530
PsyCap	-.141	-1.285	0.202	0.653	1.530

Source: Author's own work

4.7 CONCLUSION

This chapter has provided an outline of the results attained based on the empirical analysis of the data. The data gathered from the questionnaires were statistically analysed using the Statistical Package for the Social Sciences (SPSS). Item and dimensional analysis were implemented on the data to determine any poor items. Statistical analysis techniques involving both descriptive and inferential statistics (Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis) were implemented. The results indicated statistically significant relationships among the latent variables. Job autonomy was found to be the only statistically significant predictor of Turnover intention.

CHAPTER FIVE

DISCUSSION OF RESEARCH RESULTS, CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

5.1   INTRODUCTION

The main objective of the current study was to answer the research question: what is the influence of psychological capital and job autonomy on the turnover intention of support staff at a Business School in the Western Cape?   The specific goals of the study were to:

1. Determine if there is a relationship between psychological capital and turnover intentions amongst non-academic staff within a business school in the Western Cape

2. Determine if there is a relationship between job autonomy and turnover intentions amongst non-academic staff within a business school in the Western Cape

3. Determine whether psychological capital has a significant influence on job autonomy among non-academic staff within a business school in the Western Cape.

4. Determine whether Job autonomy and psychological capital are significant predictors of turnover intention

The findings answering the specific hypotheses relating to the objectives of the study were presented in chapter four. The current chapter will outline a comprehensive discussion of the findings, limitations, recommendations of the study, the way forward in terms of future research as well as the conclusion.

5.2   ANALYSIS OF MISSING VALUES

An analysis of the missing values, an item analysis and exploratory factor analysis were implemented on the instruments applied in the study, prior to analysing the research objectives. Due to the small sample size, the matter concerning missing values needed to be addressed. The researcher personally delivered each questionnaire pack to the respondents and was able to clarify any questions and uncertainty the respondents had which resulted in all questions being completed. Hence missing values were not recorded during data collection in this study.

5.3   DISCUSSION OF THE ITEM ANALYSIS

The reliability of the instruments was established by conducting item analysis. Furthermore, this analysis assisted with ascertaining the items that were not correlating well with the other items in the instruments that could have an undesirable influence on the outcome. The reliability analysis method available in SPSS was applied in this process. Pallant (2010) indicates that with the implementation of the reliability analysis method, the items correlating below 0.30 with the total score and the items that would increase the Cronbach alpha were excluded from the study. The items that would not considerably surge the Cronbach alpha after excluding them were retained for further analysis in the study. During the item analysis of the Psychological Capital (PsyCap) questionnaire the items in each subscale were analysed. The *Self-efficacy subscale* had a reliability coefficient of $\alpha = 0.86$ which is quite good (Nunnally, 1967). The items of this subscale correlated above 0.30 within the corrected item-total correlation (Pallant, 2010). All the corrected item-total correlations and squared multiple correlations were greater than 0.30. The inter-item correlation values ranged from 0.36 to 0.73. This suggests a strong relationship among items (Pallant, 2010). None of the items were identified as problematic. The *Hope subscale* had a reliability coefficient of $\alpha = 0.821$, which is quite good (Nunnally, 1967). Item 7 correlated below 0.30 in the revised output, however, its deletion would have only

resulted in $\alpha = 0.830$. The deletion of this item would not have resulted in a significant increase in Alpha if it were excluded. Therefore, item 7 was retained. The inter-item correlations suggest that it may have limited applicability among the items, with values ranging from 0.02 to 0.62 indicating a weak to a moderate relationship. No items were removed. The Cronbach Alpha for the *Resilience subscale* is 0.73 which is good (Nunnally & Bernstein, 1994). Total Correlation displayed that item 13 (PC13) correlated below 0.30 with a corrected-item total correlation of 0.255. The item analysis indicated that the elimination of this item would not result in a significant increase in the Alpha if it were excluded ($\alpha = .788$). The inter-item correlations suggest that it may have limited applicability among the items, with values ranging from 0.05 to 0.62 indicating a weak to a moderate relationship. No items were deleted. The *Optimism subscale* had an internal consistency coefficient of $\alpha = 0.744$ which is good (Nunnally, 1967). The corrected item-total correlation indicated that the items all correlated above 0.30 (Pallant, 2010). The inter-item correlation values range from 0.09 to 0.62. This suggests a weak to a moderate relationship among the items (Pallant, 2010). None of the items were identified as problematic. Therefore, no items were omitted.

