PERSONALITY, ORGANISATIONAL CLIMATE, AND TURNOVER INTENTIONS AMONG ADMINISTRATIVE STAFF AT A LARGE SOUTHERN AFRICAN UNIVERSITY

BY

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ABSTRACT

The purpose or objective of this study was to interrogate turnover literature and to develop and test a theoretical model that relates individual personality dimensions, organisational climate measures, turnover intentions, job satisfaction, and work-life balance. The overarching goal of the study was to examine associations between individual personality dimensions and turnover intentions when exposed to various moderating and mediating factors as described in the literature. Through the use of structural equation modelling (SEM), hypotheses were tested on a sample of 242 professional and administrative employees from one higher education institution, namely the University of the Witwatersrand in South Africa. Usable data from 242 respondents, with a response rate of 25%, was analysed using the package for the social sciences software and SEM using Analysis of Moment Structures Software (AMOS). SEM tested the theoretical framework that forecasts specific moderating and mediating effects on the association between individual personality dimensions and turnover intentions. The direct relationship between the individual personality dimensions and intent to quit was tested in the presence of indirect paths (mediators, moderators, and an interaction variable). Results of the SEM showed that individual personality dimensions were non-significantly associated with intent to quit. Tests of mediation found that organisational climate measure (outward focus) fully mediated the association between individual personality dimension (conscientiousness) and intent to quit. Work-life balance did not moderate the association between individual personality dimensions and intent to quit. Results of tests of moderation found that job satisfaction did not moderate the association between individual personality dimensions and intent to quit. This study adds to the existing turnover literature and broadens the discourse by examining turnover intention predictors within a higher education context. Additionally, this study broadens the scope of previous turnover research by reaffirming the similarity of predictors of turnover intentions. It also provides innovative insights into strategies for retaining valuable staff within the context under investigation. The current study adds to the body of information already available on the variables that influence professional and administrative employees' intent to quit.

Keywords: Intent to quit; work-life balance; job satisfaction; personality; organisational climate; Extraversion; Agreeableness; Conscientiousness; Emotional stability; Openness to experience.

DECLARATION

I, Leigh Thuynsma, declare that this Dissertation is my own, unaided work. It is being submitted for the Degree of Master of Commerce at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

Leigh Thuynsma

Signed  on this the 15th day of January, 2025

DEDICATION

For Brad, Gabriel and Kristen, my dearest family, and the inspiration behind everything I do. Thank you for being so supportive, loving, and patient. I could not have done this without your support.

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LIST OF ABBREVIATIONS

AGFI	Adjusted goodness of fit index
AMOS	Analysis of Moment Structures Software
AG	Agreeableness
AVE	Average variance extracted
C	Conscientiousness
CFA	Confirmatory factor analysis
CFI	Comparative fit index
CI	Confidence intervals
COG	Clarity of goals
CR	Composite reliability
DEP	Dependents
DF	Degrees of freedom
EFFIC	Efficiency
ES	Emotional stability
EV	Extraversion
FTPT	Full time and part time
GFI	Goodness of fit index
ITQ	Intent to quit
JG	Job grade
JS	Job satisfaction
LANG	Language
MS	Marital status
MSV	Maximum Shared Variance
OF	Outward focus
OTE	Openness to experience
PART	Participation
PERS	Personality
POT	Permanent or temporary employment
PTP	Pressure to perform
QUAL	Qualification
RMSEA	Root mean square error of approximation
SA	South Africa
SEM	Structural equation modelling
SPSS	Statistical package for the social sciences
TLI	Tucker-Lewis index
YAI	Years at institution
YWE	Years of work experience

CHAPTER 1
INTRODUCTION

1 INTRODUCTION

Chapter 1 provides an overview of the study, starting with the background and problem statement, followed by the objectives. The hypothesis and research questions are then outlined, leading to a discussion of the study's contributions.

1.1 BACKGROUND TO THE STUDY

Universities have three main functions of teaching, research and community engagement, governance and policy and their goals are to use their knowledge and influence to advance society and to suggest solutions to society's core problems (Boni, 2016). However, their ability to solve societal problems is dependent on how well they retain staff in such a socio-political climate to contribute to nation-building. Currently, job creation is not keeping up with the number of people entering the workforce. "South Africa's unemployment rate in the final quarter of 2023 reached 32.1%", marking its highest level since 2008 (Stats SA, 2024) and is among the highest in the world. The youth remain particularly vulnerable in South Africa's labour market, Stats SA reported that among youth aged 15-34 years 44.3% were not in employment, education, or training (Stats SA, 2024). Creating a "work environment that caters to the diverse needs of all employees" remains challenging due to the variety of backgrounds and perspectives in the workforce (Bell & Njoli, 2016, p.1). Stress experienced by employees in the educational context (Ramos & Unda, 2016) may be due to work-family demands, budget constraints, automation of processes, and the South African national student funding crisis which resulted in the #FeesMustFall movement in 2015 - 2016 (Badat, 2016). 'The higher education sector in South Africa' continues to experience significant change, at a time where globalization (Iljins, Skvarciany, & Gaile-Sarkane, 2015), educational technology has been advocated for its potential to revolutionize teaching and learning (Englund, Olofsson, & Price, 2017), and rapid change are seen as challenges (Mxenge, Dywili, & Bazana, 2014).

Support staff play an important role in institutions, working together with academics to retain the high standard within teaching and learning (Kok & McDonald, 2017). Retention of staff is important so that institutional knowledge is retained, human resource costs are reduced, and there are limited disruptions to productivity. A high turnover rate adversely impacts organisational effectiveness, leading to financial losses and diminishing morale among remaining workers (Ryu, Hyun, Jeung, Kim, & Chang , 2020). The intention to leave can be attributed to individual, sociocultural or organisational factors. Studies suggest that recruiting

and training a replacement for a departing employee typically incurs a cost equivalent to around 50% of the employee's annual salary (Mayende & Musenze, 2014). McCauley and Wakefield (2006), suggests that in today's fiercely competitive labour market, businesses encounter greater challenges in nurturing and retaining the highly skilled workforce they require. Therefore, the institution ought to redirect its attention from troublesome metrics and benchmarks that regard higher education solely as a generator of human capital. Instead, it should prioritize human development as the central mission of higher education (Boni, 2016).

Employee perceptions of the organisational climate can be attributed to individual personality traits, the largest explanatory factor in work behaviour (Espiritu-Olmos & Sastre-Castillo, 2015). Personality can be described as a structured system of components that evolves and manifests in an individual's behaviour, often summarized using a five-factor model (Chernyak-Hai & Tziner, 2012). Personality theory suggests that individual differences in personality can offer valuable insights into understanding behaviour in organisations (Otken & Cenkci, 2015). A lifetime of behaviours and experiences formulate a person's personality and distinguishes someone from the next person. Numerous researchers have proposed that individual characteristics like personality could influence turnover (Salgado, 2002; Zimmerman R. , 2008). Employees can "change their cognitive perceptions of their work by positively" adjusting their views of their job's attributes (Bell & Njoli, 2016, p.2).

To improve the functionality of an organisation, knowledge of the organisational climate is needed (Goi, 2014). Organisations are not merely technical systems; they also represent political and social systems that embody norms and values (Thompson, 2017). An organisation, to some extent, is a microcosm of society that reflects many aspects of society and its relationships. "Organisational climate refers to the shared perceptions and significance attached to the policies, practices, and procedures encountered by employees, as well as the behaviours deemed acceptable within the organisation" (Riad, Labib, & Nawar, 2016, p.358). Organisational climate changes must be managed appropriately for the success of institutions (Iljins, Skvarciany, & Gaile-Sarkane, 2015). Inadequate communication can impact individuals' behaviour and perceptions in the workplace. This could result in reduced motivation, employee discontent, heightened turnover, and organisational climate decline (Gray, 2007).

Accordingly, studies show that employee's satisfaction is important (Iljins, Skvarciany, & Gaile-Sarkane, 2015). Unsatisfied employees are more likely to not support but resist change.

‘Drawing on social exchange theory’ (Blau, 1964), favourable employee perceptions of the organisational climate lead to elevated levels of job performance by bolstering trust in management and reducing turnover intentions. Social exchange theory posits that the value within an organisation originates from the exchanges that take place within “the relationship between the employer and the employees” (Cropanzano, Anthony, Daniels, & & Hall, 2017, p.12).

Moreover, “achieving work-life balance (WLB) has been a longstanding concern for those invested in enhancing the quality of working life and its connection to overall quality of life” (Noor, 2011, p.245). ‘Work-life balance’ pertains to splitting one’s time and focus on work and family equally (Poulose & Sudarsan, 2014). Work-life balance and parameters that influence WLB are important in competitive business environments. (Poulose & Sudarsan, 2014). I am personally interested in this topic as I am a professional and administrative staff member employed at a large South African university and would like a better understanding of why administrative staff have turnover intention.

1.2 PROBLEM STATEMENT

Even amidst societal problems such as and high unemployment within South Africa, staff that are vital to addressing these problems are vulnerable to the effects of organisational climate. Administrative employees are a vital professional cohort inside the institution as they foster a conducive “climate for the organisation” to operate at its peak efficiency (Bell & Njoli, 2016). Employee retention has emerged as a significant challenge owing to the competitiveness of the market (Noe, Hollenbeck, Gerhart, & Wright, 2017). Organisations are struggling to retain employees, leading to the departure of numerous skilled personnel (Boswell, Gardner, & Wang, 2017). Turnover can signify significant institutional challenges, including faculty dissatisfaction, talent loss, uncompetitive salaries, and a negative organisational climate (Volkwein & Zhou, 2004). In reaction to these challenges, employees are departing from the institution or exhibiting indications of a desire to depart (Mxenge, Dywili, & Bazana, 2014). Consequently, organisations are recognising the significance of employee wellness and the necessity for a supportive work environment to enhance productivity and reduce turnover (Kraft, Maity, & Porter, 2019). The efficiency of administration may be impacted by prolonged job stress and staff may be affected on a psychological and behavioural level (Cooper, Dewe, & O'Driscoll, 2001). Voluntary turnover may be caused by stress, workplace bullying, pay-and-benefits issues (Mabindisa, 2013) and work-life conflict (Allen, Johnson, & Kiburz, 2013).

Employee willingness to leave the organisation therefore remains regardless of employers' actions to retain them (Finnegan, Frank, & Taylor, 2004).

Given this situation, extensive research explores the 'association between employees' intention to leave' their jobs and contributing factors (Acikgoz, 2019; Pu, Sang, Ji, Hu, and Phau, 2024; Adriano & Callaghan, 2022). Previous research examined the association between personality and the intent to quit (Zimmerman R. , 2008; Jeswani & Dave, 2012; Judeh, 2012; Mayende & Musenze, 2014), whereas Alavi et al, (2005) focused on how organisational climate affects individual personalities and their turnover intention. Other previous research has studied the association between 'work-life balance' and turnover intention extensively (Haar et al., 2014; Lee, Dai, & Mcreaery, 2015; Noor, 2011; Oosthuizen, Coetzee, & Munro, 2016). Several investigations into turnover intention have revealed that demographic factors can also impact the intention to quit (Callister, 2006). Moreover, research on gender and turnover intention has highlighted gender as a determining factor (Emiroğlu, Akova, & Tanrıverdi, 2015).

The current investigation aims to fill the gap in the literature and provide additional insight into professional and administrative intent to leave and how this is influenced by the individual, organisation, and work life balance. This study further seeks to advance the association between individual personality dimensions and turnover intentions. This association is expected to be moderated by 'work-life balance and job satisfaction'. The association is further expected to be mediated by organisational climate measures. Consequently, the study is important to test an analytical model of the association between individual personality dimensions and the intent to quit.

1.3 RESEARCH QUESTIONS AND OBJECTIVES

This section defines "the purpose, or justification, of the study, that is to say, what is the outcome for the problem generated" (Osanloo & Grant, 2016, p.18). "A research objective is a clear, concise, declarative statement, which provides direction to investigate the variables under study" (Thomas & Hodges, 2010). The purpose or objective of this study was to interrogate turnover literature and develop and test a theoretical model that relates individual personality dimensions, organisational climate measures, turnover intentions, job satisfaction, and work-life balance. The aim of research is to generate information that is transferable and applicable beyond the confines of the study's specific setting (Malterud, 2001). The objective of this study was to examine the associations that individual personality dimensions, 'job

satisfaction, work-life balance', and organisational climate measures have on the intention to quit. The practical aim of the study was to help reduce the costs imposed on the university that are typically associated with turnover, provide insight through testing to provide human resource management with recommendations to manage talent and retain professional and support employees. The aims were examined through the following objectives. The overarching practical objective was, therefore, to generate insight via the testing process to provide recommendations for university management, tailored to improving the organisational climate and increasing the wellbeing of employees, while reducing the costs associated with the process.

"The research question helps to link the researcher's literature review to the kinds of data that will be collected" (Bryman, 2007, p.7). The research questions "act as the liaison between the existing knowledge and the problem you want to resolve" (Osanloo & Grant, 2016, p.18). Based on the discussion above, the study's research question is the following: "What is the association between individual personality traits, organisational climate, work-life balance, job satisfaction and turnover intention?" From the main research question, subordinate research questions were derived and are now presented. The research questions derived from this objective are now introduced together with the derived hypotheses. "A hypothesis is an objective extension of the question that was originally posed" (Salkind, Exploring research, 2012). The hypotheses are fully derived in the literature review section but are summarized here together with the corresponding research questions.

1. **To what extent do individual personality traits influence turnover intention among professional and administrative staff?**
   H1: Personality is significantly associated with turnover intention.

   H1a: There is a significant negative association between conscientiousness and ITQ.

   H1b: There is a significant positive association between neuroticism and turnover intention.

   H1c: There is a significant association between agreeableness and turnover intention.

   H1d: There is a significant association between openness to experience and ITQ.

   H1e: There is a significant negative association between extraversion and ITQ.

   H2: There is a significant association between WLB and ITQ.
   H3: There is a significant positive association between job satisfaction and ITQ.

2. **To what extent do organisational climate measures mediate the relationship between individual personality dimensions and turnover intention?**

   H5: The association between the individual personality dimension (conscientiousness) and intent to quit will be strengthened when organisational climate (outward focus) is lower.

   H5a: There is a significant negative association between organisational climate (clarity of goals) and ITQ.

3. **To what extent do job satisfaction and work-life balance moderate the association between individual personality dimensions and turnover intention among professional and administrative staff?**

   H6: Work-life balance moderates the association between individual personality dimensions and turnover intentions, such that it is weaker when work life balance is higher.

   H6a: The association between between individual personality dimensions and turnover intentions will be stregthened when job satisfaction is weaker.

   H6b: Job satisfaction strengthens the indirect effect (through organisational climate) between individual personality dimensions and turnover intention.

1.4 *THEORETICAL FRAMEWORK*

Throughout the dissertation investigation, the theoretical framework serves as the overall guide. It not only guides the construction and support of your study but also outlines the philosophical, epistemological, methodological, and analytical approaches you will employ throughout the dissertation process (Osanloo & Grant, 2016). Traditionally, theoretical frameworks are developed a priori, meaning they are established before data collection in quantitative designs (Osanloo & Grant, 2016).

This research draws on the following theories:

1.4.1 Person-environment fit theory and Social Exchange Theory

"States that it is not the person or environment that affects satisfaction independently, but rather the interaction between the two must be considered" (Ahmad & Jasimuddin, 2018, p.2). 'The social exchange theory' (Blau, 1964) explains how individuals interact, wherein they engage in relationships with the expectation of receiving benefits, leading to the development of a

sense of reciprocity upon fulfilment. According to Mayende (2014), drawing from this theory, enhancing working conditions and compensation structures by university authorities can result in employees feeling satisfied, thereby reducing their intention to leave the university. Various forms of exchange exist, but the current study focuses on organisational relationships, which encompass tangible or intangible, long-term, and personal connections (Dishop, Green, Torres, & Aarons, 2019).

1.4.2 The Five-Factor Model of Personality

'The Five-Factor Model (FFM)' is based on theory and is backed by a significant amount of empirical data. It suggests that personality characteristics, which are a person's consistent thoughts, feelings, and behaviour patterns, may be categorized into "five broad dimensions: extraversion, conscientiousness, agreeableness, neuroticism (emotional stability), and openness to new experiences" (McCrae & John, 1992). This research provides two main contributions: firstly, to the personality literature; and secondly, to generate a conceptual model of personality that incorporates organisational climate measures and job satisfaction. This model serves as a framework to explore instances where institutional weaknesses contribute to turnover intention.

1.5 CONTRIBUTIONS OF THE STUDY

1.5.1 Theoretical contribution

Despite extensive studies on personality and turnover intention within higher education institutions (Mayende & Musenze, 2014; Jeswani & Dave, 2012; Mxenge, Dywili, & Bazana, 2014; Salgado, 2002; Zimmerman, 2008), there is limited literature of the study in a South African context. Mayende (2014) suggests studies on personality and turnover intention to focus on a large South African university. Therefore, this study contributes to the limited literature that currently exists about the associations between personality and intent to quit. To reflect the demographics of South Africa, a larger sample size (n = 242) was used (Oosthuizen, Coetzee, & Munro, 2016). Additionally, "relationships between sub-dimensions of work-life balance and job satisfaction" were explored in this study such as work arrangements (Oosthuizen, Coetzee, & Munro, 2016, p.462). This paper also responds to "calls for more context-rich and culturally sensitive work-life research" (Jaga, Arabandi, Bagraim, &

Mdlongwa, 2018, p.2), that tested which theoretical predictions are supported in this specific context.

Jeswani's (2012) work in industry on the relationship between personality, organisational climate, and turnover intention were extended to include 'work-life balance' and 'job satisfaction'. Several studies on turnover intention exist among the medical nursing field; (Hunt, 2014; Clairborne, Auerbach, Zeitlin, & Lawrence, 2015; Lee, Dai, & Mcreaery, 2015) as well as within Higher education (Goi, 2014; Alavi & Jahandari, 2005; Arabac, 2010; Callister, 2006; Jeswani & Dave, 2012). This study extends a large body of work in the medical nursing field on turnover intentions into the developing country/South African/higher education context. There is limited research in developing countries within higher education and particularly on support staff within large South African universities (Mayende & Musenze, 2014). The research tested individual personality characteristics and turnover intention as well as the institution's role in assisting employees' 'work-life balance and job satisfaction' within the specific context of a South African University.

As discussed, a unique conceptual model has been developed and is shown in Figure 1. The model is likely to offer a distinctive way of understanding the context in which the selected variables are interrelated. Variables relating to individual personality dimensions, organisational climate measures, 'work-life balance, and job satisfaction' explaining existing associations between the selected constructs and intent to quit were classified. Although workplace concerns have been explored in diverse educational and university settings (Caraquil et al., 2016; Cui & Richardson, 2016), limited attention has been given to the challenges affecting professional and administrative staff in South Africa amidst a pandemic. By integrating turnover theories with variables tailored to address South African challenges, this study seeks to construct an integrated theoretical model explaining how individual differences (personality), the contextual work environment (organisational climate), 'job satisfaction', and external conditions collectively influence employees' intention to leave. Therefore, the study contributes to theory by extending existing literature on personality, organisational climate, turnover intention, and higher education in South Africa. The results of the study bring about useful guidelines for future research.

1.5.2 Practical contribution

The resulting knowledge potentially contributes to the management of the University, professional and administrative staff, institutions of higher education, and senior management within organisations. The study contributes to the retention of staff by improving knowledge of the effects of WLB. Similar insights will also be useful to HR managers who are tasked with facilitating the design interventions or developing policies aimed at creating a positive organisational climate and WLB. This study provides useful insights into how to develop new HRM policies or practices. The proposed study will make an important contribution to managerial interventions or strategies that seek to enhance the organisation's climate, 'job satisfaction and work-life balance.' Perceptions of the work environment are thought to mould subsequent behaviours (Dishop, Green, Torres, & Aarons, 2019). Therefore, it is necessary to examine the organisational climate within each organisation. Arendolf (2013) suggests that for organisations to thrive, comprehensive research is imperative to determine the most effective approach for retaining skills in South African industries. Through conducting appropriate research, South African organisations have the potential to decrease turnover intention by fostering employee satisfaction and commitment, thereby extending their tenure. In doing so, universities may contribute to nation-building in South Africa by reducing turnover and unemployment.

1.5.3 Examples of related prior studies

Including examples of prior studies is crucial because it demonstrates the foundation of the research, highlights existing knowledge gaps in the field, and establishes how the study contributes new insights by building upon what is already known, thereby justifying the need for the research. Table 1.1 below provides examples or related prior research concerning work life balance, job satisfaction, personality as the predictor variable and turnover intention as the dependent variable. The examples relate to mediating associations and moderating associations, using structural equation modelling.

Table 1.1: Examples of related prior research

Author	Context	Independent variable	Dependent Variable	Sample	Data Analysis	Contribution
Goi, (2013)	Malaysia	Organisational climate	Turnover Intention,	210	SEM	Work-life balance, personality,

			job satisfaction			moderators, mediators
Jeswani and Dave, (2012)	India	Personality	Turnover intention	261	Regression analysis	Organisational climate, job satisfaction, WLB, moderators, mediators, SEM
Hong and Kaur, (2008)	Malaysia	Organisational climate	Turnover intention	191	Multiple regression analysis	Job satisfaction, WLB, mediator ,SEM
Mayende and Musenze, (2014)	Uganda	Personality	Turnover intention	133	Regression analysis	organisational climate, WLB, Job satisfaction, mediator, moderators, SEM
Robyn, A., & Du Preez, R. (2013)	South Africa	Remuneration, reward, recognition, transformational leadership, employee engagement, job satisfaction	Turnover intention	189	SEM	Turnover intention
Rode, Rehg, Near and Underhill, (2007)	USA	work-family conflict	turnover intention	1086	SEM	Personality, organisational climate, moderators
Trelown, Zivkov, Zarola and Furnham, (2018)	UK	Personality	Turnover intention	451	SEM	WLB, Job satisfaction
Joo, Hahn and Peterson, (2015)	Korea	Personality, core self-evaluations, perceived organisational support, job complexity, developme	Turnover intention	291	CFA, Multiple regression analysis	WLB, Job satisfaction, moderators, mediators, SEM, study in a developing country

		ntal feedback				
Dishop, Green, Torres and Aarons, (2019)	USA	emotional exhaustion, work attitudes	turnover	322	SEM	Personality, WLB, Job satisfaction, mediator, moderator
Judeh, (2012)	Jordan	personality	turnover intention	331	Regression analysis	organisational climate, WLB, Job satisfaction, mediator, moderators, SEM

1.6 OVERVIEW OF THE RESEARCH DISSERTATION

This section will provide an overview of the research study.

1.6.1 Chapter 1: Background to the study, research problem and research question

Chapter 1 provides the background and rationale for the research study. The problem statement is discussed, the research aims are specified, and the theoretical model is introduced. The importance of retaining staff and the consequence of employee turnover is highlighted as a core aspect of the problems related to personality, organisational climate, 'work-life balance, job satisfaction' and 'turnover intention' addressed by this research. Trait theory of personality and social exchange theory are introduced as frameworks that guide the development of the theoretical model. Thereafter, the rationale behind the testing of the theoretical model is provided. Next, the research problem is presented, and the purpose and objectives are outlined. The research questions and the derived hypotheses are then introduced. The section concludes with an overview of the research.

1.6.2 Chapter 2: Literature review

In this chapter, literature that relates to the individual personality traits, organisational climate measures, WLB, job satisfaction, and turnover intention are introduced. The five-factor model of personality will be discussed. Individual personality traits and the turnover intention relationship will be explored. The comparison between climate and culture is then explained.

Next, the four quadrants of organisational climate are introduced. The last section will conclude with the hypotheses development. A diagrammatic representation of the conceptual framework linking to the hypotheses and research questions is shown and the theoretical and practical contributions of the study are discussed.

1.6.3 Chapter 3: Research Methodology

This chapter introduces the research methodology used in this research. In the first section the paradigm perspectives, encompassing relevant paradigms are discussed. The section will also discuss the research design. After this the data collection techniques and measurement instruments will be discussed. Data analysis will be introduced, and structural equation modelling will be discussed. The section then concludes with a consideration of ethical procedures.

1.6.4 Chapter 4: Results

In this Chapter results of the study are discussed. The initial section presents findings from tests conducted to identify outliers and missing values. Following this, results of descriptive statistics, including frequency measures (presented in tables and percentages), cross-tabulation, measures of central tendency (mean), and measures of dispersion (standard deviations) for both dependent and independent variables will be provided. Additionally, testing for normality (skewness and kurtosis) was conducted. Following this, Spearman's correlation analysis results and results of Cronbach's alpha tests were conducted to illustrate the internal reliability and validity of the utilised scales will be presented. Next, the results of tests for convergent and discriminant validity are also reported.

The second section gives results of confirmatory factor analysis and common methods bias tests. Following this, the overall fit of the model to the data is reported. Thereafter hypothesis testing which examined the direct and indirect relationships are reported with a summary of results.

1.6.5 Chapter 5: Ad hoc qualitative analysis

In this chapter results of the ad hoc qualitative analysis are discussed. The first section discusses the paradigm perspective and the qualitative validity and reliability of the ad hoc qualitative analysis. Thereafter, the ad hoc qualitative data process, that includes the thematic analysis is

discussed together with the various themes that were identified using the Atlas TI 24 software package. The chapter concludes with a summary of findings.

1.6.6 Chapter 6: Discussion

This chapter discusses the results of the study reported in section 4. In the first section, a brief overview of the study is provided. Following this, the demographic profile of the respondents is presented. The next section, the findings of each of the hypotheses testing is discussed. This section will discuss how findings from this study relate to existing literature and where it supports or does not support previous research when compared to a South African context. Thereafter, the theoretical implications and practical implications are discussed. The section concludes with a summary of the chapter.

1.6.7 Chapter 7: Conclusion

This chapter begins with an overview of all the sections presented in this dissertation. Following this, limitations of the study are presented and recommendations for future research are outlined. The section wraps up the research process with a comprehensive conclusion to the study.

1.7 CONCLUSION

In this section, the background to the study was explained, followed by an overview of the problem statement. The purpose and objectives of the study were outlined next. Following this, the research questions and derived hypotheses were presented. Contributions of the study that included the theoretical contribution and the practical contribution were discussed next. The chapter concluded with a summary of each section. In the following chapter the literature review associated with the study's variables will be discussed.

CHAPTER 2

2 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter of the literature review examines relevant literature concerning the variables being investigated. The objective is to position the study within the wider literature and context, specifically focusing on the South African higher education context. In the previous chapter, the conceptual framework and theoretical framework of the study explaining associations between variables was introduced. The theoretical and practical contributions, research questions, and hypotheses of the study were discussed. This chapter builds upon the previous one, offering additional literature to support the formulated hypotheses.

2.2 TURNOVER INTENTION

Strong intentions to leave a job prompts employees to invest time and effort into finding alternative positions, potentially reducing their engagement in organisational decision-making processes (Jung, Chan, & Hsieh, 2017).

2.2.1 CONCEPTUALISATION OF TURNOVER INTENTION

"Voluntary turnover occurs when an employee initiates the termination of their employment relationship with the organisation" (Jeswani & Dave, 2012, p.254), a step confirmed by Mobley's (1977) turnover model and validated by Zimmerman and Darnold (2009). Early studies suggest that employees begin the termination process when they sense opportunities elsewhere, known as intent to leave (Jeswani & Dave, 2012). While both turnover and turnover intention involve leaving the organisation, they differ: "turnover" refers to actual behaviour, while 'turnover intention' reflects employees' perceived likelihood of leaving (Mayende & Musenze, 2014). "Intention to stay or leave marks the final stage in decision-making, suggesting that understanding intent to leave can inform retention strategies" (McCarthy, Tyrrell, & Lehane, 2007).

2.2.2 DETERMINANTS OF TURNOVER INTENTIONS

Price (1977) proposed a turnover model influenced by personal and job-related factors, while Mobley (1982) categorized determinants into external, organisational, and individual variables (Hong, 2008). According to Mobley et al. (1979), turnover intention includes "four cognitive aspects: thinking of quitting, planning to stay or leave, searching for other opportunities, and desiring to leave the current job" (Lambert & Hogan, 2009, p.104). Literature suggests interventions for turnover reduction, such as enhancing "job satisfaction and ensuring adequate

supervisor support" (Adriano & Callaghan, 2020, p.2). Turnover of professional and administrative staff "remains a topic of interest across disciplines" and leadership domains (O'Connor, 2018, p.3).

Studying how employees' personalities affect their turnover intention is crucial for institutions striving to retain knowledgeable staff in today's higher education environment. Numerous individuals remain within an organisation due to the connections they have with colleagues or the projects in which they are engaged (Takawira, Coetzee, & Schreuder, 2014). Therefore, departing from a job often entails individuals relinquishing or forgoing benefits, routines, or social connections within familiar projects (Takawira et al., 2014) and therefore losing organisational membership. The social and psychological effects can be negative on support staff that remain when one of their colleagues leaves the institution (Boswell, Gardner, & Wang, 2017). Each time an employee leaves, the remaining support staff are required to pick up the work while the vacancy is filled. Due to budget constraints, roles and responsibilities changing or becoming redundant, management is not as hasty to fill the vacancies as before. The institution may also reduce costs by restructuring the division by merging two vacant positions together (Hong et al, 2008). Lack of appropriate communication during these changes can lead to many challenges, including institutional entropy. Institutional entropy refers to the gradual decline in the effectiveness of an institution as it ages (Auster, 1983). This is because managers in institutions often lack incentives to rectify errors that could lead to overall improvements in institutional efficiency (Keating & Keating, 2017). Entropy in a social system rises not only due to the natural decay of institutional elements and self-interest introduced by non-institutional processes, but also due to inconsistencies or conflicts within social order (Edwards, 2015). This more differentiated understanding of our changing social order poses an intellectual challenge (Bendix, 2017). Numerous factors, including work-life balance, workplace diversity, social networks, job overload, and person-organisation fit, have been linked to the desire to leave an organisation in previous studies (Jung, 2014; Whitford and Lee, 2015, Alves, Limao, and Lourenco, 2024). The research showed that employee intent to quit are "factors external to an employee" and few researchers have investigated turnover intention behaviour from a personality perspective (Mayende & Musenze, 2014) within a large South African university.

2.3 PERSONALITY

Personality traits are commonly understood as enduring patterns of behaviour, thoughts, and emotions exhibited by individuals (Espiritu-Olmos & Sastre-Castillo, 2015). The examination of personality remains central to understanding an individual's behaviour and attitudes, aiding in the prediction of their behavioural intentions (Sahi & Mahajan, 2014). Despite extensive research, theory and practice are not aligned in recognizing the importance of retaining valuable employees without a comprehensive understanding of the factors influencing "their intention to leave the organisation" (Joo, Hahn, & Peterson, 2015). While Drew et al. (2008) found no significant impact, Maertz and Griffeth (2004) found that employees' intentions to leave a job are favourably influenced by their receptivity to new experiences, possibly as a result of their desire for novel encounters prompting them to look for alternative employment options. 'Neuroticism, on the other hand, exhibits a notably positive relationship with intentions' to quit, possibly due to neurotic individuals' tendency to perceive themselves and their workplace environment negatively (Singh, Singh, & Singh, 2014; Salgado, 2002; Judeh, 2012; Treglown, Zivkov, Zarola, & Furnham, 2018). Additionally, studies suggest that extraversion is associated with better integration between work and family roles, with no apparent conflict (Poulose & Sudarsan, 2014).

Furthermore, according to previous studies, factors influencing turnover intention include personality and job satisfaction (Mayende & Musenze, 2014). In recent years, the economic climate has led to the emergence of flatter, leaner, and multinational organisations. "This trend has fostered a fast-paced and dynamic environment, necessitating employees to demonstrate proactive behaviour to attain both individual and organisational outcomes, such as job satisfaction" (McCormick, Guay, Colbert, & Stewart, 2019). Retaining high-performing employees is imperative for the success of the organisation. Researchers must explore whether certain individuals possess a predisposition to quit, irrespective of being in "a work environment tailored to enhance their job satisfaction" (Zimmerman R, 2008, p.2), or "other employees may be more likely to stay even under less-than-ideal circumstances" (Boswell, Gardner, & Wang, 2017,p.164). There can also be positive consequences to people leaving the institution, it allows better performers to enter the institution, bringing with them new ideas (Klotz & Bolino, 2016).

Accordingly, personality traits of individuals can impact the morale of the group and can have positive (Hong, 2008) or negative effects on job satisfaction (Salgado, 2002). Nonetheless, because personality is a dynamic process that is always changing, research that just uses

personality measurements have frequently been unable to predict behaviour at work (Osman, Noordin, Daud, & Othman, 2016; Bolton & Lane, 2012).

2.3.1 THE FIVE-FACTOR MODEL OF PERSONALITY

"The dominant personality framework, known as the Big Five or the five-factor model (FFM) of personality traits, is widely recognized" (Zimmerman R., 2008, p.3). This theory of personality is not only applicable to individuals across diverse countries and cultures worldwide (Schmitt et al., 2007) but also offers a dependable assessment scale for evaluating personality. The study instrument was built on the five dimensions of the model, which are regarded as essential components of personality: agreeableness, neuroticism, conscientiousness, extraversion, and openness to new experiences.

2.3.1.1 Neuroticism

Neuroticism, often synonymous with emotional stability, refers to the inclination to feel secure, emotionally balanced, and composed (Otken & Cenkci, 2015). Emotional stability encompasses personality facets that employers typically prefer to observe in their employees, avoiding traits associated with neuroticism (Sarwar, Hameed, & Aftab, 2013).

2.3.1.2 Agreeableness

The dimension of agreeableness pertains to individuals' inclination towards valuing harmony and cooperation in their interactions with others (Otken & Cenkci, 2015). Associated traits with this dimension include flexible, courteous, naïve, supportive, caring, sympathetic, and open minded (Sarwar, Hameed, & Aftab, 2013).

2.3.1.3 Conscientiousness

Conscientiousness is characterized by behaviour that showcases persistence even in challenging circumstances (Coldwell & Callaghan, 2013). This trait is delineated by three dimensions: achievement orientation, reflecting diligence and perseverance; dependability, indicating responsibility and thoroughness; and orderliness, signifying organization (Otken & Cenkci, 2015).

2.3.1.4 Extraversion

"Extraversion describes the degree of engagement with the external world" (Otken & Cenkci, 2015, p.4). "Traits commonly associated with this factor include expressive, sociable, friendly,

optimistic, talkative, confident, and determined personnel" (Sarwar, Hameed, & Aftab, 2013, p.1250).

2.3.1.5 Openness to experience

Receptivity to new experiences can be delineated into intellectual and philosophical inclinations, and unconventionality, reflecting traits such as imagination, autonomy, and non-conformity (Otken & Cenkci, 2015). This dimension is perhaps the least likely to change over time and is most likely to foster personal growth. Socially, individuals high "in openness to experience tend to exhibit creativity", cultivation, curiosity, open-mindedness, intellectual pursuits, a need for diversity, aesthetic appreciation, and sensitivity (Sarwar, Hameed, & Aftab, 2013).

2.3.2 Personality and Turnover Intention

When employees voluntarily depart from an organization, they often rationalize their departure by pinpointing flaws in their jobs or within the institution. Additionally, other employees may develop their own perceptions regarding the reasons for a colleague's departure, potentially damaging the work environment (Hong, 2008). Cullen and Sackett (2003) identified organisational characteristics and personality traits as the two precursors of 'work attitudes' and counterproductive behaviours in their model "of personality and counterproductive work behaviours". In spite of the abundance of information on the Big Five personality qualities, empirical studies examining personality and turnover intention are limited, with results often being inconsistent and mixed (Ghosh, Rai, Chauhan, Gupta, & Singh, 2015). For instance, Salgado (2002) found that neuroticism, conscientiousness, and agreeableness negatively predicted turnover, while conscientiousness and agreeableness negatively predicted deviant behaviours. In contrast to conscientiousness and agreeableness, which tend to lower the rate of actual turnover, Zimmerman (2008) found that neuroticism tended to raise the degree of turnover intention. "The five-factor model of personality comprises five moderately autonomous traits that offer significant insights into individual differences within an organization and their corresponding responses" (Mayende & Musenze, 2014).

H1 – Personality has a significant association on turnover intention.

Conscientiousness emphasizes strong inclinations towards persistence, a sense of duty, industriousness, organisation, planning, and self-discipline (Ghosh, Rai, Chauhan, Gupta, & Singh, 2015). Neuroticism (-.29) and conscientiousness (-.16) are two of the big five attributes

that have been repeatedly demonstrated to have the largest link with turnover intention (Zimmerman R., 2008). It has been demonstrated that conscientiousness and intention to depart have a negative association (Treglown, Zivkov, & Zarola, 2018). Previous research identified that "result orientation' and 'problem solving ability' among other traits are important for effective project managers" (Dwivedula, Bredillet, & Müller, 2016, p.237). These qualities fit the personality characteristic of conscientiousness. Therefore, it seems sense to conclude that diligent people value results and can help a project succeed.

H1a: Conscientiousness will be negatively related to turnover intention.

The term neuroticism, which is sometimes used to describe emotional stability, describes how nervous, erratic, and moody a person is (Mayende & Musenze, 2014). Employees with poor opinions of their employment are more likely to quit as neurotic people often have negative judgments of both themselves and the workplace (Ghosh, Rai, Chauhan, Gupta, & Singh, 2015). Employee intentions to leave seem to be strongly positively correlated with neuroticism (Singh, Singh, & Singh, 2014; Salgado, 2002; Judeh, 2012; Treglown, Zivkov, Zarola, & Furnham, 2018). According to Judge and Iliesa (2002), workers who are more neurotic are less likely to stay in their jobs, especially when they first start working because of the increased pressures that they have to absorb new things, fit in with new teams, and take on a variety of duties. Conversely, individuals characterized by emotional stability are adept at managing stress, potentially enhancing their satisfaction levels with both their career and job.

H1b: Neuroticism will be positively related to turnover intention.

Individuals who score high in agreeableness are typically friendly and adept at fostering positive relationships with others (Mayende & Musenze, 2014). Nielson, Glaso, and Einarsen (2017) found that people with high agreeableness tend to be happier and overall have better quality of life. Research demonstrating a positive correlation between high agreeableness scores and greater work satisfaction supports this (Judge, Heller, & Mount, 2002). Research demonstrating a positive correlation between high agreeableness scores and greater work satisfaction supports this (Mayende & Musenze, 2014), while others found a negative relationship (Jeswani & Dave, 2012). Furthermore, a number of studies have shown no connection between agreeableness and plans to leave (Singh, Singh, & Singh, 2014; Salgado, 2002; Treglown, Zivkov, Zarola, & Furnham, 2018).

H1c: Agreeableness will have a significant association on turnover intention.

Those with low openness to experience tend to be more conventional and traditional in their behaviour and viewpoints, favouring known routines over self - growth and generally having a smaller range of interests (Nielsen, Glasø, & Einarsen, 2017). On the other hand, those who have great "openness to experience tend to value independence and stimulation, while assigning less importance to conformity, tradition, and security principles" (Parks-Leduc, Feldman, & Bardi, 2015). The impact of openness to experience on turnover varies across studies, with some reporting a negative effect (Salgado, 2002; Zimmerman, 2008), others a positive effect (Mayende & Musenze, 2014), and some finding no significant impact at all (Singh, Singh, & Singh, 2014; Jeswani & Dave, 2012). Nevertheless, the recurring theme across these studies underscores the importance of further exploration into the correlation between turnover and personality qualities (Jeswani & Dave, 2012).

H1d: Openness to experience will have a significant association to turnover intention.

According to research, extraverts spend more time in social situations and engage in more interpersonal interactions than introverts. Due to their social adeptness, extraverts are inclined to find interpersonal interactions more gratifying. (Nielsen, Glasø, & Einarsen, 2017). According to certain research, extraversion has the inverse influence on turnover intention (Zimmerman R. , 2008; Judeh, 2012; Jeswani & Dave, 2012; Treglown, Zivkov, Zarola, & Furnham, 2018), 'a positive effect' on intent to quit (Mayende & Musenze, 2014), or no effect at all (Singh, Singh, & Singh, 2014).These findings suggest that extraversion could mitigate the impact of role overload in a pandemic setting (Moon, O'Brien, & Mann, 2023) and prevent the intention to quit.

H1e: Extraversion will be negatively related to turnover intention.

2.4 CLIMATE VS CULTURE

The term "culture" is often used interchangeably with "climate." "In the early development of the culture perspective, there was a clear distinction between culture and climate" (Denison, 1996, p.621). Organisational climate refers to the collective perceptions of employees within a specific work unit regarding their work environment (Glisson & James, 2002). "It's important to note that organisational climate remains a characteristic of individuals regardless of their

level of agreement on their perceptions" (Glisson & James, 2002, p.768). The organisational climate influences employees' behaviours, including their response to change (Burke & Litwin, 1992).

On the other hand, "culture is defined as the normative beliefs and shared behavioural expectations within an organisational unit" (Glisson & James, 2002, p.770). It stands for the core values that underpin how work is conducted and provides the framework for acclimatising coworkers to the customs and practices of the company (Glisson & James, 2002). Culture is often considered "a deeper construct than climate because it encompasses values and assumptions" (Glisson & James, 2002). "Culture researchers typically focus on the evolution of social systems over time, while climate researchers are more concerned with how organisational systems impact groups and individuals, albeit with less emphasis on evolution" (Denison, 1996, p.621).

2.5 ORGANISATIONAL CLIMATE

Organisational climate refers to the "lasting nature of the internal environment within an organisation, as perceived by its members, shaping their behaviour". It can be characterized by the values and specific traits of the organisation (Otken & Cenkci, 2015). According to the term "climate', "organisational theorists such as Lewin and McGregor used the term to refer to social climate and organisational climate respectively" (Li & Mahadevan, 2017, p.4). One of the most widely recognized definitions comes from Litwin and Stringer (1968), who define "organisational climate as the measurable attributes of the work environment directly or indirectly perceived by the individuals inhabiting and working within it". It is presumed to impact their motivation and behaviour. Team psychological safety, or the assurance that members of the team won't humiliate or punish someone for defying team rules, promotes views of the team environment as a safe, non-threatening space where mistakes may be made, faults can be expressed, and remedies can be offered (Hemmelgarn, Glisson, & James, 2006). A conducive climate for change should provide employees with emotional stability and psychological safety, along with a positive perception of fair compensation for proactive behaviour (Gill, Mataveli, Garcia-Alcaraz, & Ibanez-Somovilla, 2023). An educational system's ability to be dynamic depends on its organisational environment (Goi, 2014). Due to the existence of distinct personality qualities inside an establishment, workers' opinions of the atmosphere within the workplace may differ (Goi, 2014). Arabac (2010, p.4446) "found that individuals with different backgrounds, such as being an academic or administrative personnel in a university, have a different perception toward the organisational climate". Understanding

organisational climate is crucial for designing strategies to enhance the services provided by service organisations (Goi, 2014).

2.5.1 Organisational Citizenship Behaviour

Leaders establish the atmosphere for the entire organisation, and employees rely on them for guidance on what behaviour is deemed acceptable (Megeirhi, Kilic, Avci, Afsar, & Abubakar, 2018). For example, socio-psychological organisational citizenship behaviour (OCB) may cause challenges to the accomplishment of tasks (Coldwell & Callaghan, 2014) or can contribute indirectly to organisational effectiveness (Mitonga-Monga & Cilliers, 2016). Organisational Citizenship Behaviour (OCB) encompasses individual actions "that benefit the organisation by enhancing its environment and functioning beyond formal job duties" (Chernyak-Hai & Tziner, 2012). For instance, spending excessive time together at work may negatively impact worker morale and productivity if superior/subordinate interpersonal relations are perceived as fraternization (Coldwell and Callaghan, 2013).

Due to the existence of distinct personality qualities inside an establishment, workers' opinions of the atmosphere within the workplace may differ (De Clercq & Belausteguigoitia, 2017). For example, friendship might be exchanged for a desirable assignment (Cropanzano, Anthony, Daniels, & & Hall, 2017). There are four structures of power and authority, and these are informal in the organisational climate. The concept of 'elites' is grounded in the notion that each and every society possesses a minority in power, a group that wields and contests the most significant sources of power (López, 2013). Elites were often defined through capacity, personality, and skill (López, 2013).

It has been shown that traditional aspects are impacted by an overall evaluative component that determines whether an individual believes their work environment to be "good" or "poor" for their well-being (Hemmelgarn, Glisson, & James, 2006). An ideal organisational climate has been characterised as having an "emphasis on innovation, autonomy, skill development, trust, open lines of communication, and flexibility" (Hemmelgarn et al. 2006). Research on leaders within fields such as social work, nursing, clinical professions, and education has identified organisational climate factors linked to turnover. These include negative organisational support, insufficient autonomy, heavy workload, role conflict, and role ambiguity (Clairborne, Auerbach, Zeitlin, & Lawrence, 2015). James (1974) identifies "five primary domains of work environment perceptions that comprise an organisations climate. The five domains are job characteristics, leadership characteristics, social characteristics, and organisational

attributes"(James & Jones, 1974). Nonetheless, there is divergence in the research over how many dimensions make up 'the organisational climate' (Patterson, et al., 2004). For instance, Litwin and Stringer (1968) conceptualized 'organisational environments' based on "nine climate dimensions: structure, responsibility, reward, risk, warmth, support, standards, conflict, and identity" (Denison, 1996). Patterson et al (2004, p.14) lists 17 dimensions within four quadrants, "these are namely, organisational culture, security and fairness, leadership, integration, empowerment, supervisory support, training, formalisation, innovation, organisation citizenship and service delivery". The quadrants are open systems, human relations, rational goal, and internal processes. The dimensions that Patterson et al. (2004) recommended will be the main focus of this study.

2.5.2 Human Relations

Human relations include training, integration, participation, supervisory support, autonomy, and welfare (Patterson, et al., 2004).Relationships between employees and their direct supervisors stands out as the most crucial among all interpersonal dynamics at work. There is a correlation between the calibre of the relationship between superiors and subordinates and the well-being, productivity, income, and career advancement of employees (Tepper, et al., 2009). Experiencing abusive supervision is linked to numerous unfavourable outcomes, including job dissatisfaction, "reduced commitment to the organisation, psychological distress, and lower levels of both in-role and extra-role performance" (Tepper, et al., 2009, p.156). Role ambiguity pertains to a situation where there is a lack of clarity regarding the expectations associated with a particular role, often stemming from a lack of understanding or uncertainty (Poulose & Sudarsan, 2014).