The Measuring Empowerment questionnaire had an internal consistency coefficient of $\alpha = 0.910$, which according to Nunnally (1967), is good. The corrected item-total correlation indicated that the items all correlated above 0.30 (Pallant, 2010). All the corrected item-total correlations and squared multiple correlations were greater than 0.50. The inter-item correlation values range from 0.48 to 0.91. This suggests quite a sturdy relationship between items (Pallant, 2010). Therefore, none of the items were identified as problematic. Thus, no items were removed.

The Turnover Intention questionnaire had a satisfactory internal consistency coefficient of $\alpha = 0.910$. The corrected item-total correlation indicated that the items all

correlated above 0.30 with the total score and formed part of the same construct (Pallant, 2010). Consequently, no items would result in a significant increase in the alpha if they were excluded. Therefore, all items were retained.

5.4   DISCUSSION OF THE EXPLORATORY FACTOR ANALYSIS

Once the item analysis was concluded, an exploratory factor analysis was applied to establish whether the variables were unidimensional. The factor analysis was performed to determine whether the hypotheses were measuring exactly what they were designed to measure. The exploratory factor analysis functions on the assumption that the items and apparent variables can go through a data reduction process to have less latent variables that share a common variance (Bartholomew, et al., 2011). The validity was increased by eliminating all complex items from the analysis when establishing the uni-dimensionality scales. In the Psychological Capital questionnaire (PsyCap) the initial analysis for the *Resilience subscale* loaded on two factors. A decision was made to exclude the identified two complex items (PC13 and PC18) which resulted in a uni-dimensional scale. The *Optimism subscale* from the PsyCap questionnaire also loaded on two factors. Again, a decision was made to exclude the identified complex item (PC23) resulting in a uni-dimensional scale.

In the Measuring Empowerment questionnaire, the *Job Autonomy subscale* was analysed and found to be uni-dimensional. In the turnover intention questionnaire, the initial factor analysis exhibited three factors. A decision was made to remove three complex items (TI9, TI10 and TI13) that were identified. A uni-dimensional scale was obtained once the complex items were removed from the analysis.

5.5 PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT

Pearson product moment correlation method, was implemented to determine the strength and extent of the relationship between the mentioned variables (Sekaran & Bougie, 2020).

5.5.1 Discussion of Hypotheses

Hypothesis 1: There is a significant relationship between psychological capital and turnover intentions amongst non-academic staff within a business school in the Western Cape.

The results indicated in *Table 4.13* proves that there is an inverse relationship between psychological capital and turnover intention amongst the sample of employees ($r = -0.368$, $p < 0.01$). This proves that there is a statistically significant, inverse relationship between psychological capital and turnover intentions. Employees who lack psychological capital are more likely to consider leaving their employment while employees with developed psychological capital are more likely to remain with the business school. Hence, the hypothesis is substantiated. The present study is supported by a study conducted by Appollis (2010) in the tourism industry who also found psychological capital and turnover intentions to have a significant negative relationship. A study conducted by Celik (2018) among 719 employees in the tourism industry in Turkey supports the present study as the results confirmed that psychological capital has a negative and significant effect on employee turnover intention. A study conducted by Gupta and Shaheen (2017) investigated the facilitating role of work engagement, and the regulating role of capability and knowledge within an organisation, in the relationship between psychological capital and intention to turnover. The study was conducted among 217 employees working in various industries in a service sector. The results indicated that psychological capital and work engagements negatively related to turnover

intention and substantiate the findings in the present study. Another research study conducted by Rehman and Mubashar (2017) showed that job stress and psychological capital are positively correlated with turnover intentions and proved that positive psychological capital reduces employees' intention to leave. The authors suggested that developing positive psychological capital of employees and improving stress management approaches will assist in decreasing the intention employees have to leave.