The extent to which an institution values and cares for its workers is known as employee welfare. Personal support is demonstrated through behaviours such as "imparting valuable knowledge and skills to colleagues, offering emotional support, collaborating, and displaying consideration, courtesy, and tact in interpersonal interactions" (Coldwell & Callaghan, 2013). Sevi (2010) suggests from his research that when there is organisationally supportive behaviour as well as personally supportive behaviour there will be an increase in organisational effectiveness. "When personally supportive behaviour is found without organisational supportive behaviour, organisational effectiveness decreases" (Coldwell and Callaghan, 2013) and this can create an intention to leave. Previous studies have demonstrated that individual variations that affect how people react to and perceive their work environment can account for

a sizable portion (22%) of an employee's opinion of how supportive their organization is (Treglown, Zivkov, Zarola, & Furnham, 2018). ‘Promoting, defending’, exhibiting loyalty, and ‘supporting the organization's’ goals and objectives are examples of organisational support behaviour (Coldwell & Callaghan, 2013).

2.5.3 Open Systems

“Open systems include flexibility, flexibility, outward focus, and innovation” (Patterson, et al., 2004). The intentional creation, dissemination, and application of novel concepts within a ‘work role’, ‘workgroup’, or organisation to improve performance, group effectiveness, or organisational outcomes is referred to as innovative behaviour (Cingöz & Akdoğan, 2011). “Innovation is linked to environments that place a high value on quality improvement, are characterized by a decline in emotional exhaustion and role overload and have supportive structures that promote collaboration and participation” (Hemmelgarn et al. 2006). The extent to which an organisation responds to the demands of its clients and the broader market is known as its outward focus. (Patterson et al., 2004). Employee turnover intention is generally thought to be negatively correlated with an appropriate degree of perceived developmental climate among staff members, which includes a balanced emphasis on flexibility and external orientation (Jung, Chan, & Hsieh, 2017). Previous studies have demonstrated that an innovative workplace culture enhances worker job satisfaction, recognition, psychological engagement, and job performance (Madrid, Patterson, Birdi, Leiva, & Kausel, 2014).

2.5.4 Rational Goal

Efficient and high-quality work, performance evaluations, productivity pressure, and goal clarity are all examples of rational goals (Patterson, et al., 2004). The quality of service and the way employees perform their jobs can be categorized as efficiency. The job's importance to the team's function, as well as its significant contribution and high importance to the employees, characterize a rational climate (Clairborne, Auerbach, Zeitlin, & Lawrence, 2015). Since rational climates tend to increase positive perceptions of the workplace, they are generally linked to lower intentions to leave (Jung et al., 2017). The job demands a diverse set of skills and substantial effort to excel, pushing workers to test their abilities and utilize their full knowledge and skills (Clairborne et al., 2015).

Goal emphasis can be defined as supervisors emphasising high standards of performance and setting measurable goals for performance, model working hard, and assist employees in

resolving job-related issues to meet deadlines (Clairborne et al., 2015). Vision guides employees in pursuing innovative work practices and achieving desired outcomes (Sarros, Cooper, & Santora, 2008). Establishing clear objectives can give members of an organisation a sense of direction and focus on pertinent behaviours and activities within the organisation (Denison, 1996). Employee retention at organisations can be significantly boosted by this genuine competition and the accomplishment of specific goals (Jung et al. 2017).

2.5.5 Internal Process

An internal procedure that emphasizes stability through formalization and tradition lessens or disregards the influence of environmental uncertainty (Patterson, et al., 2004). The internal process model embodies the classic bureaucratic structure (Patterson, et al., 2004). Prior to making decisions about a worker's job, all relevant information is obtained, concerns are acknowledged, and decisions are rendered in an unbiased and equitable manner (Clairborne et al. 2015). The intention of faculty turnover is influenced by the extent to which their own work ethic aligns with the values upheld by the institution (Volkwein & Zhou, 2004).

2.6 JOB SATISFACTION

“There is no one definition of job satisfaction that's accepted by all” (Milovanovic, 2017, p.269). As per Castro and Martins (2010), an employee's emotional reaction towards their job can be described as ‘job satisfaction’. This reaction arises when the employee compares the actual outcomes with the expected or deserved ones. Milovanovic (2017, p.269) characterizes “job satisfaction as a positive emotional state resulting from an assessment of one's work or experiences in the workplace”. Studies indicate that various personal or demographic variables contribute to influencing employment satisfaction. Research on work-related attitudes and behaviours consistently shows that demographic variables have an effect on job satisfaction (Okpara, 2004). Numerous individual and organizational characteristics, including ‘gender’, ‘age’, ‘education level’, working hours, and the size of the company, are frequently associated with job satisfaction (Oosthuizen, Coetzee, & Munro, 2016). The factors that determine job satisfaction are diverse and unique (Milovanovic, 2017).

Job satisfaction has also been conceptualized as the attitudes individuals hold toward their jobs, either positive or negative (Castro & Martins, 2010). Research has shown that when faced with issues or concerns, employees frequently hesitate to voice their opinions. (Edmonson & Munchus, 2007). According to Farrell's 1983 ‘exit-voice-loyalty-neglect (EVLN) model’ of how employees react to job dissatisfaction, an employee's response to their dissatisfaction is

influenced by both self-efficacy and past behaviours. Given that the definition of “job satisfaction is the emotional attachment to one's job, workers who are more positive about their jobs are less likely to plan to leave their positions” (Zimmerman R, 2008, p.7). Research indicates that there are two unique aspects to job satisfaction: intrinsic and extrinsic (Castro & Martins, 2010). Extrinsic factors include things like the actual work, chances for advancement, compensation, oversight, working environment, and coworkers (Castro & Martins, 2010). Intrinsic rewards are self-regulated and directly stem from an individual's performance. Researchers have contended that job satisfaction may have a strong correlation with organisational climate. Furthermore, different relationships between climate aspects and job satisfaction as well as other outcomes have been shown by other climate researchers (Callister, 2006). Work satisfaction has shown to be an accurate indicator of ‘employee turnover’ (Zimmerman R. , 2008).

2.7 WORK-LIFE BALANCE

The recognition of the importance of ‘work-life balance’ and employees' well-being perceptions in promoting organisational growth and effectiveness has grown (Poulose & Sudarsan, 2014). Role balance was defined by Marks and Mac Dermid (1996) as the propensity to fully commit to performing each function within one's overall system of roles, as well as to approach each conventional position and partner with a considerate and attentive attitude. The term "work-life balance factors" refers to a range of variables, including position-related factors, organizational policies and work arrangements, technology, childcare commitments, family support, and other social perspectives, as well as individual aspects like well-being, personality, and emotional intelligence (Poulose & Sudarsan, 2014).

The movement of females into the paid labour market as well as fathers taking on a more active domestic role has juxtaposed the two areas of paid employment and specifically home or domestic commitments. The provision of “on-site crèches” was identified in a study by Jaga et al. (2018) as a helpful resource for mothers, giving them a place to exercise their right to breastfeed and allowing them to carry on doing so into the workplace. Consequently, initiatives such as Employee Assistance Programs and Wellness Programs have been developed and implemented to aid employees in managing stressful workplace environments and to enhance their quality of life both at work and at home.

It makes sense to assume that people in professional positions would have some autonomy and independence in handling their job duties. As long as they meet their professional goals, this

autonomy enables them to divide their time, effort, and attention as they see fit in order to reconcile their roles as a worker and a family. (Allen, Johnson, & Kiburz, 2013). The absence of family-friendly resources is viewed as an indication of inadequate institutional support for individuals striving to navigate work-family challenges (Jaga, Arabandi, Bagraim, & Mdlongwa, 2018). Employees are likely to feel less stressed, have less work-family conflict, be less likely to prepare a departure from their jobs, and be more satisfied with their jobs when they are not disciplined for attending to family matters while at work (Behson, 2005).

2.7.1 Work Arrangements

Flexible work schedules have been shown in numerous studies to help employees achieve a more harmonious striking a balance between work and play. They can also help organizations hire, hold onto, and inspire their workforce (Poulose & Sudarsan, 2014). Flexible working serves as the cornerstone of 'work-life balance' (Felstead et al., 2002). When compared to other sorts of major corporations, the government sector, and the related industries (Persaud, 2001) show a stronger commitment to the flexible working arrangements that come with 'work-life balance' (Mayne et al., 1996).

2.7.2 Work-Life Balance Policies and Programmes

'Work-life balance' has become more prevalent in the business and labour markets over the last ten or so years due to a variety of contextual factors coming together. Work-life interventions commonly adopted by Indian companies have primarily focused on "addressing issues such as gender equality, stress reduction, flexibility, health awareness, and childcare" (Poulose & Sudarsan, 2014, p.7). Effective work-life programs are crucial for fostering co-operative relationships amongst employees and employers to achieve reciprocal advantages (Poulose & Sudarsan, 2014). Personal benefits like lower stress, better family relationships, happier marriages, improved self-esteem and self-concept, and more job satisfaction are anticipated when WLB policies are put into practice (Jones et al., 2008). Furthermore, studies indicate that implementing HR policies targeted at enhancing the equilibrium between work and play has a favourable effect on the institution's financial outcomes.

2.7.3 Childcare Responsibilities

Several studies have indicated that "family-related factors, such as the number of children and childcare responsibilities, contribute to an imbalance in work and family roles" (Poulose &

Sudarsan, 2014, p.2). Moreover, childcare places a greater "emotional burden on females compared to males", and employed mothers facing difficulties in childcare arrangements often experience high levels of depression (Poulose & Sudarsan, 2014, p.4).

2.8 MEDIATING AND MODERATING ROLES

2.8.1 The Moderating Role of Work-Life Balance

The exploration of elements pertaining to the workplace influencing individuals' perceptions of "work-life balance" encompasses various dimensions such as work design (Lee, Dai, & McCreary, 2015), employment stress, technology, role-related issues, flexible work arrangements, regulations, and programs, and work support (Poulose & Sudarsan, 2014). International studies have predominantly emphasized flexible working conditions over other work-life balance initiatives (Poulose & Sudarsan, 2014). A person's attitude toward various life roles is represented by their work-life balance, which is an inter-role phenomenon (Greenhaus, Collins, & Shaw, 2003), and it remains a central concern in everyday dialogues (Haar et al., 2014). While the work-family conflict has been linked to turnover intentions, the relationship appears multifaceted in other studies (Rode, Rehg, Near, & Underhill, 2007). Work-life balance is still one of the least researched themes in work-life research, despite its importance (Haar et al., 2014; Beauregard & Henry, 2009), with limited attention paid to its reality in the higher education sector (Haar et al., 2014). Academics generally concur that work-life balance is highly regarded by workers globally and has an impact on workers' productivity and well-being (Haar et al., 2014). 'The relationship between job happiness and work-life balance has been the subject of several research' (Haar et al., 2014; Greenhaus et al., 2003; Oosthuizen et al., 2016). For example, Richman et al. (2008) discovered that, even when personal, family, and employment variables were taken into account, perceived flexibility and supportive work-life policies independently predicted projected retention. Additional studies have demonstrated "a strong correlation between people's intentions to leave their jobs, work-life balance, and job satisfaction; low levels of work-life balance are predictive of high levels of desire to leave a job" (Oosthuizen et al., 2016, p.455).

> ***H6 – Work-life balance moderates the association between individual personality dimensions and turnover intentions, such that it is weaker when work life balance is higher.***

2.8.2 The Mediating Role of Organisational Climate

Hong et al. (2008) identified a robust adverse "relationship between organisational climates and turnover intention". Specifically, their research revealed that out of four dimensions—structure, rewards, support, and responsibility—structure, rewards, and support exhibited strong correlations with intention to leave, with correlation coefficients exceeding 0.50, while responsibility showed a moderate correlation with a coefficient of 0.48 (Hong, 2008). These findings underscore the significant impact of a positive organisational climate in reducing employees' turnover intention, aligning with previous research indicating that a positive organizational climate fosters positive work attitudes and behaviours. Favourable and positive organizational climates encourage pro-social behaviours among employees, whereas unfavourable climates inhibit discretionary effort (Akanni & Ndubueze, 2017).

> ***H5a – There is a significant negative association between organisational climate (clarity of goals) and turnover intention.***

Moreover, earlier studies have demonstrated the important influence of employee trust on intention to quit (ITQ), whether stemming from diminished supervisor trust or organizational justice (Treglown, Zivkov, Zarola, & Furnham, 2018). Organisational climate 'has been a subject of research for over 50 years', with numerous studies exploring its dimensions (Ahmad & Jasimuddin, 2018; Alavi & Jahandari, 2005; Cooper, Dewe, & O'Driscoll, 2001; James & Jones, 1974). Evaluating both the objective organizational circumstances and the subjective views of those factors is necessary for assessing the organizational climate (Denison, 1996). Glisson and James (2002) concur that understanding organizational environment has important consequences for understanding how people behave in these settings. This assertion is supported by a plethora of studies and research on organisational climate (Alavi & Jahandari, 2005; Arabac, 2010; Bernstrøm, Bjørkli, Ulleberg, & Hoff, 2013; Castro & Martins, 2010; Dondero, 1997; Glisson et al., 2008; James & Jones, 1974). Prior studies have demonstrated that organizational environment has an impact on the connection between turnover intention and organizational fairness (Su, Jiang, Meng, Lu, & Chan, 2023).

> ***H5 – The association between the individual personality dimension (conscientiousness) and intent to quit will be strengthened when organisational climate (outward focus) is lower.***

2.8.3 The Moderating Role of Job Satisfaction

Ghosh et al., (2015) took into consideration the individual variations among employees, recognizing that owing to innate variances, people respond to stimuli in various ways. Previous studies have revealed that good health and promotional opportunities are positively associated with job satisfaction, while factors such as long working hours, commuting time, and surprisingly, level of education, have a negative impact on job satisfaction (Milovanovic, 2017). This finding is intriguing, considering that higher education typically leads to better job prospects. "Insight into job satisfaction is invaluable to organisations, as contented employees experience improved physical and psychological well-being, while dissatisfied employees are more prone to absenteeism, psychological disengagement, and turnover" (Oosthuizen et al., 2016, p.448). When individuals are content with various aspects of the work environment, they tend to perceive challenging work differently compared to when they are dissatisfied with contextual factors (Ghosh et al., 2015). Building on these insights, I aim to explore the role of job satisfaction as a moderator in the relationship between personality and turnover intention.

> ***H3 – There is a significant positive association between job satisfaction and ITQ.***

A prior investigation involving university employees, spanning administrative, professional, supervisory, and clerical-technical roles, revealed that those with higher daily job satisfaction tend to experience fewer negative effects at home (Poulose & Sudarsan, 2014). Previous research has also indicated a significantly "negative correlation between job satisfaction and intention to quit" (Robyn & Du Preez, 2013). "In a study of a large human service organization, it was found that administrators and professionals who received promotions more frequently were less likely to leave, while being underpaid increased turnover, although being underpaid itself did not directly impact turnover" (Clairborne et al., 2015, p.19).

> ***H6a – The association between individual personality dimensions and turnover intentions will be strengthened when job satisfaction is weaker.***

2.8.4 Job Satisfaction and Organisational Climate

The associations between various elements of organizational climate and job satisfaction have been extensively established in Western literature (Goi, 2014; Ahmad & Jasimuddin, 2018; Litwin & Stinger, 1968). However, there has been limited research on the causal relationship

between a positive organisational climate and job satisfaction in developing countries (Ahmad & Jasimuddin, 2018). Peek (2003) discovered that organisational climates characterized by high levels "of autonomy, growth opportunities, supportive relationships among employees", genuine interest in employee well-being, recognition of accomplishments, and esteem for "employees tend to result in higher levels of job satisfaction" (Castro & Martins, 2010). Conversely, studies examining the correlation between organizational climate and job satisfaction are relatively scarce in current literature, particularly in Southern Africa (Castro & Martins, 2010). Ghosh et al. (2015) suggested that employees may express interest in job redesign only after addressing several issues within the work context, such as overly controlling supervisors and an inadequate compensation system.

H5b – Job satisfaction strengthens the indirect association (through organisational climate) between personality and turnover intention.

2.8.5 Demographic Experiences

Research indicates that "demographic factors such as age, ethnicity, gender, tenure, and are linked to job satisfaction" (Oosthuizen et al., 2016, p.448). Previous studies have revealed that white employees tend to report stronger "job satisfaction and negative home-work interface experiences, while black employees tend to report stronger positive home-work interface experiences and lower levels of job satisfaction" (Oosthuizen et al., 2016, p.461). The issue of 'work-life balance' in South African homes and workplaces remains relevant, particularly given the complexities stemming from the country's apartheid history (Hofmeyr & Mzobe, 2012). Studies have shown that females generally report higher well-being and exhibit better work-life balance, characterized by lower work-family and family-work conflict (Poulose & Sudarsan, 2014). Moreover, research on gender and turnover intention suggests that gender plays a role in turnover intention, with females often exhibiting higher voluntary turnover due to factors such as travel requirements, marital status, work-family conflict, working conditions, and stress (Emiroğlu, Akova, & Tanrıverdi, 2015; Allen, Johnson, & Kiburz, 2013; Greenhaus et al., 2012). However, a study by De Beer, Rothmann Jr & Pienaar (2016) found no significant group differences in the experience of ethnic discrimination, indicating equal perceptions of discrimination across groups. Understanding how employees' personalities, organisational climate, 'work-life balance, job satisfaction, and turnover intentions' vary among diverse groups of administrators could inform strategies aimed at enhancing employee retention in the higher education sector.

2.9 *CONCEPTUAL FRAMEWORK*

"A conceptual framework represents the researcher's comprehension of how to effectively explore the research problem, the precise trajectory the research will follow, and the associations among the various variables in the study" (Osanloo & Grant, 2016, p.12). The conceptual framework provides a coherent arrangement of interconnected concepts, offering a visual representation of how ideas within a study interrelate within the theoretical framework (Osanloo & Grant, 2016). This causal model is derived from a synthesis of the global and South African literature and is thus developed to be a context-specific framework. It is developed to be able to test the research questions of the study.

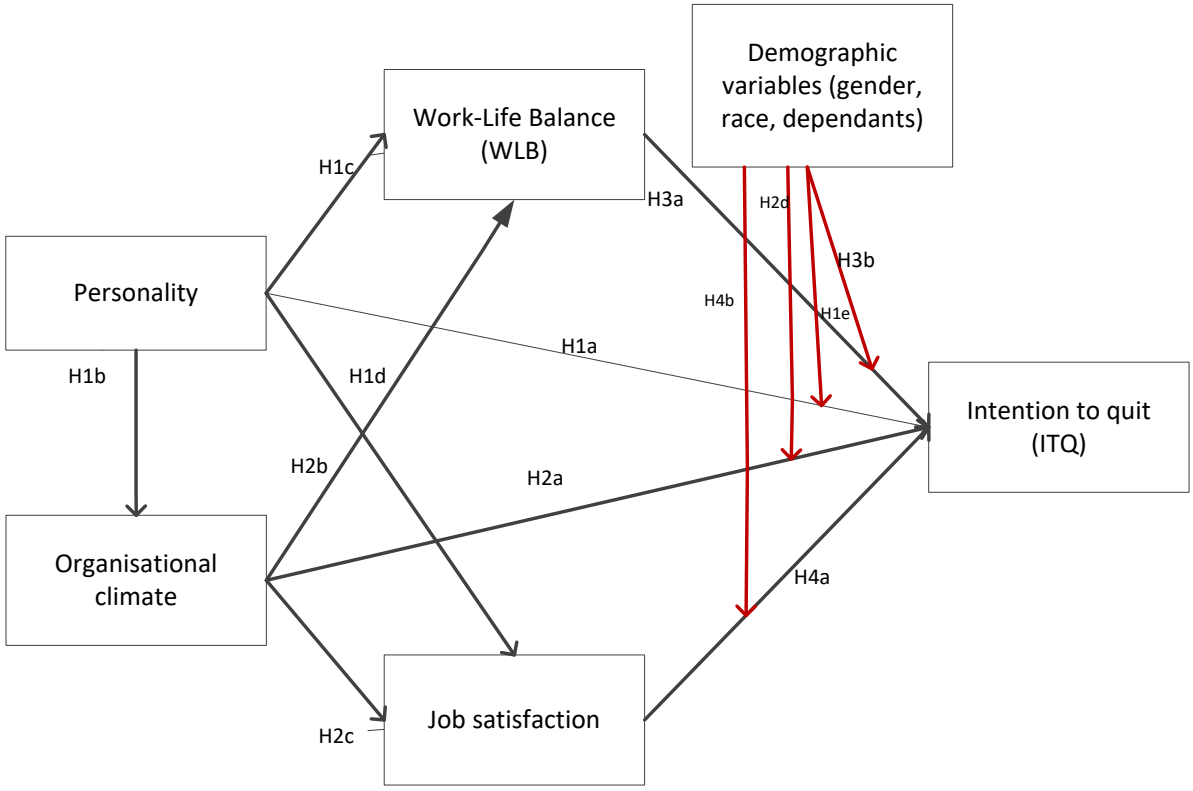


Figure 2-1: Causal model for the study[1]

The causal model shown in Figure 1 reflects the relationship between the independent study variables, that includes individual personality dimensions, work-life balance, job satisfaction, and organisational climate measures and the dependent variable. Intent to quit will be the

[1] The control variables are gender, dependents, ethnicity, marital status, age, tenure at Wits, Years of work experience.

dependent study variable. The control variables in the study are gender, age, ethnicity, dependents, marital status, tenure at the university, and years of work experience.

2.10 CONCLUSION

In this section turnover intention was introduced first and discussed as the dependent variable. Following this, literature associated with personality and the five-factor model of personality was reviewed. Organisational climate was introduced next, and the sub factors discussed, and mediating roles identified in previous studies. Thereafter, job satisfaction and its moderating roles were identified in previous studies. Following this, work life balance was discussed as a moderating variable. Thereafter the conceptual framework diagram was shown. In the next section the methodology will be outlined, including steps taken to address the research questions and the hypotheses will be provided.

CHAPTER 3

3 METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, a literature review was provided. In this chapter the research methodology of the study and statistical analysis that were employed in the study are introduced and discussed. Next, the functionalist and post-positivism paradigms are explored. Following this, the cross-sectional quantitative research design for this study is presented. This is followed by an explanation of the sample population. Thereafter, the different measurement scales that were used for the study are presented and discussed, and the data analysis outlined. Limitations of the study are outlined next. The steps to be taken to ensure an ethical research protocol are discussed with the section concluding with a summary.

This study uses a cross-sectional quantitative research method. “Quantitative research design makes use of empirical analysis to make conclusions, and it enables the researcher to test hypotheses” (Bell & Njoli, 2016, p.5). It typically involves acquiring information about one group by asking questions through a survey (Salkind, 2011). This research design is appropriate for this study since it enables an examination of associations between two or more variables. The advantage of using a quantitative survey design is that it saves costs and time. A functionalist paradigm will be used as the study is objective, can be broken into parts and the influence of the researcher can be controlled (Scotland, 2012).

3.2 RESEARCH PARADIGM

Research paradigms encompass the “beliefs and assumptions that shape the framework” of your research. This empirical study will adopt the functionalist paradigm. As outlined by Burrell and Morgan (1979), ‘the functionalist paradigm’ is predominant in organizational studies and aims to comprehend organizational behaviour through hypothesis testing. Functionalist paradigms strive to elucidate the current state, “social order, consensus, social integration, solidarity, need fulfilment, and reality” from a standpoint that leans towards realism, positivism, determinism, and nomothetic approaches (Burrell & Morgan, 1979). Derived from Callaghan's work (2016, as cited in Burrell and Morgan, 1979) as saying functionalism therefore, “seeks to provide practical solutions to practical problems and is usually committed to a philosophy of social engineering as a basis for social change, emphasising the maintenance of order, equilibrium and stability, society, or regulation and control of social affairs”. Post-positivist theory employs empirical indicators to link theoretical concepts with observable phenomena and formulates hypotheses that are testable through the scientific method. Each paradigm is founded on its unique ontological and epistemological assumptions, comprising ontology, epistemology, methodology, and methods (Scotland,

2012). These assumptions pertain to epistemology, which concerns how knowledge about assumed existence can be acquired, and ontology, which involves assumptions about the nature and structure of the subject under investigation (Slevitch, 2011). The ontological stance that is adopted profoundly influences the type of research that is undertaken.

The current study adopted the post-positivist approach, Comte popularized the term positivism when he applied the scientific paradigm (Scotland, 2012). Post-positivism is more acknowledging of the limitations of positivism (Scotland, 2012). Burrell and Morgan (1979, p.1) suggested "that all social scientists approach their subject via explicit or implicit assumptions about the nature of the social world and how it may be investigated". However, Callaghan (2016) criticizes Burrell and Morgan's paradigms for their inability to consider technical advances and the societal effects. Callaghan (2016:70) suggests that there are new modes of science that technology has enabled that do not fit as clearly into their four categories. Callaghan (2016) extends these categories to probabilistic evaluation and multiple perspectives of evidence. Post-positivism claims that post-positivistic knowledge is more certain and objective than knowledge which originated from other paradigms (Scotland, 2012). Positivist methodology is directed at explaining relationships. Positivists attempt to identify causes which influence outcomes Similarly, post-positivists seek to understand causal relationships; thus, experimentation and correlation studies are used (Scotland, 2012). The ontological position of positivism is one of realism. Realism is the view that objects have an existence independent of the knower (Cohen, Manion, & Morrison, 2007) discoverable reality exists independently of the researcher (Pring, 2000b).

3.3 RESEARCH DESIGN

Research design refers to steps that researchers follow to complete their study from start to finish (Mxenge, Dywili, & Bazana, 2014). The function of a research design is to ensure the evidence obtained enables us to answer the initial question as unambiguously as possible (De Vaus, 2001). According to Williams (2007), there are three common approaches used by researchers to conduct research namely, quantitative, qualitative, and mixed methods. The specific research design for this study is a quantitative cross-sectional survey. In a cross-sectional study, constructs are examined in terms of one or more variables that were measured at approximately the same time (Bell & Njoli, 2016). Quantitative research is the process of collecting and analysing data in the form of a numerical statistical nature which can be categorised or measured (McLeod, 2019). Whereas qualitative research usually produces more particular or specialised and less generalisable results, which focus more on the depth and

breadth of the problem (Subedi, 2016). A cross-sectional survey collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time (Rindfleisch, Malter, Ganesan, & Moorman, 2008). A longitudinal survey, on the other hand, collects data at different points in time in order to study changes over time.

No matter how closely a questionnaire follows recommendations based on best practices, it is likely to benefit from pretesting. Respondents were sent a questionnaire and a consent form detailing the purpose of the study and the rights of the respondent. The statistical analysis procedure followed was structural equation modelling. An advantage of the SEM approach, as compared to other multivariate techniques, is that it examines simultaneously a series of dependence relationships, using a single statistical approach to test a full scope of projected relations (Galleli, Munck, Pilli, & Mazzon, 2014).

3.4 POPULATION AND SAMPLE

According to Rohilla (2010:115) a population can be defined as a group of individual persons, objectives, or items from which samples are taken for measurement. The data used in this research was drawn from a single large South African University. The university is structured into 5 faculties, 33 schools and over 30 services departments. The target population of this study consists of 1627 permanent administrative support staff at one higher education institution in South Africa namely, the University of the Witwatersrand. The list of staff was obtained from the universities central HR department. The data excludes those at the managerial level; between grade 1 and 6 job level as well as employees on a grade 13 and lower level as these employees are not classified as administrators. Recommendations from previous similar research to this study suggest that a larger population should be used to ensure that the findings can be generalised, for example populations in previous similar studies were 440 IT employees in South Africa, (Oosthuizen, Coetzee, & Munro, 2016) and 638 administrative personnel of the University of Fort Hare (Mayende & Musenze, 2014).

A sample is a group of objects, occurrences or individuals chosen from the main population for a study (Mxenge, Dywili, & Bazana, 2014). In every type of research, it would be superlative to use the whole population, but in most cases, it is not possible to include every subject because the population is almost finite (Etikan, Musa, & Alkassim., 2016). Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or non-random sampling where members of the target population that meet certain practical criteria,

such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. It is also referred to the researching subjects of the population that are easily accessible to the researcher (Etikan et al, 2016). This is the rationale behind using a convienient sampling technique, whereby all members of the population are invited to participate.

3.4.1 Sample Size Calculation

Raosoft Sample Size calculator was used to determine the sample size taking into consideration the population size, the margin of error and the confidence level (Raosoft, 2004). With an official target population size of 1762, the minimum sample required to be able to infer results at the 5% level of significance is 311 (Raosoft, 2004). This is similar to those typically used in social science research. In previous research the sample sizes ranged from 210 (Goi, 2014), 225 (Mxenge, Dywili, & Bazana, 2014), and 261 faculty members (Jeswani & Dave, 2012).When determining the sample size, the Raosoft statistical software sample size calculator takes the target population, the margin of error, the confidence level, and response distribution into consideration (Raosoft.com, 2004).

3.4.2 Sampling Protocol

An invitation was sent out via e-mail to the potential participants, inviting them to participate in the survey (Castro & Martins, 2010). A standard data collection questionnaire was administered to the respondents. The survey was administered electronically via http://surveymonkey.com as this has a wide reach, is relatively cheap to administer, information is standardized, and privacy can be maintained. The researcher ensured participants of the ethical procedures, and that the data would be anonymous. In research, the anonymisation of qualitative data allows the data to be shared (through publications and data sharing services) while preserving the privacy of research participants (Saunders, Kitzinger, & Kitzinger, 2015). The survey did not ask for any identifiable information, such as names (Rittschoff & Fortunato, 2016). The collection of the data took place over a period of 45 days (Bell & Njoli, 2016).

3.5 SCALES AND MEASUREMENTS

The quantitative questionnaire is intended to measure individual personality traits, organisational climate measures, work-life balance, job satisfaction, and the effect on turnover intention. Several items included were reverse scored to reduce the risk of response set bias

(Callister, 2006). Developed in 1932 by Rensis Likert to measure attitudes, the typical Likert scale is a 5- or 7-point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement (Sullivan & Artino Jr, 2013). Salkind (2012) explains that data from the construct should be easy to understand and easy to work with, as it is the main link between the original data and the first step in data analysis. The questionnaire has three sections – section A, B and C.[2]

The first section is a demographic questionnaire and provided information about age, gender, marital status, language, dependants, race, division, job level, years of work experience, tenure at the University and qualification. Research has shown that demographic factors such as gender, age, tenure and race can be associated with job satisfaction (Oosthuizen et al., 2016). Section B has questionnaires that measured all the constructs under the study. Section C has open ended questions related to the study.

A discussion of how the constructs were measured will follow.

3.5.1 Personality

Individual personality was assessed by means of the Donnellan, Oswald, Baird and Lucas (2006) mini–International Personality Item Pool (IPIP) five-factor model personality scale derived from the Goldberg (1992) personality scale, a 20-item scale with 5 constructs that measure dimensions of personality (extraversion, agreeableness, conscientious, emotional stability and openness to experience). The scale comprises a 7-point Likert-type response format. In previous research the reliability was found to be acceptable for each scale according to Cronbach's alpha, conscientiousness $\propto$ = .65, extraversion $\propto$ = .71, agreeableness $\propto$ = .70, intellect/imagination $\propto$ = .65, neuroticism α = .62 (Baldasaro & Shanahan, 2013; Mayende & Musenze, 2014) and Cronbach alphas ranged from 0.73 to 0.82 (Li, Sang, Wang, & Shi, 2012). Some of the items were: "I am the life of the party"; "I do not talk a lot"; and "I feel comfortable around people": (Mayende & Musenze, 2014).

3.5.2 Job Satisfaction

The short version of the Minnesota Job satisfaction questionnaire (Weiss, Dawis, England, & Lofquist, 1967) was used to measure overall job satisfaction. The questionnaire can be divided into intrinsic and extrinsic dimensions of job satisfactions (Oosthuizen, Coetzee, & Munro,

[2] A copy of the instruments can be found in the appendix.

2016). Consisting of a 20 items five-point Likert-type response format. The intrinsic subscale includes factors such as “the chance to make use of my abilities” and “the feeling of accomplishment I get from the job”. The extrinsic subscale addresses individual satisfaction with factors such as pay, company policies, chances for advancement, and supervision. Previous studies have reported Cronbach alpha coefficients for the MSQ20 and its sub dimensions to be greater or equal to 0.89 (Oosthuizen et al., 2016). Reliabilities in the South African context have been reported, with alphas ranging from 0.79 to 0.85 (Buitendach & Rothman, 2009).

3.5.3 Turnover Intention

Turnover intention scale developed by Roodt, (2004) was used to measure turnover intention. The scale comprises of a 15 5-point Likert type items, for example “How often do you think about starting your own business? “The scales’ internal consistency reliability as determined by Cronbach’s alpha coefficient was reported in previous studies as 0.88 (Satardien & Mahembe, 2019) .

3.5.4 Organisational Climate

The organizational climate measure (OCM) developed by Patterson et al (2005) was used. The measure consists of 86 items used to measure the 19 dimensions of the four domains. The response format used is a 4-point Likert-type scale of definitely false, mostly false, mostly true and definitely true. Over and above these there were other critical aspects to be covered by the survey such as silo mentality. The 19 dimensions in the questionnaire have previously exhibited acceptable levels of reliability (Patterson, et al., 2004). Patterson et al. (2005) reports that the OCM has a mean alpha score of .811 with the subscale’s alphas ranging from .67–.91. Adequate Cronbach’s alphas have been reported for this scale such as .67 to .90 (Bernstrøm, Bjørkli, Ulleberg, & Hoff, 2013). This shows that the measure previously demonstrated adequate internal consistency (reliability) with each scale measuring the constructs of relevance (Patterson, et al., 2004).The subscales include items, for example such as “The company is always looking to achieve the highest standards of quality”; “management involve people when decisions are made that affect them” and “information is widely shared”. The OCM is a macro or global measure of organisational climate allowing organisational climate to be aggregated as a higher-level construct (Bernstrøm, Bjørkli, Ulleberg, & Hoff, 2013).

3.5.5 Work-Life Balance

Work life balance was measured with a 15-item scale adapted by Hayman (2005), originally developed by Fisher (2001). The scale consists of 15 5-point Likert-type items, designed to assess three dimensions of work life balance, namely, work interference with personal life, personal life interference with work, and work/personal life enhancement. The first dimension included items such as "Personal life suffers because of work". The second dimension included items such as "My work suffers because of my personal life". The third dimension included factors such as "I have a better mood at work because of personal life". The findings in previous studies show the Cronbach's alpha coefficient as 0.91 (Yusuf, 2018) and 0.92 (Taşdelen-Karçkay & Bakalım, 2017)

3.5.6 PANAS

The positive and negative affect schedule (PANAS) developed by Watson, Clark and Tellegen (1988) was used to measure the negative effect. The scale comprised of a 10 - 5-point Likert type items. The PANAS was designed to measure affect in various contexts such as, at the present moment, the past day, week, or year, or in general (on average). Thus, the scale can be used to measure state affect, dispositional or trait affect, emotional fluctuations throughout a specific period of time, or emotional responses to events (Tran, 2013). In previous studies, internal consistency for negative affect ranged between .84 -.87.

3.5.7 Control Variables

To reduce the possibility of spurious results caused by observed differences, this study included a host of controls, based on prior studies. This analysis considered respondents demographic variables, including gender (Lee, Chua, Miska, & Stahl, 2017), dependents, age, ethnicity, marital status, qualification, tenure at work, and years of work experience. Including covariates (a possibly confounding variable e.g. Age or gender) when conducting a SEM analysis ensures that the influence of the covariate on the dependent variables is removed thereby controlling for the effects of extraneous factors (Schneider et al., 2015).

3.6 PRE-TESTING OF THE MEASURING INSTRUMENT (PILOT STUDY)

A Pilot Study is a small-scale research project conducted before the final full-scale study. A pilot study helps researchers to test how likely the research process is to work, in order to help them decide how best to conduct the final research study (Ismail, 2018). A pilot study of the

measuring instrument was conducted where 30 participants (N = 30) under study were asked to complete the questionnaire, evaluate, and highlight any potential problems that they encountered. Sandvik (1996) recommended that the internal pilot study be no less than 20 participants. Upon questionnaire completion, the respondents were requested to provide an easy-to-understand opinion on whether the questionnaire was relevant to the target population and if they experienced any challenges in completing the survey. The questionnaire was found to be too long and needed to be reduced. The data collected from the pilot test was also assessed with statistical tests for reliability, and the distribution of responses. Following this, corrections were made prior to conducting the full-scale study. For instance, the negative traits of the positive and negative scale were included to measure the emotions of the PAS staff. Open-ended questions were also included to better understand participants' perspectives, beliefs, attitudes, and experience. The data collection process will now be discussed.

3.7 DATA COLLECTION PROCEDURE

Firstly, the research proposal was submitted to the ethics committee of the University of the Witwatersrand in January 2020. The proposal was approved on the 15th of February 2020 and permission to conduct research was granted. Following this, a list of professional and administrative staff (PAS) between a job level grade 7 and grade 12 was requested from the universities central Human Resources department. The survey was then sent to all the permanent and contract staff. Of the 1762 staff that were sampled, 304 responded. All potential respondents were directly invited to participate via e-mail with a link to an electronic survey questionnaire which was used to collect data. The purpose of the questionnaire was to sample demographic information as well as information obtained from the scales discussed under the instruments section. Survey Monkey was used to host the electronic questionnaire. PAS staff were made aware that participation in the study would be taken as consent.

The online raw data was then exported from survey monkey to an excel spreadsheet. The data was cleaned and checked for missing data. Exclusion criteria were as follows: nonresponse to survey questions, presence of inconsistent or invalid variables, and incomplete responses. Sixty-two cases were removed in total as they fell outside the inclusion criteria of the target population or were mostly incomplete. Cases were checked for missing data in the measurement scales and removed if they had more than 30 percent of a subscale missing. Missing data was removed and the excel spreadsheet was imported into SPSS version 28 and AMOS version 29.

The following section will discuss the process that was followed for the data analysis.

3.8 *DATA ANALYSIS*

Statistical analysis refers to a collection of methods used to process volumes of data and report overall trends. Statistical analysis is particularly useful when dealing with noisy data and provides ways to objectively report on how unusual an event is based on historical data (McAfee, Brynjolfsson, Davenport, Patil, & Barton, 2012). For the purpose of this study, statistical software SPSS version 28 was used to analyse the "raw" data. Simple descriptive statistics, such as frequencies and means, were run for the demographic factors to assess, and describe the properties of the sample (Field, 2013) namely age, gender, race, years of work experience, and tenure at the universities.

Exploratory factor analyses were used to examine the structure of the climate model, because it is broad (Reio Jr & Shuck, 2015). This analysis is used when there are many variables and tests to see if relationships exist between the variables (Treiblmaier & Filzmoser, 2010). A focus on factor, correlation and structural equation analysis was used and a Cronbach alpha coefficient calculated for each factor (Haar, Russo, Sune, & Ollier-Malaterre, 2014). To determine the likelihood of the data factoring well, the Bartlett's Tests of Sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling was performed (Agha & Khan, 2017). The KMO and measure of sampling adequacy indicated whether or not the variables are able to be grouped into a smaller set of underlying factors by comparing the magnitude of the calculated correlation coefficients to the magnitude of the partial correlation coefficients (Tietschert, Angeli, Van Raak, Ruwaard, & Singer, 2018)

Thereafter the measurement model was tested using confirmatory factor analysis. The statistical software used is the Analysis of Moment Structures statistical package (AMOS) (Schreiber, Stage, King, Nora, & Barlow, 2006). The scores for potential individual respondents were noted and captured into SPSS software. SPSS can be used to generate tabulated reports, charts and plots of distributions and trends, as well as generate descriptive statistics (Munro, 2005). This involves assessing the quality of the measurement model by conducting a standard confirmatory factor analysis (Breitsohl, 2019), a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs. Each factor was assessed using composite reliability (Mulki, Jaramillo, & Locander, 2008)

Maximum likelihood was used for parameter estimation, as this has been deemed most appropriate for multivariate normal data and sample sizes that are greater than 200 (Treglown, Zivkov, Zarola, & Furnham, 2018; Schreiber, Stage, King, Nora, & Barlow, 2006; Mulki, Jaramillo, & Locander, 2008), over other estimation methods (weighted least squares, two-stage least squares). A scale purification process was conducted and all items with standardised factor loadings smaller than 0.30 were removed (Mulki, Jaramillo, & Locander, 2008).

As there is no consensus within the literature as to which measure of goodness of fit is best, researchers have advised to use multiple tests (Treglown, Zivkov, Zarola, & Furnham, 2018; Glisson & James, 2002). The model validity was measured using the chi-square test (Baldasaro & Shanahan, 2013), RMSEA, where values of .08-0.05 represent adequate fit, and lower than .05 represent excellent fit (Treglown, Zivkov, Zarola, & Furnham, 2018; Zimmerman R. , 2008), and the comparative fit index (CFI), where values greater than .95 are considered an excellent fit of the data (Treglown, Zivkov, Zarola, & Furnham, 2018). Past research has suggested that to assess whether the indirect effects are significant, bootstrapping procedures should be implemented (Treglown, Zivkov, Zarola, & Furnham, 2018).

These will each be discussed in the sections that follow.

3.8.1 Exploratory Factor Analysis

Exploratory factor analysis (EFA) is a multivariate analysis. The rotation used was the oblique (Promax) method, this approach is used to fit a target matrix which has a simple structure (Bontis, 1998). Promax rotation has the advantage of being fast and conceptually simple. EFA is generally regarded as a technique for large sample sizes (N), with N = 50 as a reasonable absolute minimum (de Winter & Wieringa, 2009). Reliability analyses were conducted to check the reliability and consistency between variables. In EFA, multivariate normality is not required. The correlation must be at least 0.30 between the research variables. Confirmatory factor analysis (CFA) measures all the constructs after EFA and will be discussed next.

3.8.2 Confirmatory Factor Analysis

CFA is a tool that is used to confirm or reject a hypothesis (Schreiber et al. 2006). When CFA is conducted, the researcher uses a hypothesized model to estimate a population covariance matrix that is compared with the observed covariance matrix (Schreiber et al., 2006). CFA tests for construct validity and tests the measurement model using data from a pre-test (Garver & Mentzer, 1999). The estimation procedure used is the maximum likelihood (Gaskin & Lim,

2016). Factor loadings, unique variances, and modification indexes were estimated in order to derive the best indicators of latent variables prior to testing the structural model (Schreiber, Stage, King, Nora, & Barlow, 2006). In CFA, the concept of uni-dimensionality between construct error variance and within construct error variance were considered (Agha & Khan, 2017). At least four constructs and three items per construct should be present. The assumptions of a CFA include multivariate normality, a sufficient sample size (n > 200), the correct a priori model specification, and data must come from a random sample (Gaskin, 2016).

3.8.3 Test of validity

The study will make provision for validity through content, construct, convergent, and discriminant validity. Validity refers to 'the degree to which a measure accurately represents what it is supposed to' (Mayende & Musenze, 2014). Content validity were used to measure how well the items represent the entire universe of items (Salkind, Exploring research, 2012); with respect to this validity, some of the variables are derived from previous literature (Callister, 2006). Instrument validity tests were conducted using experts and hypotheses testing. Construct validity using hypothesis testing will assesses the correspondence between the concept itself and the empirical indicators of the concept. Content validity was measured in the pilot test with 0.70 as the suggested minimum for the tool to be administered (Mayende & Musenze, 2014). Construct validity was assessed through convergent validity (extent to which measures are related, or associated), and discriminant validity (extent to which construct measures are dissociated) (Mayende & Musenze, 2014),using factor analysis.

3.8.4 Test of Reliability

Reliability refers to the consistency of the item-level errors within a single factor. A Chronbach's alpha coefficient (α) of reliability will be used to test the internal reliability of the scaled variables. Cronbach's alpha coefficients should be greater than 0.7 in order to be considered to have acceptable level of internal consistency (Bell & Njoli, 2016). Common guidelines for evaluating Cronbach's Alpha (α) are (Gaskin & Lim, 2016):

- *.00 to .69 = Poor*
- *.70 to .79 = Fair*
- *.80 to .89 = Good*
- *.90 to .99 = Strong*

Breitsohl, (2019) explains that "congeneric reliability" (also known as composite reliability) is more appropriate in a standard CFA model than the widely used coefficient alpha because CR does not make the arguably unrealistic assumption that all indicator loadings on a latent variable are equal. In this study CR was used to measure reliability; the degree of relation is expressed as a correlation coefficient. The follwing equation is reccomended by Brown, (2015):

$$CR\eta = (\Sigma\lambda yi)^2 / [(\Sigma\lambda yi)^2 + (\Sigma\varepsilon i)]$$

where:

$CR\eta$ = *Composite reliability,*

$(\Sigma\lambda yi)^2$ = *Square of the sum of the standardized regression weights,*

$(\Sigma\varepsilon i)$ = *Sum of error variances*

3.8.5 The Average Variance Estimate

The average variance estimate (AVE) is the average amount of variation that a latent construct is able to explain in the observed variables to which it is theoretically related (Farrell, 2010). This correlation is generally referred to as factor loading. If the AVE for each construct is greater than its shared variance with any other construct, discriminant validity is supported (Farrell, 2010).According to Gaskin & Lim (2016), the lowest AVE value for every multi-item variable should be at least 0.5. Also, a low item-to-total correlation value (i.e., <0.5) may indicate that the item is diverging, or not converging well with others. AVE is a strict measure of convergent validity and a more conservative measure than CR (Malhotra & Dash, 2011).

In order to calculate AVE values for the proposed study constructs, the following formula, suggested by Fornell and Larcker (1981), was used:

$$V\eta = \Sigma\lambda yi2/(\Sigma\lambda yi2+\Sigma\varepsilon i)$$

where:

$V\eta$ = *Average Variance Extracted (AVE),*

$\Sigma\lambda yi^2$ = *Sum of the squared correlation coefficients,*

$\Sigma\varepsilon i$ = *Sum of error variances*

3.8.6 Model Fit Analysis

The goodness of fit indices should be close to zero (Breitsohl, 2019). Researchers have noted that chi-square values may be artificially inflated by large sample sizes, causing a rejection of the model (Treglown, Zivkov, Zarola, & Furnham, 2018). As a result, other indices were looked at to determine the fit of the model (Treglown et al. 2018). For example, SRMR is more sensitive to the specified factor covariance structure, and RMSEA is more sensitive to the specified factor loadings (Gaskin & Lim, 2016). The covariance matrix was inspected to identify poorly fitting parts of the model (Breitsohl, 2019). Researchers suggest that for continuous data (quantitative) – RMSEA, TLI, CFI and standard root mean square residual (SRMR) works well (Schreiber, Stage, King, Nora, & Barlow, 2006). The following indices and their thresholds were used for the overall-model valuation in the main study (Gaskin & Lim, 2016).