Hypothesis 2: There is a significant influence between job autonomy and turnover intention amongst non-academic staff within a business school in the Western Cape.

The results presented in Table 4.14 illustrated that there is a statistically significant, inverse relationship between job autonomy and turnover intention amongst the sample of employees (r = -0.468, p < 0.01). The hypothesis is substantiated. Therefore, the more job autonomy employees experience the less likely are they considering leaving the business school. Dysvik and Kuvaas (2013) conducted a two cross-sectional survey among 680 Norwegian employees from public sector employees. The study reported a negative relationship between job autonomy and turnover intention and supports the present study's findings. In a study conducted by Galletta, Portoghese, and Battistelli (2011) a sample of 442 nurses indicated job autonomy and intrinsic motivation were positively related to affective commitment, which resulted in a negative effect on turnover intention. The findings in the present study were supported by a study conducted by Shahzad (2016) among marketing and sales managers working in financial institutions and proved a direct negative relationship among job autonomy, distributive justice and procedural justice and turnover intention. Moquin, Riemenschneider and Wakefield (2019) investigated whether job autonomy has a moderating effect on turnover intention. The findings revealed that

IT professionals experiencing job autonomy were less likely to seek alternative employment, which corroborates the findings of the present study.

Hypothesis 3: The relationship between job autonomy and psychological capital amongst non-academic staff within a business school in the Western Cape.

The results indicated in Table 4.15 illustrated that there is a strong, direct relationship between job autonomy and psychological capital amongst the sample of employees ($r = 0.589$, $p < 0.01$). This indicates that individuals, who have hope, are resilient, have a strong self-efficacy belief system and are more optimistic, are more likely to experience job autonomy. Hence, the hypothesis is validated. Therefore, employees with increased psychological capital are anticipated to experience job autonomy. It could be perceived that employees with developed psychological capital are psychologically capable or inclined to create job autonomy in their current work roles. Research conducted by O'Donnell, Landolt, Hazi, Dragano and Wright (2015) indicated that a sample of employees experiencing a high level of job autonomy will require a significant amount of psychological resources and supports the findings in the present study. A study conducted by Shahzad (2019) proved that psychological capital contributes significantly to reducing the opposing effects of high levels of job autonomy. Subsequently, high levels of job independence are perceived as a motivator among employees with positive psychological capital, while employees with lower psychological capital may perceive high levels of job autonomy as stressful. The outcome of the study conducted by Malik and Dhar (2017) indicated the significance of developing the psychological capital of employees and the need for providing an equitable level of autonomy. The results indicated that employees having high psychological capital and autonomy are the ones who are to be expected to demonstrate behaviours beyond their indicated roles which further substantiates the present study's findings.

Hypothesis 4: Job autonomy and psychological capital are significant predictors of turnover intention amongst non-academic staff within a business school in the Western Cape.

5.5.2 Multiple Regression Analysis

In order to test hypothesis 4, the standard multiple regression analysis was performed. The results presented in *Table 4.16* illustrated that the multiple R-value is 0.482, as indicated by Multiple R. The R- Squared value of 0.233 indicates that roughly 23% of the variance in turnover intentions is a result of the primary two variables, namely, psychological capital and job autonomy. The F-statistic of 14.693 is statistically significant at the 0.01 level. Hence, it may be concluded that the two variables, psychological capital and job autonomy, significantly explain 23% of the variance in turnover intentions. The results indicate that while 23% of the variance in turnover intentions can be attributed to psychological capital and job autonomy, other variables that were not explored in the research study could serve as feasible factors that could reconcile these relationships, for example, job satisfaction, leadership, organisational commitment, psychological empowerment, job involvement which could act collaboratively. The Beta matrix provided in Table 16 in Chapter 4 indicates that job autonomy is the only significant predictor of turnover intention. Research conducted by Galletta et al. (2011) among nurses in Italy proved that job autonomy is a predictor of turnover intention and supports the findings of the present study.

The implication of this result is that organisations should ensure that their employees are given the opportunity to exercise their discretion and autonomy in decision-making as well as through structuring their working hours. This is consistent with the basic tenets of the job design theories such as job enrichment and the job characteristic model. Hackman and Oldham (1974) identified five core job characteristics responsible for employees' motivation and job satisfaction. These are: autonomy, feedback, skill variety, task identity, and task significance. Autonomy as indicated in

the present study is also an important consideration in employees' decisions to stay or leave the organisation.

5.6 LIMITATIONS OF THE STUDY

The main weakness of the study related to the small sample size which was due to the fact that only one business school was used for the study. The small sample size prevented the researcher from utilising other sophisticated data analysis tools such as LISREL which require sample sizes above 200. These kinds of analyses could have elevated the study. Therefore, the Pearson product moment correlation method was applied which has a tolerance for small-sized samples. It is essential to test variables using a diverse sample; however, the results of this study cannot be generalised to other business schools in tertiary institution. The sample is also limited to non-academic staff only and excludes the academic staff component of the business school. Convenience sampling was applied in assembling the data, therefore, this prohibits the depiction of assumptions that the sample is representative of the target population.

In the current study, the researcher exclusively made use of the quantitative research methodology. Questionnaires were applied to gather the data and responses were self-reported. Questionnaires are usually plagued by the problem of social desirability from the participants as they respond in socially durable ways instead of recording their truthful responses. Foxcroft and Roodt (2009) state that numerous errors can filter in when answering questionnaires, social attractiveness and central inclination have a significant influence in a study. They further indicate that consequently, the researcher could end up with a somewhat biased representation of the results. Some of the questionnaires were distributed before the lockdown period due to the Covid-19 pandemic. Hence, many of the respondents' work situation and mental stage were largely affected due to the lockdown resulting in working from home and some
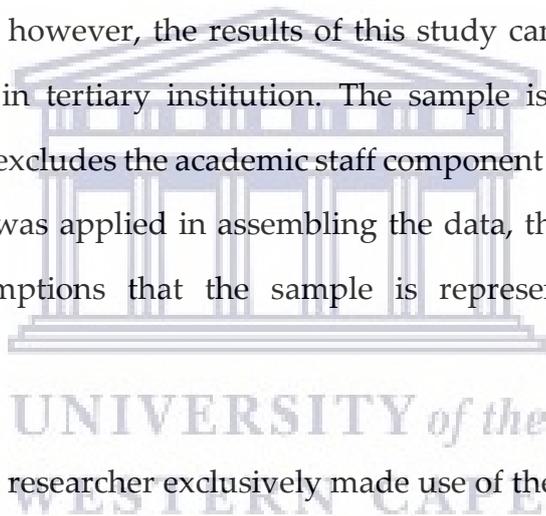
Departments undergoing retrenchment processes. The precision and eminence of responses may have been enhanced by applying a mixed-method approach to increase the quality of the responses, for example, combining interviews and questionnaires.