- *Chi-square value (<3)*
- *Comparative Fit Index (CFI): (> 0.900)*
- *Goodness of Fit Index (GFI): (> 0.900)*
- *Tucker Lewis Index (TLI): (> 0.900)*
- *Random Measure of Standard Error Approximation (RMSEA): (< 0.08)*

3.8.7 Assumption of tests and processes

Outliers, linearity, homoscedasticity and multicollinearity was checked(Siau & Long, 2009). Collinearity refers to the intercorrelation among independent variables. The high correlation among independent variables may lead to deviation of the estimation of regression statistics (Siau & Long, 2009). The Variance inflation factor (VIF) was used to check for the collinearity of two independent variables. The rules of thumb for the VIF are as follows (Gaskin & Lim, 2016):

- VIF < 3: not a problem
- VIF > 3; potential problem
- VIF > 5; very likely problem
- VIF > 10; definitely problem

Outliers can be spotted by inspecting the data closely by producing a boxplot. To detect outliers, the Cooks' distance tests, studentised residual, DDFITS and more were used (Gaskin & Lim, 2016). Values that were greater than 1, or much lower, than the region of almost all the other values (Mayende & Musenze, 2014) were deemed as problematic. A confirmatory factor

analysis was performed to test the fit of the measurement model and to verify the underlying aspects of the instrument and factor loadings (Breitsohl, 2019). Structural equation modelling (SEM) was utilised for the study instead of multiple regression analysis due to the model being a multi-level analysis that include various mediators, moderators, and it provides different measures of model fit – unlike multiple regression analysis (Hair et al., 2010). The benefit of using SEM is that it enables a researcher to account for measurement error in variables (Farrell, 2010). Homoscedasticity is defined as the variance of errors being the same across all levels of the independent variable and can also be checked using scatter plots (Siau & Long, 2009) with the variable on the y-axis and the variable's residual on the x-axis (Gaskin & Lim, 2016).

Missing data was checked to see if they were missing randomly or systematically (Gaskin & Lim, 2016). Missing data that was more than 10% of the responses on a particular variable, or from a particular respondent, that variable or respondent may be problematic (Gaskin & Lim, 2016).

Normality can be achieved through skewness, kurtosis, and certain statistical tests (such as Kolmogorov-Smirnov test). For this study the deviation from linearity test available was used (Gaskin & Lim, 2016). Several "rules-of-thumb" have been used to access the normality by skewness and kurtosis. A strict "rule-of-thumb" is to use "1" as the cut-off value (which means that the absolute values of both skewness and kurtosis should be less than 1) (Siau & Long, 2009). Bootstrapping was used to test mediation – given the potential for multivariate non-normality (Gaskin & Lim, 2016).

3.8.8 Correlation analysis

Correlation is a statistical method used to assess a possible linear association between two continuous variables (Salkind, Exploring research, 2012). When variables in two groups are tested for normality and are found not to follow a normal distribution, the Spearman's rho (ρ) will be calculated (Gogtay & Thatte, 2017). Spearman's correlation coefficient rho (ρ) is the non–parametric version of the Pearson product-moment coefficient and is more robust to outliers (Gogtay & Thatte, 2017).For non-normally distributed continuous data, for ordinal data, or for data with relevant outliers, a Spearman rank correlation was used as a measure of a monotonic association. Both correlation coefficients are scaled such that they range from –1 to +1, where 0 indicates that there is no linear or monotonic association, and the relationship gets stronger and ultimately approaches a straight line (Pearson correlation) or a constantly

increasing or decreasing curve (Spearman correlation) as the coefficient approaches an absolute value of 1. Hypothesis tests and confidence intervals were used to address the statistical significance of the results and to estimate the strength of the relationship in the population from which the data were sampled (Schober, Boer, & Schwarte, 2018).Spearman's correlation determines the strength and direction of the monotonic relationship between two variables rather than the strength and direction of the linear relationship between the two variables, which is what Pearson's correlation determines (Thirumalai, Chandhini, & Vaishnavi, 2017). A monotonic function is either entirely non-increasing or non-decreasing and does not change sign with its' first derivative (Schober, Boer, & Schwarte, 2018). The Spearman correlation coefficient, *p*, can take values from +1 to -1. A *p* of +1 indicates a perfect association of ranks, a *p* of zero indicates no association between ranks and a *p* of -1 indicates a perfect negative association of ranks (Gogtay & Thatte, 2017). The closer *p* is to zero, the weaker the association between the ranks. It is important to realize that statistical significance does not indicate the strength of Spearman's correlation. In fact, the statistical significance testing of the Spearman correlation does not provide you with any information about the strength of the association. Thus, achieving a value of $p = 0.001$, for example, does not mean that the association is stronger than if you achieved a value of $p = 0.04$. This is because the significance test is investigating whether you can reject or fail to reject the null hypothesis (Gogtay & Thatte, 2017).

The following formula, suggested by Gogtay & Thatte (2017), was used to calculate the Spearman rank correlation:

$$\rho = 1 - \frac{6\sum d_i^2}{n(n^2-1)}$$

ρ= Spearman rank correlation
di= the difference between the ranks of corresponding variables
n= number of observations

3.8.9 Structural Equation Modeling

Structural equation modelling has been described as a combination of exploratory factor analysis and multiple regression (Schreiber, Stage, King, Nora, & Barlow, 2006). SEM is a powerful statistical technique that combines a measurement model or CFA and a structural model into a simultaneous statistical test (Agha & Khan, 2017). SPSS AMOS was used to

determine the overall fit of the model to the data and present path coefficients that indicate the strength of the association in the model.

Factor analysis involves grouping similar variables into dimensions. This process is used to identify latent variables and is used in structural equation modelling, referred to as confirmatory factor analysis.

In previous research, it was recommended that SEM be utilised instead of multiple regression analysis due to the model being a multi-level analysis (Hair et al. 2010). SEM has also been recommended instead of the analysis of variance (ANOVA), a statistical test developed by Ronald Fisher (1918), as ANOVA is considered restrictive as a modelling approach (Breitsohl, 2019). SEM encompasses two components: (a) a measurement model (CFA) and (b) a structural model (Schreiber et al., 2006). SEM can accommodate designs for testing mediation, whether the mediating variable is manipulated or measured (Breitsohl, 2019). According to Harris & Gleason (2022) a mediating variable can be described as a variable included in path analysis and SEM that serves as both an endogenous and exogenous variable in the model. The effect of moderation and mediation were tested with structural equation modelling (SEM).This is the most useful (and appropriate) research design for those projects that are addressing a subject about which there are high levels of uncertainty and when the problem is not very well understood (Kraut, 1996).

The terms independent and dependant variable is similar to exogenous and endogenous. Exogenous variables represent those constructs that exert an influence on other constructs under study and are not influenced by other factors in the quantitative model (Schreiber et al, 2006). The constructs identified as endogenous are affected by other exogenous variables included in the model, also referred to as a dependent variable or outcome (Harris & Gleason, 2022).The variables will be mean centred before calculating an interaction term, this method has been found to be most appropriate when analysing interaction terms in regressions and SEM (Treglown et al, 2018). Non-significant relationships were removed in a stepwise manner until only significant variables remain (Treglown, Zivkov, Zarola, & Furnham, 2018). SEM centres around two steps, CFA and path analysis.

3.8.10 Path Analysis

Path analysis assesses the associations and interrelationships between a series of measured variables (Harris & Gleason, 2022) and has the ability to decompose the association among

variables and test the credibility of a theoretical perspective (Schreiber et al, 2006). Path analysis is the examination of mediating variables. A variable may be considered a mediator to the extent to which it carries the influence of a given independent variable to a given outcome or dependent variable (Callister, 2006). An indirect effect represents the effect of an independent variable on a dependent variable through a mediating variable (Baron & Kenny, 1986). A structural model can be evaluated using path analysis.

3.8.11 Hypothesis Testing

The hypothesized model was assessed in comparison to a null hypothesis (Glisson & James, 2002). The trustworthiness of SEM-based hypothesis tests is dependent on a sufficient sample size (Breitsohl, 2019). SEM was used to predict the value of turnover intention based on the value of individual personality dimensions, organisational climate measures, work-life balance and job satisfaction. SEM determined the overall fit of the model and the relative contribution of each of the predictors to the total variance explained (Schreiber et al, 2006). The structural model displays the interrelations among latent constructs and observable variables in the proposed model as a succession of structural equations – akin to running several regression equations (Schreiber et al, 2006).

The proposed hypothesis tested are restated below:

Table 3.1: Hypotheses

Proposed Hypotheses	**Path Coefficient**
H1	*H1: Personality is significantly associated with turnover intention.*
	H1a: There is a significant negative association between conscientiousness and ITQ.
	H1b: There is a significant positive association between neuroticism and turnover intention.
	H1c: There is a significant association between agreeableness and turnover intention.
	H1d: There is a significant association between openness to experience and ITQ.
	H1e: There is a significant negative association between

	extraversion and ITQ.
H2	*H2: There is a significant association between WLB and ITQ.*
H3	*H3: There is a significant positive association between job satisfaction and ITQ.*
H5	*H5: The association between the individual personality dimension (conscientiousness) and intent to quit will be strengthened when organisational climate (outward focus) is lower.*
	H5a: There is a significant negative association between organisational climate (clarity of goals) and ITQ.
H6	*H6: Work-life balance moderates the association between individual personality dimensions and turnover intentions, such that it is weaker when work life balance is higher.*
	H6a: The association between between individual personality dimensions and turnover intentions will be stregthened when job satisfaction is weaker.
	H6b: Job satisfaction strengthens the indirect effect (through organisational climate) between personality and turnover intention.

3.9 LIMITATIONS

The limitations in the study will follow:

Causality cannot be tested, theory is tested instead - results support or do not support theory (Popper, 1963) - principle of falsifiability- a null hypothesis is tested, and either supported or not supported. Furthermore, a SEM model can have an infinite number of statistically equivalent models that can provide fit (Mulki, Jaramillo, & Locander, 2008; Hair, Black, Babin, & Anderson, 2010) so only theory can be tested. The study was conducted at a single university and therefore the researcher can only generalize to other contexts that share similarities to the one in the study.

3.10 ETHICAL CONSIDERATION

The ethical clearance certificate (see appendix 8.4) (protocol number H20/02/44) was issued by the Wits University Research Ethics Committee (Non-Medical) on the 15th of February 2020. Ethical clearance was obtained prior to administering the survey. Furthermore, all administrators were informed about the purpose and the requirements of the study. The participation in the survey was voluntary and respondents signed a consent form prior to completion of the survey. Respondents were free to leave any question that they felt uncomfortable with and were able to withdraw from the study at any given point. Research incentives were not provided to the respondents. Furthermore, the findings of the study were kept confidential and remained as such. Finally, the researcher did not manipulate the findings of the study in any way or form and where the researcher used the work of others, proper acknowledgement of their contributions was made.

3.11 CONCLUSION

In this chapter, the methodology used for this study was discussed. The research paradigm used in this study, explaining the functionalist paradigm was presented. This section then outlined the research design including the population and sample for the study.

The different scales that were used in the study were discussed and the pilot study process was presented. Following this, the data collection procedure was explained. Next, the data analysis procedure was outlined with a detailed explanation provided for exploratory factor analysis and confirmatory factor analysis. Following this, the tests of validity and reliability was discussed. In this section, an outline of structural equation modelling and hypothesis testing was provided and discussed. The section concludes with ethical considerations and limitations of the study.

Chapter 4 will present the results of the data analysis explained in Chapter 3.

CHAPTER 4

4 RESULTS

4.1 INTRODUCTION

Amidst, the nationwide lockdown, necessitating the closure of all South African higher education institutions and the abrupt cessation of all activities including teaching and learning, this study was initiated (Mncube et al., 2021). The data collection phase coincided with the peak of the Covid-19 pandemic, exposing professional and administrative staff participants to its full ramifications. It is plausible that conducting this study either prior to or subsequent to the pandemic might have influenced employee mood and behaviours at the investigated South African higher education institutions, potentially yielding divergent results. Subsequent research endeavours could explore employee turnover intentions within the contemporary university landscape.

The previous section discussed research design, methodology, and the data analysis. The purpose of this section is to present and discuss the results of the statistical analysis conducted and the hypotheses testing process. The collected data was statistically analysed using the Statistical Package for Social Sciences (SPSS) version 28 and for the assessment of final measures, Confirmatory Factor Analysis (CFA) was performed using the Analysis of Moment Structures version 29 (AMOS).

The first section gives results of the tests conducted to identify outliers and missing values after which results of descriptive statistics with measures of frequency (tables and percentage), cross tabulation, measures of central tendency (mean), and dispersions (standard deviations) of dependent and independent variables and testing for normality (skewness and kurtosis) were provided. Following this, Spearman's correlation analysis results and results of Cronbach's alpha tests conducted to illustrate internal reliability and validity of the utilised scales are reported after which tests of convergent and discriminant validity results are also reported.

The second section gives results of Confirmatory factor analysis and common methods bias tests. The overall fit of the model to the data was evaluated using the normed chi-square (x2/*df)*, the goodness-of-fit index (GFI), the Trucker-Lewis index (TLI), the comparative index (CFI), and the root mean square error of approximation (RMSEA).Thereafter hypothesis testing which examined the direct and indirect relationship between personality, organisational climate, work life balance, job satisfaction, and employee's intention to quit are reported. The moderating effect is ascertained by using the regression analysis. Thereafter assumption testing relating to the SEM analyses are reported, concluding with a summary of results. The full

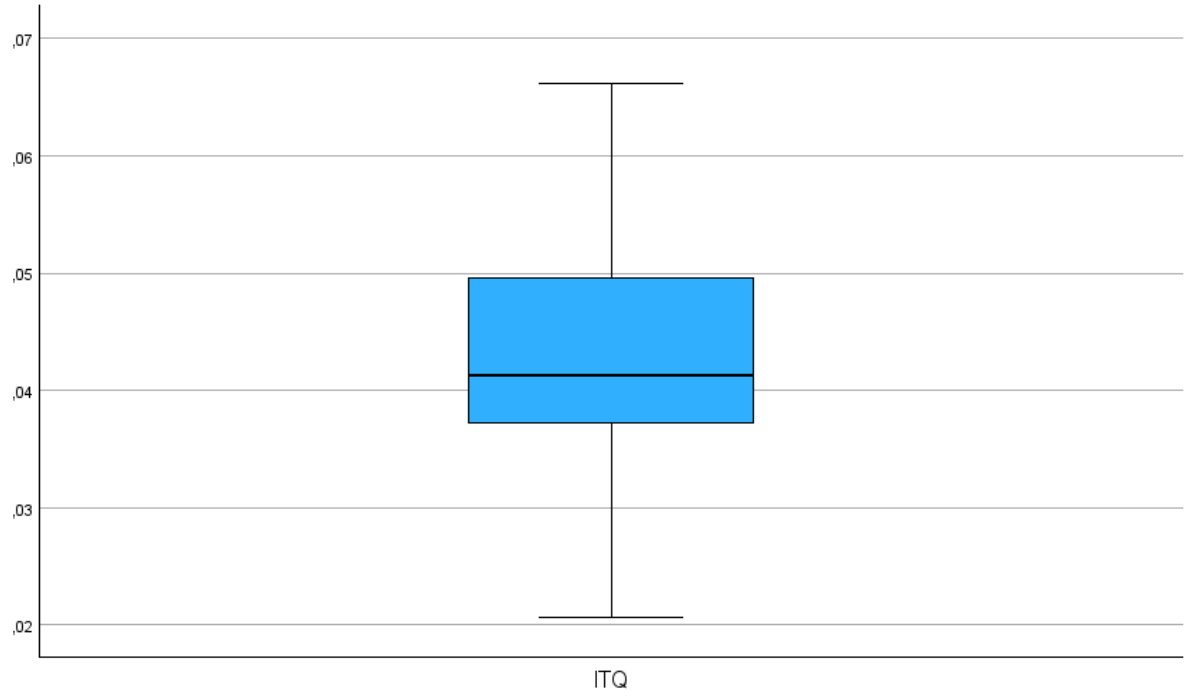
details of the results obtained by analysing the SEM in section 4, is discussed in section 5, together with interpreting the hypothesis results.

4.2 REGRESSION AND DIAGNOSTIC TESTS

4.2.1 Outliers and Missing data

Firstly, missing values and outliers were identified. An outlier is generally considered to be a data point that is far outside the norm for a variable or population (Osborne, 2019).In total 304 questionnaires were collected. A visual check for missing data was undertaken and 62 incomplete rows were identified and not considered for analysis. The unanswered or missing data did not exceed 10% and were filled by means of substitution technique suggested by Hair et al. (2010), bringing the sample to a total of 242 respondents. To detect outliers on each variable, a boxplot in SPSS was produced as showed in Figure 2.

Figure 4-1: Boxplot detecting outliers



Note: Abbreviation: ITQ – Intent to quit

Cooks' distances were used to measure the influence of data on the regression and whether the exclusion of the specific data would change the coefficients of the regression model (API, 2022). Cook's distance analysis was used to assess the influence of single observations or sets of observations in the linear regression model. No case of Cook's distance greater than one was observed.

4.3 DESCRIPTIVE STATISTICS

Descriptive statistics are used to summarize data in an organized manner by describing the relationship between variables in a sample or population. Calculating descriptive statistics represents a vital first step when conducting research and should always occur before making inferential statistical comparisons (Kaur P, 2018).

4.3.1 Sample Characteristics

Table 3 provides a summary of the demographic details of the sample, namely, gender, age, marital status, ethnicity, department, job grade, qualification, language, span of work, tenure at the institution and number of dependents. Out of the 1762 questionnaires distributed to the professional and administrative staff (PAS) at the University of the Witwatersrand, 304 responded and 242 were completed, resulting in a response rate of 25%. SPSS 28.0 has been used to measure demographic characteristics.

As seen in the Table 3, the largest proportion of the sample (N = 78;32.2%) fell within the range of 36 to 45 years of age with those over 66 years of age amounting to N = 1 (.4%). Seven PAS staff fell within the 18 to 25 years age range making up the least number of respondents at a small percentage of 2.9%. Fifty-four respondents (22.2%) fell within the 26 – 35 years age range.

The ethnicity of the sample emerged as majority Black at N = 111 (45.9%) followed by White (N = 54, 22.3%). There were N =34 mixed race respondents who made up 14% of the sample size while the Indian/Asian respondents amounted to N = 34 (14.1%). The rest preferred not to say what their ethnicity was. In terms of gender, the majority of respondents were female (N = 175) and made up 72.3% of the total sample. Male participants were N = 65 and accounted for 26.9% of the entire sample. Derived from the results, the majority of respondents (N = 121, 50%) spoke English with the least number of respondents (N = 4, 1.7%) speaking Ndebele. Twenty-Two (9.1%) respondents spoke isiZulu. Table 4 provides a cross tabulation between ethnicity and qualification indicating a split distribution between black PAS staff who have a grade 12 equivalent (N = 18) and black PAS staff who hold a 3-year degree (N = 18). The highest level of qualification held by the black PAS employees was a 4-year degree/Honours qualification (N = 36). The highest level of qualification for coloured PAS staff was a diploma (N = 14) with the white PAS staff holding the majority of PhDs (N = 3).

The highest level of qualifications held by the majority of PAS staff (N = 63, 26%) was a Diploma and no one had less than a high school degree. Only four PAS staff held a PhD (Doctor

of Philosophy). The majority of PAS staff (N = 61, 25.2%) are on a job grade 7 while the smallest number of PAS staff (N = 10, 4.1%) are on a job grade 12 and (N= 11, 4.5%) on a job grade of 13. Thirty PAS staff (12.4%) are on a job grade 7. Table 5 provides a cross tabulation between gender and qualification showing a majority split distribution between females with a Diploma (N = 46) and females with a 4-year degree (N = 46). With the distribution split of males with a grade 12 equivalent (N = 17) and male with a Diploma (N = 17). However, it shows that females are slightly more educated than their male counterparts, for example there are four females with a PhD compared to no males. Table 6 provides a cross tabulation between gender and job grade level; the analysis indicates that the majority of females are remunerated on a job grade level 9 (N = 47) whereas the majority of male PAS employees are remunerated on a job grade level 8 (N = 17). The lowest job grade level 13 has seven females compared to three male PAS employees.

The analysis shows that the majority of respondents (N = 73, 30.2%) had no dependents, the second largest group had two dependents (N = 70, 28.9%) and collectively have 59.1% and a collective frequency of 143 of a total sample size (n = 242). The third largest group had 1 dependent (N = 56, 23.1%) and twenty-six respondents have 3 dependents (10.7%) with the three least at 4 dependents (N=12, 5%), 5 dependents and 6 dependents at (N= 2, 8%) respectively. Most PAS staff (N = 116, 47.9%) are married with (N = 85, 35.1%) being single and (N = 19, 7.9%) being divorced. One respondent (.4%) was widowed.

Most PAS staff (N = 143, 59%) had worked at the institution for 1 to 10 years with 31.8% (N = 77) having worked at the institution for 10 to 20 years. Eight (2.8%) respondents had worked for the institution for longer than 30 years. The majority (21.1 %) of respondents had 16 to 21 years of work experience followed by those (15.2%) that had 11 to 15 years of work experience.