The uneven demographic profile of the sample also posed a limitation in the study. The skewed distribution of the respondents in terms of gender, ethnicity, education qualifications and age cannot be concluded as a representative sample of all age groups. In the study, a total of 100 cases were used, 15% were male while 85% were female, in terms of ethnicity, 53% were coloured, 9% - African and 38% were white. Lastly, the majority of the respondents fall in the age bracket of 21 to 30. The representation of this sample is similar to a study done by Olivier (2011) among non-academic staff at a tertiary institution in the Western Cape where the sample size was predominately coloured female participants ranging from the ages 20 to 29. Judging from the results of this study, the sample was not representative of all groups, which presents a limitation in the research. The education level of the respondents in the sample indicates that the majority have a graduate and a post-graduate degree. The demographic results further indicate that the majority (49%) of the respondents have one to five years experience. Therefore, the results may not be generalised to the entire population of non-academic staff without further replication.

5.7 SUGGESTIONS FOR FUTURE RESEARCH

Future research should explore the impact of developing psychological capital on the wellbeing of employees within tertiary institutions especially in the current turbulent times given the Covid-19 pandemic. The current study proved that non-academic staff within a business school with high levels of psychological capital will be less likely to consider leaving their employment. Due to the current conditions, the work dynamics have drastically evolved and the functioning of tertiary institutions will be amended going forward which will place tremendous strain on both academic and non-

academic staff at tertiary institutions. Developing psychological capital might contribute on a large scale to employee wellness during these turbulent times.

In addition, future research should include a larger sample size by including participants from more than one business school in the Western Cape. This will increase the generalisability of the results. Qualitative interviews should be considered to ensure the data that is gathered are more accurate and accommodate a subject experience from the participants.

In the collection of data and analysis, it has been evident that human behaviour is multifaceted. Incorporating additional latent variables should assist in developing a conclusive opinion and have a comprehensive understanding of human behaviour. Specific variables like organisational commitment, psychological empowerment as well as organisational climate could enhance the significance in discovering the roles of non-academic staff at a business school.

5.8 PRACTICAL IMPLICATIONS OF FINDINGS

From the results attained in this current study, it can be concluded that there is a strong, direct relationship between job autonomy and psychological capital among non-academic staff within a business school. Employees with high levels of psychological capital are inclined to experience job autonomy. The finding indicates that developed psychological capital subscales namely hope, self-efficacy, resilience and optimism award employees the emotional ability and awareness to create job autonomy within any role they find themselves. The results proved there is an inverse relationship between psychological capital and turnover intention amongst the sample of non-academic staff at a business school. Non-academic staff who lack psychological capital are more likely to consider leaving their employment while employees with developed psychological capital are more likely to remain with the

business school. This once again proves the significant influence developed psychological capital have on yet another variable, namely, turnover intention. The results further proved there is a statistically significant, inverse relationship between job autonomy and turnover intention amongst non-academic staff at a business school. Therefore, the more job autonomy employees experience the less likely they are to leave their employment. In the current study, job autonomy consists of two subscales (self-determination and impact) that form part of psychological empowerment. In the current context dealing with the pandemic, it will be of great value to do more research on the impact on developing psychological capital and psychological empowerment among non-academic and academic staff not only within business schools but within tertiary institutions. One of the benefits of promoting psychological capital and job autonomy is that they result in reduced turnover intentions. The question is how do we ensure that there is psychological capital and job autonomy? Employees can benefit from workshops meant to create hope, resilience, optimism and self-efficacy (positive psychology). This can act as a resource for employees especially during the current volatile and difficult time employees are experiencing globally due to the Covid-19 pandemic. Job autonomy can be increased through job crafting, giving employees more discretion to make decisions and even higher responsibilities. According to the findings of the study, the more the job autonomy, the better organisations are able to predict turnover intentions.

5.9 CONCLUSION

A significant inverse relationship was found between psychological capital and turnover intention, as well as job autonomy and turnover intention. A strong and direct relationship was found between job autonomy and psychological capital. In this chapter, the limitations and suggestions for future research were outlined. The results of this study provide valuable insights to business schools of how psychological capital, job autonomy and turnover intention can relate to one another

and can be applied to preserve capable employees. Some recommendations for future research have been indicated for the continued development of the human capital of business schools as well as broader tertiary institutions at large.

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