Table 4.1: Respondents demographic characteristics

Gender	**Frequencies**	**Percentages**
Male	65	26.9
Female	175	72.3
Other	2	0.8
Total	**242**	**100**
Ethnicity	**Frequencies**	**Percentages**
Asian	5	2.1
Black	111	45.9
Coloured	34	14
Indian	29	12
White	54	22.3
Prefer not to say	9	3.7
Total	**242**	**100**

Number of Dependents	Frequencies	Percentages
0	73	30.2
1	56	23.1
2	70	28.9
3	26	10.8
4	12	5
5	2	0.8
6	2	0.8
7	1	0.4
Total	**242**	**100**
Age	**Frequencies**	**Percentages**
18 - 25	7	2.9
26- 35	54	22.2
36 - 45	78	32.2
46 - 55	68	28.2
56 - 65	34	14.1
66 years and older	1	0.4
Total	**242**	**100**
Qualification	**Frequencies**	**Percentages**
Less than high school degree	0	0
Grade 12 equivalent	44	18.2
Diploma	63	26
3-year degree	34	14
4-year degree/Honours	61	25.2
Master's degree	36	14.9
PhD	4	1.7
Total	**242**	**100**
Job Grade	**Frequencies**	**Percentages**
7	30	12.4
8	47	19.4
9	61	25.2
10	52	21.5
11	31	12.8
12	10	4.1
13	11	4.6
Total	**242**	**100**
Span of work	**Frequencies**	**Percentages**
1 to 5 years	17	7
6 to 10 years	36	14.9
11 to 15 years	37	15.3
16 to 20 years	51	21.1
21 to 25 years	33	13.7
26 to 30 years	16	6.6
31 to 35 years	25	10.3
36 to 40 years	16	6.6
More than 40 years	11	4.5
Total	**242**	**100**
Marital Status	**Frequencies**	**Percentages**
Married	116	47.9
Single	85	35.1
Living together	17	7
Separated	4	1.7

Divorced		19	7.9
Widowed		1	0.4
Total		**242**	**100**
Language	**Frequencies**		**Percentages**
Afrikaans		18	7.4
English		121	50
Ndebele		4	1.7
Northern Sotho		15	6.2
Southern Sotho		15	6.2
Tsonga		6	2.5
Tswana		17	7
Venda		8	3.3
Xhosa		10	4.1
IsiZulu		22	9.1
Swazi		6	2.5
Total		**242**	**100**
Permanent or contractual employment		**Frequencies**	**Percentages**
Permanent employment	199		82.2
Contract		43	17.8
Total		**242**	**100**
Full time or part time employment		**Frequencies**	**Percentages**
Full time employment	223		92.1
Part time employment		19	7.9
Total		**242**	**100**
Years worked at Wits		**Frequencies**	**Percentages**
1 to 10 years	143		59
11 to 20 years		77	31.8
21 to 30 years		14	5.7
31 to 40 years		8	3.5
Total		**242**	**100**

Table 4.2: Cross tabulation between gender and qualification

	Male	**Female**	**Other**	
Less than high school degree	0	0	0	
Grade 12 equivalent	17	27	0	
Diploma	17	46	0	
3-year degree	5	28	1	
4-year degree/Honours	15	46	0	
Master's degree	11	24	1	
PhD	0	4	0	
Total	65	175	2	242

Table 4.3: Cross tabulation between ethnicity and qualification

	Asian	Black	Coloured	Indian	White	prefer not to say	
Less than high school degree	0	0	0	0	0	0	
Grade 12 equivalent	1	18	13	6	6	0	
Diploma	2	26	14	4	13	4	
3-year degree	0	18	3	7	6	0	
4-year degree/Honours	1	36	1	7	11	5	
Master's degree	1	13	3	4	15	0	
PhD	0	0	0	1	3	0	
Total	5	111	34	29	54	9	242

Table 4.4: Cross tabulation between gender and job grade

	Male	Female	Prefer not to say	
Job Grade 7	9	21	0	
Job Grade 8	17	29	1	
Job Grade 9	14	47	0	
Job Grade 10	13	39	0	
Job Grade 11	6	25	0	
Job Grade 12	3	7	0	
Job Grade 13	3	7	1	
Total	65	175	2	242

4.3.2 Testing for normality

In the previous section the demographic variables (age, gender, marital status, tenure at the Institution, span of work, number of dependents) were reported using frequencies and percentages. Cross tabulations were used to compare the demographics and relationships between the demographic profiles. In this section, standard deviations of dependent and independent variables will be reported and testing for normality using skewness and kurtosis will be done. Measures of the central tendency and dispersion are used to describe the quantitative data. For the continuous data, test of normality is an important step for deciding the measure of central tendency and statistical methods for data analysis (Mishra P, 2019). Although normality assessment using graphical methods need a great deal of experience to avoid the wrong interpretations. If we do not have good experience, it is best to rely on the

numerical methods (Mishra P, 2019). On occasion when we cannot assume that data are normally distributed, we have to measure the magnitude of deviation of the sampling distribution from the normal distribution. This can be achieved by measuring skewness and kurtosis (Doric, Nikolic-Doric, Jevremovic, & Malisic, 2009). Kim (2013) explains that skewness is a measure of the asymmetry and kurtosis is a measure of 'peakedness' of a distribution. A normal distribution has skewness and excess kurtosis of 0, so if your distribution is close to those values then it is probably close to normal. If skewness is positive, the data are positively skewed or skewed right, meaning that the right tail of the distribution is longer than the left. If skewness is negative, the data are negatively skewed or skewed left, meaning that the left tail is longer (Sovey, Osman, & Matore, 2022). When employing SEM, appropriate skewness values are between 3 and + 3, whereas acceptable kurtosis values are between 10 and + 10 (Sovey et al, 2022). Hair et al. (2010) defined normal data as having skewness between -2 and +2 and kurtosis between -7 and +7. Kline (2011) states that skewness values over 3 and kurtosis values over ten indicate a problem, whereas values over 20 indicate a more significant issue. Therefore, skewness and kurtosis should not exceed 3 and 10.

Skewness and kurtosis normality tests output and histograms were examined for this purpose. The normality distributions of respondents' age, gender, ethnicity, language, years of work experience, years at institution, full time or part time employment, permanent or temporary employment, and number of dependents are provided in Table 4.5 below.

Table 4.5: Skewness, kurtosis, means, standard deviations and variance output for demographics data:

		Age	Dependents	Full time or part time	Gender	Job Grade	Language	Marital Status	Permanent or temporary	Qualification	Race	Years of experience	Years worked at Wits
N	Valid	242	242	242	242	242	242	242	242	242	242	242	242
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Skewness		0.222	0.947	3.154	-0.836	0.439	0.945	1.639	1.697	0.115	0.513	0.403	1.192
Std error of skewness		0.156	0.156	0.156	0.156	0.156	0.156	0.156	0.156	0.156	0.156	0.156	0.156
Kurtosis		-0.813	1.241	8.011	-0.596	-0.28	-0.608	2.055	0.887	-1.177	-1.195	-0.652	1.612
Std error of kurtosis		0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312

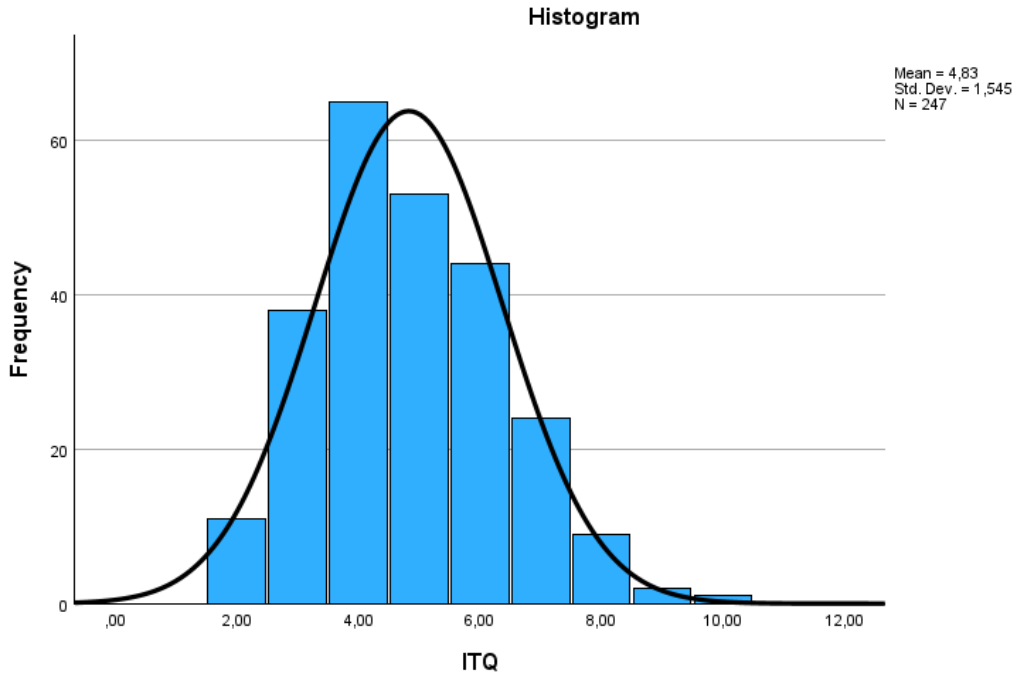
Table 4.6 below shows skewness coefficients for the dependent variable. Skewness coefficients for intent to quit are .04. The score is close to zero and indicates that data collected using these scales are within the normal distribution range of +1 to -1 (Hair et al, 2010). Kurtosis coefficients in Table 4.6 are also within acceptable ranges of less than 3.30 (Sovey et al, 2022).

A visual inspection of the histograms for intent to quit presented in Figure 4-4 indicate that these latent variables' data were normally distributed (Kline, 2011). A histogram for the dependent variable is presented in Figure 4-4.

Table 4.6: Skewness, kurtosis, means, standard deviation and variance output for intent to quit

Variable	Mean	Std. Deviation	Skewness	Kurtosis
Intent to quit	4,830	1,544	0.408	-0.105

Figure 4-2: Histogram for intent to quit



[3] Note: Abbreviation: ITQ – Intent to quit

Skewness coefficients for the independent variables as indicated in Table 4.7 are within Hair et al. (2010) normal distribution range of +1 to -1. Kurtosis coefficients are also within acceptable ranges of less than 3.3 (Sovey et al, 2022). Descriptive statistics pertaining to the personality, job satisfaction organisational climate, and work life balance variables are presented in Table 4.7 below.

[3] Note: Abbreviation: ITQ – Intent to quit

Table 4.7: Skewness, kurtosis, means, standard deviation and variance output for predictor, mediator, and moderator variables

Variable	Mean	Std.Deviation	Skewness	Kurtosis
Job satisfaction	11.71	3.51061	0.26	-0.295
Organisational climate	0.25	0.04801	-0.178	-0.321
Personality	0.204	0.02707	-0.233	0.597
Work life balance	0.051	0.01345	0.229	-0.187

As a result of the normality assumptions being met, the research data may be continued utilizing confirmatory factor analysis.

4.3.3 Correlation analysis

Spearman correlation analysis was applied, correlating individual personality dimensions, intent to quit, job satisfaction, organisational climate measures and work life balance. Spearman's correlation coefficient rho (ρ) is the non–parametric version of the Pearson product-moment coefficient and is more robust to outliers (Gogtay & Thatte, 2017). The correlation tests between the individual personality dimensions and all study variables yielded significant relationships. Personality was found to have a significant and negative association with intent to quit (rs = -.06, N = 240, p < = .013), and job satisfaction (rs = .00, N = 240, p< = .09). A significant and positive association was found between personality and organisational climate (rs = .09, N = 240, p < = .12) work life balance (rs = .01, N = 240, p < = .77). Among demographic variables, an association was also found between personality and ethnicity (rs = .03, N = 240, p < = .59), and age (rs = .10, N = 240, p < = .09). Results suggest that high personality are associated with low intention to quit. See Table 4.8 below for more correlation results.

Table 4.8: Correlation among study variables

	Pers	JS	ITQ	OC	WLB	Age	Dep	Gender	JG	Lang	MS	Qual	Ethnicity	SOW	YAI	FTPT
JS	-0.002															
ITQ	-0.064	.320**														
OC	0.099	-0.368	-,141*													
WLB	0.019	.244**	.159*	-0.103												
Age	0.107	-0.060	-0.241	-0.041	0.018											
Dep	0.054	0.053	0.091	0.014	0.043	-0.025										
Gender	-0.054	0.009	-0.011	0.034	0.034	0.093	-0.086									
JG	-0.069	0.083	.129*	-0.012	-0.033	-0.276	0.057	0.076								
Lang	0.022	0.044	.173**	.129*	-0.039	-0.291	.296**	-0.209	0.102							
MS	-0.047	0.067	0.060	0.003	0.096	0.079	-0.174	.140*	.164*	-0.066						
Qual	-0.126	0.070	0.082	0.083	.149*	-0.205	-0.169	0.093	-0.265	-0.023	-0.090					
Ethnicity	0.034	-0.061	-0.261	-0.089	0.088	.318**	-0.306	.180**	-0.155	-0.59	0.050	0.125				
Pers	1	-0.002	-0.064	0.099	0.019	0.107	0.054	-0.054	-0.069	0.022	-0.047	-,126*	0.034			
SOW	0.116	-0.103	-0.249	-0.047	0.027	.893**	-0.125	0.103	-0.284	-0.381	.133*	-0.246	.389**			
YAI	.179**	-0.059	-0.175	-0.015	0.082	.658**	-0.090	.131*	-0.199	-0.202	-0.006	-0.172	.280**	.625**		
FTPT	-0.022	-0.028	0.025	0.009	-0.040	-0.048	-0.065	.166**	.145*	-0.083	0.018	.147*	0.086	-0.011	0.013	
POT	-0.136	-0.001	-0.036	.194**	-0.128	-0.274	-0.15	.170**	.311**	-0.018	.132*	.238**	0.019	-0.268	-0.269	387**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Notes. This table reports correlations of scale/continuous variables. Abbreviations: Pers = personality; JS = Job satisfaction; ITQ = Intent to quit; OC = Organisational climate; WLB = Work life balance; Dep = Department; Gen = Gender; JG = Job grade; Lang = language; MS = Marital status; Qual = Qualification; SOW = years of work experience; YAI = Years at institution; FTPT = Full time or part time; POT = permanent or temporary employment

4.3.4 Reliability

In order to accurately check for reliability of research measures used for this study, tests for Cronbach's alpha test (Cronbach α), Composite Reliability test (CR) and Average Value Extracted (AVE) were conducted. The reliability of each construct was measured using the standardised Cronbach's coefficient alpha. Table 4.9 and Table 4.10 presents the results of the Cronbach's alpha test. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95 (Tavakol & Dennick, 2011). Churchill (1979) suggests that a Cronbach's alpha value of 0.6 is acceptable. However, there is no universal minimally acceptable reliability value (Bonett & Wright, 2014).

The intent to quit scale was .66, personality scale was .57, job satisfaction scale was .89, organisational climate scale was .95, and the work life balance scale was .79 (see Table 4.9). Following a process of classical test theory and modifications some of the scales used in the final analysis had item reduction. Studies have suggested that the number of items in a scale influences responses, and that shorter scales is an effective means of minimizing response biases (Pather & Uys, 2008). The scales' reliability test was conducted again and the results for the modified scale are presented in Table 4.11. Results in this table indicate reasonable reliability Cronbach alpha values greater than .60 for all scales (Gaskin & Lim, 2016).

Table 4.9: Reliability estimates for original scales

Variable	No. of items	Cronbach Alpha
Personality	20	0.574
Job satisfaction	20	0.896
Intent to quit	15	0.668
Organisational climate	82	0.959
Work life balance	15	0.795

Table 4.10: Reliability estimates for the final modified model

Variable	No. of items	Cronbach Alpha
Personality	20	0.610
Job satisfaction	5	0.635
Intent to quit	2	0.609
Organisational climate	23	0.900
Work life balance	3	0.939

To ascertain that the data captured was suitable for exploratory factor analysis (EFA), both the Kaiser-Meyer Olkin (KMO) test and the Bartlett's test of sphericity were then conducted to explore if the data captured was suitable for EFA (Watkins, 2018). The results of those tests are computed in Table 4.11.

Table 4.11: Exploratory factor analysis adequacy test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.801
Bartlett's Test of Sphericity	Approx. Chi-Square	6,081,548
	df	1128
	Sig.	<.001

The first adequacy requirements were met with a KMO of .801 which is considered by Gaskin (2016) to be average and more than the 0.5 cut off. Kaiser (1974) reported that the satisfactory KMO score implies that the captured data is eligible for another factor analysis. In addition, the Bartlett's test of sphericity had a significant level of p = .001 ;< .05 which is satisfactory for the suitability of the data set (Williams, Onsman, & Brown, 2010). The KMO and Bartlett's Test of Sphericity confirmed that the data were suitable for factor analysis. After ascertaining the suitability of the data for factor analysis, maximum likelihood extraction method, using the Promax rotational method was used to extract the factors with an Eigenvalue above 1.

Appendix Table 2A shows that the factor loadings of all constructs were not all above the recommended threshold of 0.5 (Hair, Hult, Ringle, & Sarstedt, 2014). A close diagnosis of the modification indices and the standardised residual covariance matrix retrieved from the AMOS 29 outputs suggested that some items should be deleted to improve the model fit indices. Following the advice of Field (2013:692) factor loadings that were below 0.3 were suppressed. Communalities are the sum of the squared component loadings up to the number of components extracted, the results of this study are shown in Table 2B in the appendices, indicating that none of the communalities fell below the acceptable cut-off value of 0.25 and are deemed adequate (Eaton, Frank, Johnson, & Willoughby, 2019). Table 2C in the appendices shows the total variance explained where variance explains 57% of the variance of the model. The goodness of fit test results shown in Table 4.12 indicates that it is significant.

Table 4.12: Goodness of fit test

Chi-Square	*df*	Sig.
1002.716	804	0.000

Table 4.13 illustrates the correlation matrix and shows that there are no major correlation and correlations greater than 0.70 (Gaskin & Lim, 2016).

Table 4.13: Factor Correlation matrix

Factor Correlation Matrix

Factor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1.000	0.409	-0.417	0.380	0.208	0.429	-0.235	-0.196	0.117	-0.032	-0.060	-0.074	-0.117	0.087	0.292	-0.185
2	0.409	1.000	-0.549	0.341	0.201	0.304	0.094	-0.001	-0.076	0.103	0.010	-0.038	0.022	0.074	0.059	-0.108
3	-0.417	-0.549	1.000	-0.418	-0.209	-0.288	-0.013	-0.004	-0.011	-0.181	0.132	0.011	-0.063	-0.024	-0.224	0.156
4	0.380	0.341	-0.418	1.000	0.475	0.270	0.035	0.027	0.040	-0.059	-0.113	0.049	0.089	-0.050	0.162	-0.040
5	0.208	0.201	-0.209	0.475	1.000	0.198	0.303	-0.048	0.135	-0.127	0.015	0.162	-0.012	0.018	0.037	0.140
6	0.429	0.304	-0.288	0.270	0.198	1.000	0.005	-0.129	-0.029	0.028	-0.044	-0.057	-0.111	0.075	0.166	-0.045
7	-0.235	0.094	-0.013	0.035	0.303	0.005	1.000	0.079	0.084	0.035	0.063	0.007	0.164	-0.013	-0.138	0.175
8	-0.196	-0.001	-0.004	0.027	-0.048	-0.129	0.079	1.000	0.203	0.065	0.052	0.079	0.084	0.019	0.051	-0.085
9	0.117	-0.076	-0.011	0.040	0.135	-0.029	0.084	0.203	1.000	0.031	0.286	0.092	-0.086	0.105	0.104	0.008
10	-0.032	0.103	-0.181	-0.059	-0.127	0.028	0.035	0.065	0.031	1.000	-0.109	-0.274	0.147	-0.047	0.051	-0.160
11	-0.060	0.010	0.132	-0.113	0.015	-0.044	0.063	0.052	0.286	-0.109	1.000	0.119	-0.152	0.288	-0.033	-0.080
12	-0.074	-0.038	0.011	0.049	0.162	-0.057	0.007	0.079	0.092	-0.274	0.119	1.000	0.142	-0.213	-0.140	0.134
13	-0.117	0.022	-0.063	0.089	-0.012	-0.111	0.164	0.084	-0.086	0.147	-0.152	0.142	1.000	-0.337	-0.179	0.196
14	0.087	0.074	-0.024	-0.050	0.018	0.075	-0.013	0.019	0.105	-0.047	0.288	-0.213	-0.337	1.000	0.033	-0.107
15	0.292	0.059	-0.224	0.162	0.037	0.166	-0.138	0.051	0.104	0.051	-0.033	-0.140	-0.179	0.033	1.000	-0.274
16	-0.185	-0.108	0.156	-0.040	0.140	-0.045	0.175	-0.085	0.008	-0.160	-0.080	0.134	0.196	-0.107	-0.274	1.000

Extraction Method: Maximum Likelihood.
Rotation Method: Promax with Kaiser Normalization.

4.3.5 Tests of convergent and discriminant validity

Table 2A can be found in the appendices and shows the pattern matrix where items load in their factor in the pattern matrix. Average variance extracted (AVE) is a measure of the amount of variance that is captured by a construct in relation to the amount of variance due to measurement error (Santos & Cirillo, 2023). The average variance extracted (AVE), is commonly used to validate constructs. The reliability of each construct was also evaluated using the Composite Reliability (CR) index test. Malhotra and Dash (2011) argue that the AVE is often too strict, and reliability can be established through CR alone." On the basis of CR alone, the researcher may conclude that the convergent validity of the construct is adequate, even though more than 50% of the variance is due to error." (Malhotra & Dash, 2011). A benchmark value, 0.7 is recommended by Nunnally (1978) for modest composite reliability. The recommended threshold for AVE was ≥.50. On the other hand, the construct's convergent validity may be sufficient if AVE is less than 0.5 and CR is greater than 0.6 (Fornell & Larcker, 1981). Composite reliability values of greater than 0.6 were achieved for all the organisational climate dimensions apart from openness to experience. Extraversion met the acceptable criterion, with a CR of 0.710, and 'work life balance' with a CR of 0.941 and an AVE of 0.841 with all the four of the personality dimensions '(agreeableness, conscientiousness, emotional stability, and openness to experience)', and intent to quit scoring below 0.6. The AVE test results (refer to Table 4.14 below) show that the model's convergent validity was not entirely attained. AVE must be less than CR and equal to or greater than 0.50 in order to demonstrate convergent validity (Fornell & Larcker, 1981).

It is important to interpret the findings of this study with caution due to the AVE and CR results. Issues with discriminant validity can complicate the interpretation of findings concerning these latent constructs (Farrell, 2010). Common method factor (will be discussed later) "may help to reduce variance inflation, reducing shared variance estimates between latent constructs and observed variables" (Farrell, 2010). In the total sample (N = 242), the AVE values for all the organisational climate dimensions and work life balance were above 0.50. The intent to quit latent factor had an AVE value of 0.28, job satisfaction has .24, extraversion has 0.38, agreeableness has 0.36, conscientiousness has 0.25, emotional stability has 0.29, and openness to experience has and AVE of 0.32. Discriminant validity was reasonable for the organisational climate dimensions and work life balance. The Maximum Shared Variance (MSV) was less

than.50 for each construct. In order to achieve discriminant validity, each latent factor's MSV values should be less than.50, according to Hair (2010). This criterion is assessed based on the Average Variance Extracted (AVE), Composite Reliability (CR), and MSV scores, all of which are shown in Table 4.14.

Table 4.14: Validity table for the final model

	CR	AVE	MSV	MaxR(H)	JoSat	EV	AL	C	ES	OTE	EFFI	COG	PTP	PART	OF	Worlifbal	Intenttoquit
JoSat	0.638	0.274	0.408	0.679	**0.523**												
EV	0.710	0.385	0.114	0.728	0.081	**0.620**											
AL	0.685	0.365	0.114	0.756	0.135	0.337	**0.604**										
C	0.551	0.255	0.155	0.617	-0.008	0.061	0.272	**0.505**									
ES	0.581	0.286	0.155	0.682	-0.023	0.043	-0.009	-0.394	**0.535**								
OTE	0.623	0.324	0.091	0.764	-0.063	0.162	0.301	0.281	-0.185	**0.569**							
EFFI	0.824	0.549	0.213	0.873	-0.266	0.133	0.013	0.021	-0.098	0.052	**0.741**						
COG	0.878	0.706	0.314	0.884	-0.464	0.038	-0.048	-0.074	-0.072	0.151	0.291	**0.840**					
PTP	0.767	0.526	0.141	0.788	0.083	0.129	0.035	-0.061	-0.013	0.057	-0.109	0.016	**0.726**				
PART	0.948	0.858	0.314	0.955	-0.461	-0.038	0.041	0.025	-0.032	-0.014	0.360	0.560	-0.137	**0.926**			
OF	0.864	0.523	0.229	0.889	-0.369	0.193	-0.147	-0.068	-0.034	0.146	0.462	0.479	0.194	0.474	**0.723**		
Worlifbal	0.941	0.841	0.309	0.951	0.407	-0.044	0.150	0.177	-0.075	0.036	-0.126	-0.176	0.376	-0.242	-0.166	**0.917**	
Intenttoquit	0.344	0.293	0.408	0.672	0.639	-0.022	-0.009	0.183	-0.276	-0.049	-0.185	-0.330	0.165	-0.231	-0.216	0.556	**0.541**

** Correlation is significant at the .01 level (2-tailed

* Correlation is significant at the .05 level (2-tailed).

Note: Square root of average variances extracted is shown on diagonal in bold.

Abbreviations: CR- Composite reliability; AVE- Average Variance Extracted; MSV - Maximum shared variance;

EV – Extraversion; AL – Agreeableness; C – Conscientiousness; ES – Emotional stability; OTE – Openness to experience; EFFI – Efficiency;

COG – Clarity of goals; PTP – Pressure to produce; PART – Participation; OF – Outward focus; JS – Job satisfaction; WLB - Work life balance;

4.3.6 PANAS

The PANAS scale was used to assess the mood of the PAS staff and whether the respondents were experiencing any negative emotions at the time of taking the survey. (N = 73; = 30.2%) of respondents tested that they were moderately distressed. Seventy-four (30.6%) respondents were very slightly upset. The majority of respondents (N = 157; 64.9%) were not feeling guilty at all. One hundred and twelve (45%) respondents were feeling very slightly or not scared at all. One hundred and fifty-eight (65.3%) respondents were not feeling hostile with (N = 78; 32.3%) of respondents not feeling irritable at all. One hundred and seventy-five (72.3%) respondents were feeling very slightly irritable with (N = 98; 40.5%) of respondents not feeling ashamed at all. One hundred and forty-one (58.3%) respondents felt very slightly to not jittery at all.

4.4 CONFIRMATORY FACTOR ANALYSIS (CFA)

“Confirmatory factor analysis” (CFA) is an advanced method used in the social sciences to examine construct validity (Sovey et al., 2022). CFA is widely recognized for its ability to verify the factor structure of a given set of observed variables (Hair et al., 2010). It is utilized to assess whether the measures of a construct align with the researcher's conceptualization of that construct (Awang, 2012). In order to construct a measurement model for path analysis and evaluate the goodness of fit between the hypothesized model and observed data (as depicted in Figure 4), a confirmatory factor analysis (CFA) goodness-of-fit assessment was conducted using Structural Equation Modelling (SEM) in AMOS 29. CFA necessitates that the “precise number of hypothesized factors and the arrangement of indicators across factors be specified prior to analysis” (Altikriti & Anderson, 2021).

The model's fit was assessed using a variety of goodness of fit indices. The acceptable model fit values were evaluated by comparing them with the following suggested thresholds for acceptable and good fit, although there are many citations in the literature regarding the goodness of fit criteria. An acceptable range for the Chi-square value over degree of freedom ($\chi 2/df$) is typically between 1 and 3. The Acceptable value for Goodness of Fit Index (GFI) is .90 or higher values, .95 or higher for Comparative Fit Index (CFI), Incremental Fit Index (IFI), and Tucker Lewis Index (TLI). The Root Mean Square Error of Approximation is the “badness of fit” index that quantifies the level of approximate fit (Hallquist, 2019). According to earlier research (Xia & Yang, 2018), a model-data fit that is reasonable is indicated by an RMSEA value of <.08, while a value of <.05 indicates a "close fit.". Bentler and Bonett (1980)

recommended that TLI > .90 indicates an acceptable fit. This study has an RMSEA of 0.066 which indicates a good model fit (Xia & Yang, 2018).

The preliminary findings of the thirteen-factor model (refer to Figure 4-5) revealed factor loadings varying from weak to strong between latent variables and their respective items: individual personality dimensions (.38 to .84), intent to quit (.51 to 68), organisational climate measures (.32 to .92), work life balance (.81 to .98), job satisfaction (.30 to .67). Every factor loading had a value higher than 0.6. With a CFI of.84, TLI of.82, RMSEA of.053, and SRMR of.09, the CFA results indicated that the model did not meet the criteria very well. GFI (.76) and AGFI (.73) were both below the criterion cut of.90. Moreover, an inflated chi-square value of 1932.26 and a df value of 1157.00 were produced by model fit discrepancies.

Following the removal of items with low regression weights (Gaskin & Lim, 2016), modification indexes from Amos SPSS were used to identify highly correlated items in Figure 4.6 for the purpose of enhancing model fit, as depicted in Figure 4.8. “These adjustments were justified as the removed items belonged to sizable latent reflective factors and were deemed redundant” (Gaskin, 2019). With an acceptable fit achieved in the confirmatory factor analysis (CFA) measurement model, the study proceeded to conduct measurement invariance tests, the outcomes of which are discussed in the subsequent section.

Figure 4-3: Thirteen factor measurement model

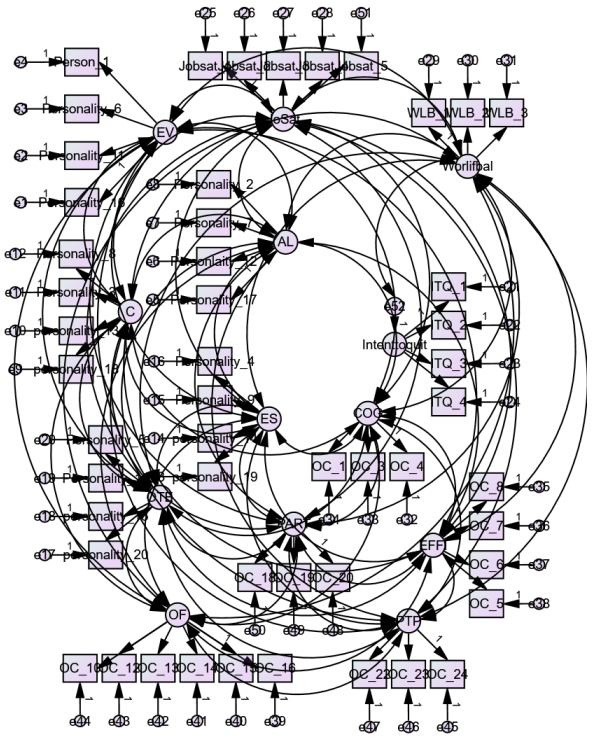
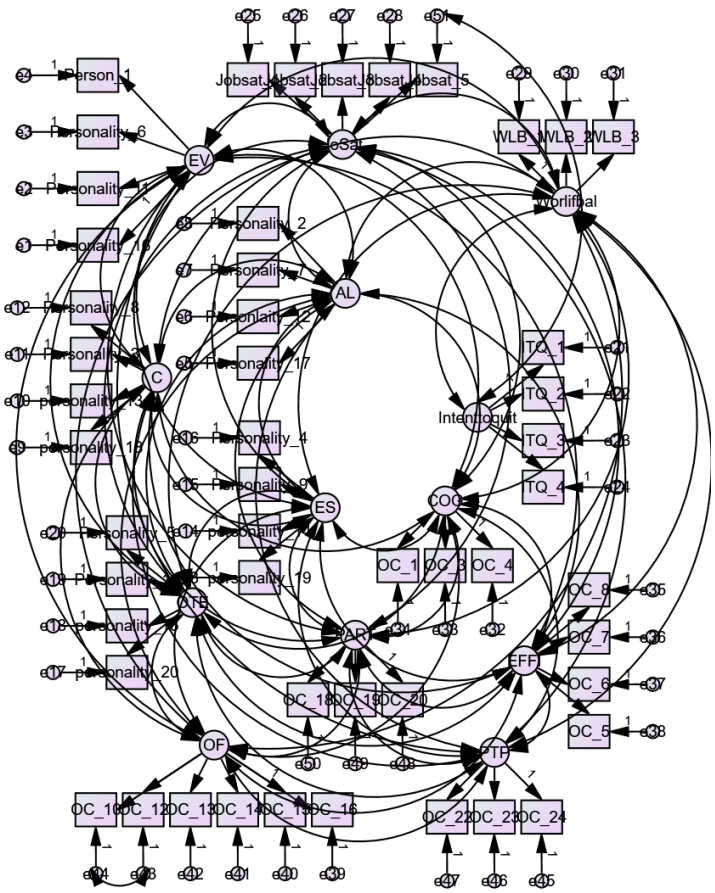


Figure 4-4: Measurement model showing correlations among latent variable items



After the research model was run, the following outcomes were observed:

The following values are reported: Tucker Lewis Index (TLI) = 0.841, Goodness of Fit Index (GFI) = 0.775, Comparative Fit Index (CFI) = 0.856, Chi-square ($\chi 2/df$) = 1.803, and Random Measure of Standard Error Approximation (RMSEA) = 500. Chi-square values are frequently significant in large samples, which can be explained by the statistic's sensitivity to sample size (Hair et al. 2014; Bentler & Bonnet, 1980; Hooper et al. 2008).

Table 4.15: Goodness of fit indices for the tested models

Measure	Chi-Square	df	RMSEA	CFI	TLI	SRMR	GFI	AGFI
Indicator value	1107.56	1.640	0.05	0.856	0.841	0.09	0.775	0.742

Acceptable parameters for model fit: Chi-square probability greater than or equal to 0.05.

df ≤ 2 or 3

Comparative fit index CFI ≥ .90 for acceptance

RMSEA <0.05 good fit

RMSEA < .06 to .08 with confidence interval < .06 is acceptable

Tucker–Lewis index TLI > .90

Goodness of fit index GFI > .95

SRMR ≤ .09

Taking into account the results displayed in Table 4.15 as well as the body of literature pertaining to 'model fit indices' and the acceptable and interpretable thresholds they establish (Hu and Bentler, 1999; Gaskin, 2016), it is reasonable to say that the model obtained a satisfactory fit.

4.4.1 Measurement invariance

Before hypothesis testing could proceed, a multi-group moderation on a structural model was necessary. Measurement invariance was evaluated using AMOS SPSS 29, guaranteeing the validity of the findings and preventing group differences from being ascribed to disparate interpretations of the variables or the measurement scale (Hair, Sarstedt, Ringle, & Gudergan, 2018). Through this process, researchers were able to ascertain whether respondents from various groups conceptually understood the same measure in the same way. Measurement invariance testing was done in three stages: scalar invariance, metric invariance, and configural invariance.

To determine whether the measure's overall factor structure fit well for each age group in the sample, the configural invariance test by gender was used. Through this process, researchers were able to determine whether respondents from various groups understood the same measure conceptually in the same way (Murphy & Berry, 2013). The configured invariance model, which imposed no equality restrictions, was examined, encompassing gender in this study. Subsequently, for metric invariance, the equality of factor loadings was evaluated. Lastly, scalar invariance was examined, requiring the invariance of the residual variances, intercepts, and factor loadings (Kueh, Abdullah, Kuan, Morris, & Naing, 2018). Failure to achieve measurement invariance would introduce bias into the results. As previously indicated, multigroup "confirmatory factor analysis is a statistical technique" used by researchers to evaluate measurement invariance among participants from various groups (Milfont & Fischer, 2015).

In this study gender invariance of the thirteen-factor measurement model was first tested. The configural invariance model fit was unacceptable (CMIN/df = 1.691, $p \leq .01$, RMSEA = 0.05., CFI = .696, and TLI = .680). The mean-corrected variance between meta-analyses is used to calculate confidence intervals (CR); estimates with 80% intervals that do not include zero are typically regarded as being applicable in various contexts (Hunter & Schmidt, 2014). This suggests that both males and females have the same meaning for the metric of items used to estimate the factor loadings. Scaler invariance was not achieved as evidenced by a zero-z score. When a Z score is low, it means that the value of the observation or data point is relatively close to the mean in which it occurs. Appendix Table 2D provides the unstandardized estimated parameters (variances, covariances, and regression weights) for the 'male and female groups' for configural invariance.

4.4.2 Common method bias

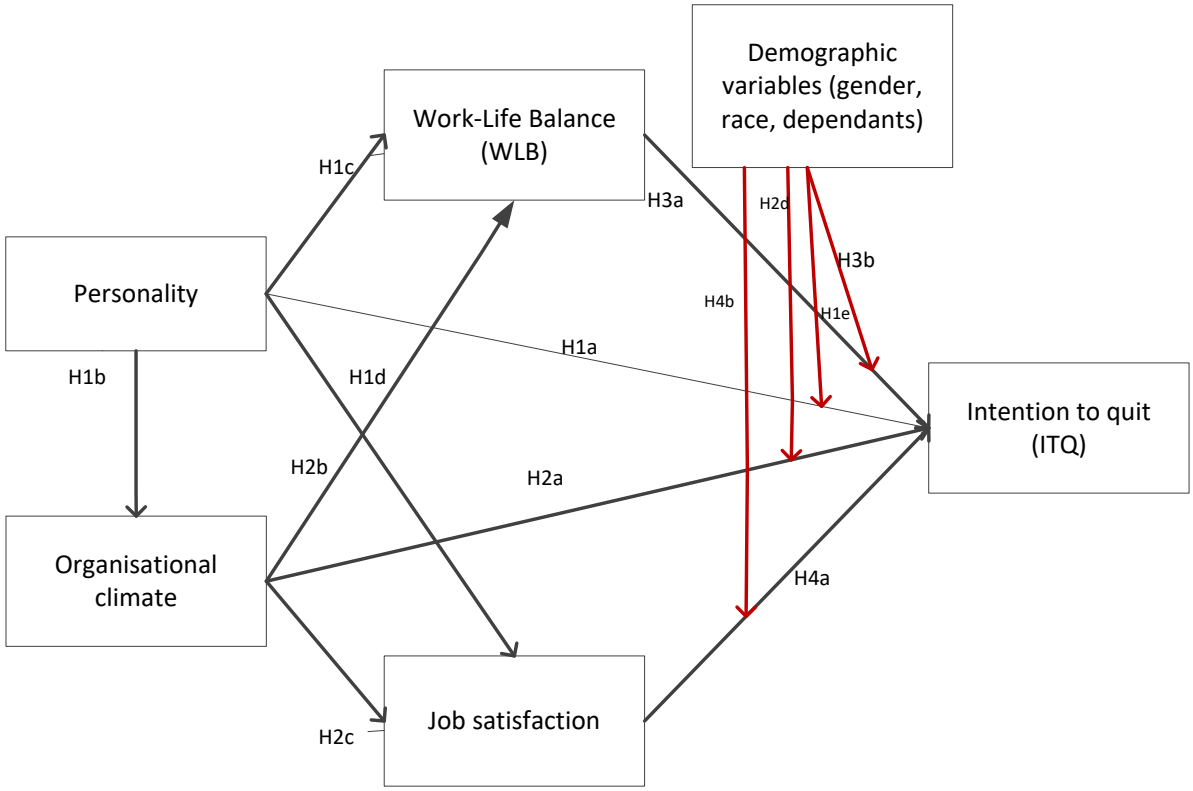
Method biases present a challenge as they "represent one of the primary sources of measurement error, threatening the validity of conclusions regarding relationships between measures". This error is acknowledged to comprise both random and systematic components (Nunnally, 1978). To mitigate the influence of "common method bias in our study, the" established recommendations were adhered to (Podsakoff, Mackenzie, Lee, & Podsakoff, 2003), utilizing recognized scales exclusively, elucidating procedures to participants, and ensuring anonymity. Additionally, to identify and address common method bias through statistical means, 'a series of confirmatory factor analyses' on the dataset was conducted. Six fit indices were computed to assess model-data fit (Hair et al., 2010).

Individuals' positive and negative affectivity could impact their questionnaire responses. To address negative affectivity, a positive and negative scale was included in the questionnaire. To mitigate potential response pattern biases, 'negatively worded or reverse-coded' items were integrated into the questionnaire (Podsakoff et al., 2003). To assess common-method bias, a Harman's one-factor test was performed after respondents had finished answering the questionnaire items. This involved subjecting all items to a principal component factor analysis. According to Podsakoff and Organ (1986), the test produced thirteen factors, with the first unrotated factor explaining only 14.7% of the variance overall (refer to Appendix Table 2N). This suggests that common method bias was not a significant concern.

4.5 STRUCTURAL EQUATION MODELING

The conceptual framework developed in chapter 1 was tested for associations between latent variables using structural equation modelling (Figure 1). For convenience of reference, a copy of the conceptual framework is provided below.

Figure 4-5: Proposed causal model



There are two steps involved in creating a structural equation model (SEM), as explained in the methodology section. First, confirmatory factor analysis is used by the measurement model to assess the degree to which measured variables correspond with reality. Secondly, the structural model depicts the interrelationships among variables across constructs (Hair et al., 2018). Implementing SEM entails initiating with the specification of a model for estimation. Subsequently, the primary objectives encompass evaluating goodness of fit and estimating parameters of the hypothesized model(s) (Hu & Bentler, 1999). Maximum likelihood estimation, a reliable technique used in structural equation modeling, was used to evaluate both the measurement model and the structural model. MLE produces reliable parameter estimations, reflecting the most probable values that could have generated the observed data (Hair et al., 2018). Control variables included gender, age group, marital status, qualifications, dependents, work experience, and tenure at the institution.

The results are presented in the next sections.

4.5.1 Multivariate assumptions

Using AMOS SPSS, a SEM path analysis of intent to quit was carried out to investigate the connections between the scales displayed in Figure 4.6. Data from 242 professional and administrative employees of one South African higher education institution served as the basis for the analysis. By concurrently identifying direct and indirect pathways to the dependent variable intent to quit, structural equation modeling made it possible to evaluate the measurement model used in this study. Firstly, homoscedasticity was expected as the model will be moderated with multi group moderators (Rasopa, Schroeder, & Doll, 2016).

In order to ascertain whether the data satisfied the linearity assumption, each relationship in the model underwent a curve estimation process, which yielded results indicating that each relationship was sufficiently linear to be tested analytically using AMOS.

Third, variable inflation factors were analysed for study predictors on the dependent variable to determine whether the data satisfied the assumption of multicollinearity. As suggested by Gaskin (2016), no VIF values larger than 3 were found, and tolerance values were above.70 (see Table 4.16). Regression analysis results that are not accurate can be caused by multicollinearity, which is defined as a significant linear intercorrelation among the explanatory variables in a multiple regression model (Kim J. , 2019).

For intent to quit the following results were found: Personality (Tolerance = .97, VIF = 1.02); Work life balance (Tolerance = .88, VIF = 1.12): Organisational climate (Tolerance = .83, VIF = 1.19): Job satisfaction (Tolerance = .77, VIF = 1.29). When the VIF and tolerance are higher than 5 to 10 and lower than 0.1 to 0.2, respectively, multicollinearity is present. (Kim J., 2019), so there is no threat of multicollinearity. Regression, mediation, and moderation tests were all bootstrapped.

Table 4.16: Multicollinearity coefficients for intent to quit

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	2.764	0.824		3.354	0.001		
	JS1	0.181	0.031	0.359	5.806	0.000	0.785	1.275

OC1	-0.005	0.009	-0.034	-0.575	0.566	0.843	1.186
PERSON1	-0.013	0.016	-0.047	-0.849	0.396	0.974	1.027
WLB1	0.145	0.028	0.300	5.204	0.000	0.896	1.116

a. Dependent Variable: ITQ

4.5.2 SEM results

To investigate the correlations between the variables related to employees' intent to leave, SEM analysis was employed. These relationships are known as path coefficients, and they range from -1 to +1. Path coefficients that are further from 0 denote stronger (positive or negative) relationships. These relationships are similar to "standardized regression coefficients in multiple regression" (Harris & Gleason, 2022). Establishing a theoretical causal model with predicted covariances between variables is the main goal of structural equation modeling (SEM), which is subsequently tested for plausibility against observed data (Bollen et al., 2022). Using theory to build models intended to explain variance in the data, structural equation modeling (SEM) uses a confirmatory approach to assess the structural connections and interactions among variables within the phenomenon (Beran, 2010). The outcomes of structural equation modeling indicated significant relationships among scales. For parameter estimation, maximum likelihood was used, which has been found to be most appropriate for multivariate normal data with sample sizes larger than 200 (Schreiber et al., 2006). The final model was fitted using a variety of goodness-of-fit metrics, as previously discussed. If the minimum discrepancy value, which has degrees of freedom as its denominator (CMIN/df), is less than 3, it is thought to represent a well-fitting model (Wheaton, 1977). The obtained CMIN/df = 2.887, Adjusted Goodness of Fit Index (AGFI) =.742, Comparative Fit Index (CFI) =.844, Goodness of Fit Index (GFI) = .865, Tucker Lewis Index (TLI) =.835, Random Measure of Standard Error Approximation (RMSEA) =.06 are the results of the analysis. The results of the SEM model fit are summarized in Table 4.15.

Figure 4-6: Final SEM measurement model with path coefficients

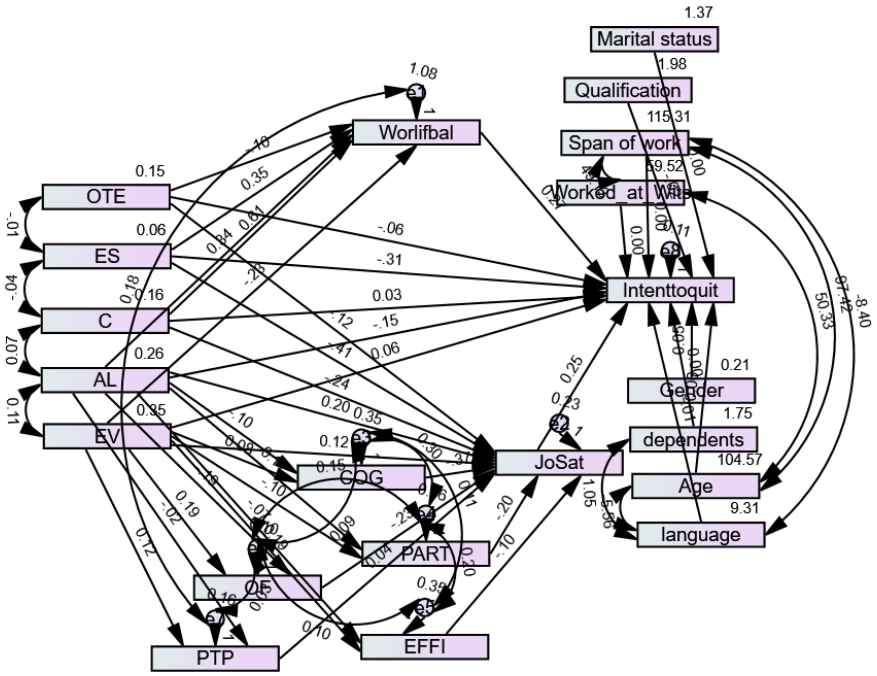


Table 4.17: Regression weights of path model

			Estimate	S.E.	C.R.	P	Label
COG	<---	EV	0.08	0.069	1.165	0.244	
OF	<---	EV	0.193	0.036	5.339	***	
PTP	<---	EV	0.12	0.047	2.559	0.01	
PART	<---	EV	-0.097	0.094	-1.033	0.302	
EFFI	<---	EV	0.186	0.069	2.702	0.007	
PTP	<---	AL	-0.022	0.054	-0.406	0.684	
OF	<---	AL	-0.193	0.042	-4.6	***	
COG	<---	AL	-0.1	0.08	-1.254	0.21	
PART	<---	AL	0.112	0.109	1.024	0.306	
EFFI	<---	AL	-0.07	0.08	-0.875	0.382	

JoSat	<--	EV	0.121	0.063	1.928	0.054
JoSat	<--	AL	0.2	0.077	2.604	0.009
JoSat	<--	C	-0.24	0.094	-2.554	0.011
JoSat	<--	ES	-0.406	0.143	-2.83	0.005
JoSat	<--	OTE	-0.118	0.082	-1.435	0.151
Worlifbal	<--	OTE	-0.097	0.157	-0.622	0.534
Worlifbal	<--	ES	0.346	0.273	1.27	0.204
Worlifbal	<--	C	0.607	0.179	3.392	***
Worlifbal	<--	AL	0.338	0.15	2.257	0.024
Worlifbal	<--	EV	-0.235	0.122	-1.927	0.054
JoSat	<--	COG	-0.368	0.069	-5.372	***
JoSat	<--	PART	-0.198	0.054	-3.679	***
JoSat	<--	EFFI	-0.099	0.063	-1.57	0.116
JoSat	<--	OF	-0.23	0.147	-1.567	0.117
JoSat	<--	PTP	0.04	0.083	0.48	0.631
Intenttoquit	<--	JoSat	0.245	0.034	7.238	***
Intenttoquit	<--	Worlifbal	0.268	0.021	12.845	***
Intenttoquit	<--	Worked_at_Wits	-0.002	0.004	-0.647	0.518
Intenttoquit	<--	Span_of_work	0.002	0.005	0.467	0.641
Intenttoquit	<--	Qualification	-0.024	0.015	-1.545	0.122
Intenttoquit	<--	Maritalstatus	-0.003	0.018	-0.156	0.876
Intenttoquit	<--	Gender	0.051	0.047	1.079	0.281
Intenttoquit	<--	Dependents	-0.004	0.017	-0.245	0.807
Intenttoquit	<--	Age	-0.005	0.005	-0.954	0.34
Intenttoquit	<--	language	-0.011	0.008	-1.389	0.165

Intenttoquit	<--	OTE	-0.058	0.057	-1.008	0.313
Intenttoquit	<--	ES	-0.307	0.101	-3.042	0.002
Intenttoquit	<--	C	0.032	0.067	0.474	0.636
Intenttoquit	<--	AL	-0.154	0.051	-3.029	0.002
Intenttoquit	<--	EV	0.058	0.04	1.44	0.15

Note: Abbreviations: EV – Extraversion; AL – Agreeableness; C – Conscientiousness; ES – Emotional stability; OTE – Openness to experience; Josat – Job satisfaction; COG – Clarity of goals; PART – Participation; EFFI – Efficiency; OF – Outward focus; PTP – Pressure to perform.

***Correlation is significant at the p = 0.01 level (2-tailed).

These findings imply that the conceptual model for the research that was suggested converged satisfactorily and might be a good representation of the empirical data structure that was gathered. After determining that the model fit was appropriate, the study tested the research hypotheses, which are outlined in Table 2.

4.6 HYPOTHESIS TESTING

In Chapters 1 and 2, several hypotheses were formulated concerning the association between turnover intention and personality. Chapter 3 introduced and deliberated on the methods employed to evaluate these hypotheses. Herein, the findings of hypothesis testing are presented. To find out how the independent variables in the study affected the dependent variables, regression analysis was used. These results come from the structural equation model that is shown in Figure 4.4 and the output that is produced, which is shown in Table 4.8.

4.6.1 Direct effects

4.6.1.1 Personality and intent to quit

Hypothesis H1: Personality has a significant association on turnover intention.

In order to determine whether or not the mediating and moderating effects reported in later sections were supported, the direct relationship was first tested in a straightforward regression using covariates. Therefore, when testing this association, indirect paths were omitted (refer to Figure 4.9). The test's results showed a significant inverse negative relationship between personality and intent to quit (path coefficient = -.016, p =.921), indicating that employees' intentions to quit are less likely the more personality they possess (see Table 4.18). A

personality test using covariates and indirect paths was conducted in the path model to determine whether or not this hypothesis was supported. Hypothesis 1 is therefore supported.

Hypothesis H1a: There is a significant negative association between conscientiousness and ITQ.

According to Table 4.18's regression results, the conscientious personality trait's coefficient is positive and statistically not significant (path coefficient =.145; p = 0.126). This suggests that PAS staff who are conscientious will positively affect turnover intention, holding other factors constant. Thus, there was no evidence to support hypothesis H1a.

Hypothesis H1b: There is a significant positive association between neuroticism (emotional stability) and ITQ.

Findings showed a significant positive effect of the personality trait neuroticism on turnover intention (path coefficient = 0.018, $p < 0.05$). These direct consequences suggest that workers with low emotional stability may have intentions of leaving for reasons other than job dissatisfaction or incapacity to do duties effectively. The findings of this study are in line with earlier research by Singh & Singh (2014), which found a statistically significant positive correlation between neuroticism and employee intentions to quit. Therefore, there is support for hypothesis H1b.

Hypothesis H1c: There is a significant association between agreeableness and turnover intention.

To determine the causal relationship between the antecedents of turnover intention and personality, regression analysis was utilized. According to the findings, agreeableness had a non-significantly positive effect on the intention to turnover (path coefficient = 0.017, p = 0.807). According to the direct effects on turnover, people who are less agreeable might be more likely to leave unexpectedly. While some studies have found agreeableness to positively predict turnover intentions (Mayende & Musenze, 2014), others have reported a negative relationship (Jeswani & Dave, 2012). Consequently, hypothesis H1c is not supported.

Hypothesis H1d: There is a significant association between openness to experience (Intellect) and ITQ.

The openness to experience personality trait has a negative and statistically significant coefficient (path coefficient = -0.123; $p < 05$), according to the regression results presented in Table 4.18. It has been noted that openness to experience affects turnover in a variety of ways. While some studies indicate a negative impact on turnover (Salgado, 2002), others suggest a

positive effect on turnover intention (Mayende & Musenze, 2014), and yet some find no effect at all (Zimmerman R., 2008). H1d is supported.

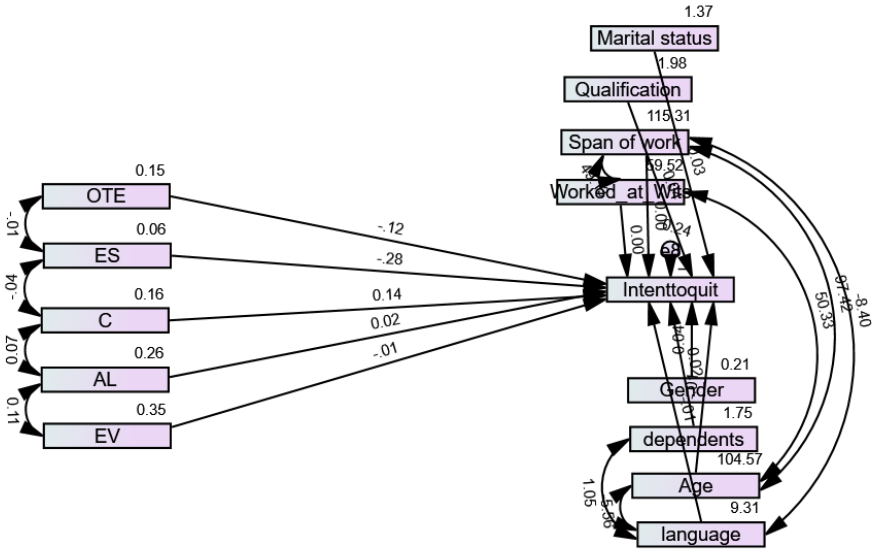
Hypothesis H1e: There is a significant positive association between extraversion and ITQ.

Regression results reported in Table 4.18 show that the coefficient of the extraversion personality trait is positive and significantly inverse (path coefficient = 0.009; p = 0.410). According to some research, extraversion either had no effect at all (Singh, Singh, & Singh, 2014), a positive effect (Mayende & Musenze, 2014), or an inverse effect on turnover intentions (Judeh, 2012). H1e is not supported.

Table 4.18: Results of a regression analysis on the direct association between individual personality characteristics and the dependent variable

			Estimate	S.E.	C.R.	P	Label
Intenttoquit	<---	Worked_at_Wits	.004	.005	.786	.432	
Intenttoquit	<---	Span_of_work	.004	.007	.565	.572	
Intenttoquit	<---	Qualification	.036	.022	1.597	.110	
Intenttoquit	<---	Maritalstatus	.027	.027	1.002	.316	
Intenttoquit	<---	Gender	.044	.068	.637	.524	
Intenttoquit	<---	Dependents	.023	.025	.925	.355	
Intenttoquit	<---	Age	-.009	.007	-1.314	.189	
Intenttoquit	<---	language	-.008	.011	-.707	.480	
Intenttoquit	<---	OTE	-.123	.083	-1.483	.040	
Intenttoquit	<---	ES	-.018	.144	-1.960	.050	
Intenttoquit	<---	C	.145	.094	1.530	.126	
Intenttoquit	<---	AL	.017	.071	.245	.807	
Intenttoquit	<---	EV	-.009	.057	-.165	.410	

Figure 4-7: Path coefficients for individual personality dimension associations with the dependent variable



Notes: Abbreviations: EV – Extraversion; AL – Agreeableness; C – Conscientiousness; ES – Emotional stability; OTE – Open to experience.

4.6.1.2 Independent variables

Hypothesis H5a: There is a significant negative effect between the organisational climate measure (clarity of goals) and intent to quit.

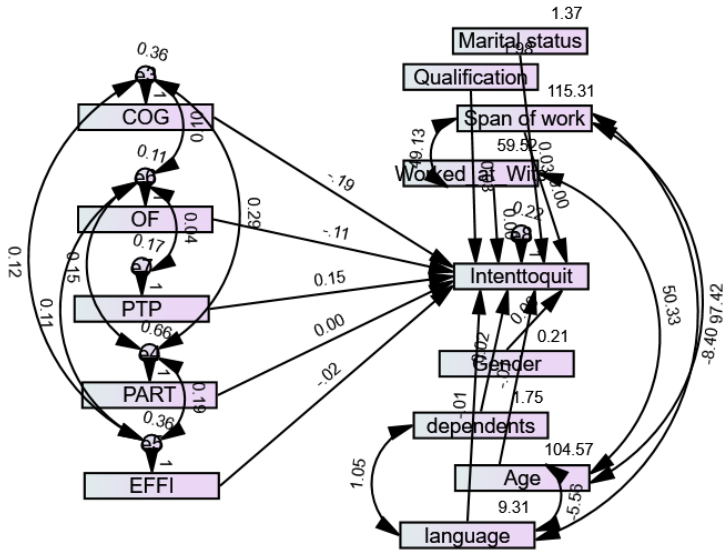
Regression results reported in Table 4.19 show that clarity of goals has significant and negative effect on intent to quit (path coefficient = -0.194; p = < .05). H5a is supported.

Table 4.19: Results of a regression analysis on the direct association between the organisational climate measures and the dependent variable

			Estimate	S.E.	C.R.	P
Intenttoquit	<--	Worked_at_Wits	0.003	0.005	0.521	0.602
Intenttoquit	<--	Span_of_work	0.003	0.006	0.4	0.689
Intenttoquit	<--	Qualification	0.029	0.022	1.339	0.18
Intenttoquit	<--	Maritalstatus	0.03	0.026	1.145	0.252
Intenttoquit	<--	Gender	0.06	0.067	0.902	0.367
Intenttoquit	<--	Dependents	0.018	0.024	0.732	0.464
Intenttoquit	<--	Age	-0.009	0.007	-1.264	0.206
Intenttoquit	<--	language	-0.015	0.011	-1.323	0.186
Intenttoquit	<--	COG	-0.194	0.067	-2.9	0.004
Intenttoquit	<--	PART	0.003	0.051	0.056	0.955
Intenttoquit	<--	OF	-0.114	0.133	-0.86	0.39
Intenttoquit	<--	PTP	0.152	0.08	1.893	0.058
Intenttoquit	<--	EFFI	-0.023	0.061	-0.379	0.704

Notes: Abbreviations: COG – Clarity of goals; PART – Participation; OF – Outward focus; PTP – Pressure to produce; EFFI – Efficiency.

Figure 4-8: Path coefficients for individual organisational climate measure associations with dependent variable



Hypothesis H2: There is a significant association between work life balance and turnover intentions.

The work-life balance coefficient has a significant positive effect on ITQ, according to regression results shown in Table 4.20 (path coefficients =0.254; p = <.01). Hypothesis H2 is validated.

Hypothesis H3: There is a significant positive association between job satisfaction and ITQ.

Table 4.20 presents the regression results, which indicate a significant and positive relationship between ITQ and the job satisfaction coefficient (path coefficient = 0.24; p = < .01).H3 is supported.

Table 4.20: Results of a regression analysis on the direct associations between independent variables and dependent variables

			Estimate	S.E.	C.R.	P
Intenttoquit	<---	JoSat	0.24	0.037	6.442	***
Intenttoquit	<---	Worlifbal	0.254	0.023	11.178	***

***Correlation is significant at the p = 0.01 level (2-tailed).

4.6.2 Indirect effects

4.6.2.1 Testing for moderation

This section aims to test **Hypothesis H6a-** ***The association between between individual personality dimensions and turnover intentions will be stregthened when job satisfaction is weaker***.

To test this hypothesis, SEM in AMOS SPSS was used. Results for the moderation role of job satisfaction on the relationship between individual personality dimensions and turnover intention are reported in Appendices Table 2U – Table 2X and Table 4.21. Results show that the addition of the interaction variable between personality and turnover intention does not significantly change the model's predictive power. Therefore, job satisfaction does not moderate the relationship between individual personality dimensions and turnover intention. Hypothesis H6a is not supported.

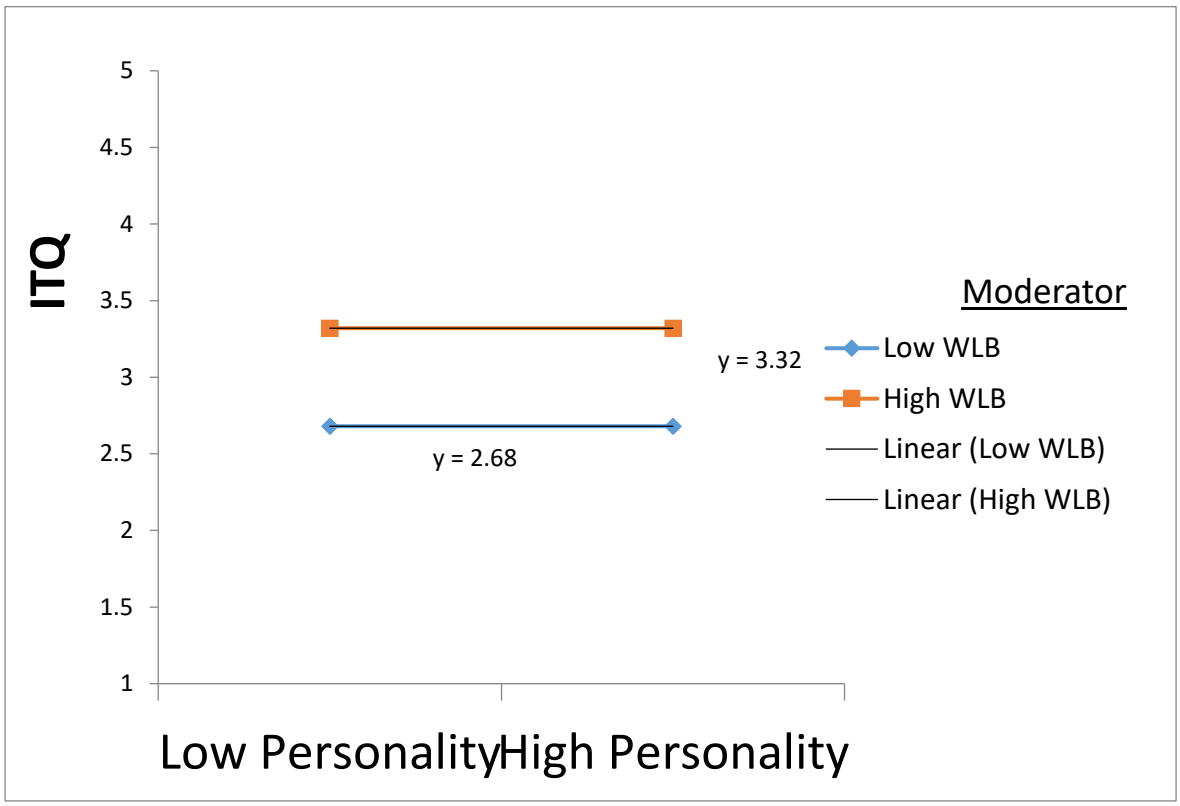
Table 4.21: Path coefficients and indirect effects for the moderation model (JS and Emotional Stability)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSJS	0.325	0.061	5.352	***
ZITQ	<---	ES_X_JS	0.073	0.056	1.303	0.193
ZITQ	<---	ZES	-0.034	0.061	-0.563	0.573

Note: ZITQ – Intent to quit; ZSJS – Job satisfaction; ESXJS – Interaction variable; ZES – Emotional stability.

*** Significance p = < .01

Figure 4-9: Two-way interaction effects for unstandardised variables



Hypothesis H6: ***Work-life balance moderates the association between individual personality dimensions and turnover intentions, such that it is weaker when work life balance is higher.***

Tables 2O through 2T in the appendices present the findings for the moderating effect of work-life balance on the relationship between individual personality dimensions and the intention to quit. The results indicate that adding the moderator variable did not significantly alter the model's predictive power, indicating that work-life balance is not a moderator of the relationship between turnover intention and the individual personality dimensions (extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience). H6 is therefore not supported.

Table 4.22: Path coefficients and indirect effects for the moderation model (WLB and Extraversion)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZEV	0.046	0.062	0.744	0.457
ZITQ	<---	EV_X_WLB	-0.036	0.054	-0.667	0.505
ZITQ	<---	ZSWLB	0.255	0.062	4.087	***

Figure 4-10: Two-way interaction affects for unstandardised variables (WLB and Extraversion)

4.6.2.2 Test of mediation

This section aims to test **Hypothesis *H5: The association between the individual personality dimension (conscientiousness) and intent to quit will be strengthened when organisational climate (outward focus) is lower.*** To test this hypothesis, SEM in AMOS SPSS was used. In order to ascertain the indirect effects of the organisational climate measure (outward focus) on the relationship between the individual personality dimensions (conscientiousness) and intent to quit, a mediation test using the bootstrapping procedure was conducted. According to Hair et al. (2009), the influence of the two constructs will be affected in these circumstances by the third variable. The hypothesis was tested via path analysis with AMOS SPSS, and the mediation effect was examined through bootstrap (Preacher & Hayes, 2008), with 2,000 bootstrap re-samples and a 95% confidence interval specified (Gaskin, 2010).

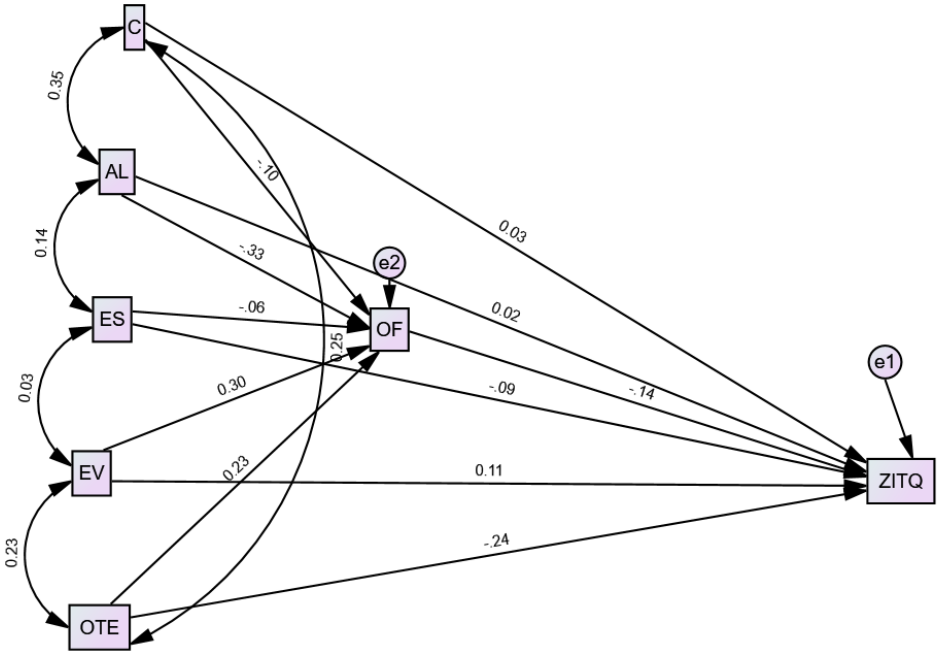
A regression test of the mediator (Organisational climate measure: outward focus) onto the independent variable (conscientiousness) was conducted. Conscientiousness had an insignificant and negative direct effect onto the mediator (Outward focus) (path coefficient = -.010; p = .661).

Table 4.23 presents the findings of a significant indirect effect (path coefficient = -0.14; p =.030) of the organizational climate measure (outward focus) on intent to quit. The findings show that mediation is occurring and is statistically significant, therefore H5 is supported. Table 4.23 presents the summary of the mediation analysis.

Table 4.23: Path coefficients and Indirect effect for the Mediation Model

Relationship	Direct without mediator	Direct with mediator	Indirect
ITQ C	0.661	0.030	Full mediation

Figure 4-11: Mediation model



4.6.2.3 Test of moderated mediation

Hypothesis H6b: Job satisfaction strengthens the indirect effect (through organisational climate) between personality and turnover intention.

Model 14 of Hayes (2013) "PROCESS Macro was used to study the moderated mediation effect. To achieve the condition of moderated mediation, the conditional indirect effect of resistance to change on turnover intentions through organisational climate should differ in levels of perceived organizational support". Hernandez et al. (2016) "suggested three

conditions for moderation mediation. The first condition is that the indirect effect should be significant (see Table 4.23); a significant interaction should be there between mediator and moderator in predicting the criterion variable and the independent variable should have different conditional indirect effects on the criterion variable via mediator at high and low levels of moderator". The result shown in Table 4.23 proved the first condition of moderated mediation.

The conditional indirect effects shows that the indirect effect is high at low job satisfaction, reduced at average JS, and further reduced at higher JS. The indirect effect in the presence of the moderator (JS) is -.005, and per the bootstrap, that is within the confidence interval at a p < .4297.

When JS is low, the indirect effect is p = .001, which is significant. Conversely, when JS is high, the indirect effect is p = -.012, which is still significant. However, the effect is reduced. In Table 4.24, we can see that the index of moderated mediation is significant. Thus, the indirect effect is moderated by JS. Hypothesis H6b suggested that the indirect effect of personality on intent to quit through organisational climate will be moderated by job satisfaction, therefore H6b is supported.

Table 4.24: Path coefficients and Direct Effect for the Moderated Mediation Model

Direct relationships	Unstandardised Coefficients	T Values
Personality -----> Organisational climate	0.2197	2.065
Organisational climate ---> ITQ	-0.0257	-2.1225
Personality ----> ITQ	-0.017	-0.791
Personality ----> JS ----> Organisational climate	0.79	2.54

Notes: Bootstrap samples = 5000; level of confidence = 95%. JS = Job satisfaction; ITQ = Intent to quit; OC = Organisational climate

4.6.2.4 Summary of hypotheses results

Table 4.25: Analysis of the structural equation model's results

Proposed Hypotheses	Path Coefficient	Supported/Rejected
H1	*H1: Personality is significantly associated with turnover intention.*	Supported
	H1a: There is a significant negative association between conscientiousness and ITQ.	Not supported
	H1b: There is a significant positive association between neuroticism and turnover intention.	Supported
	H1c: There is a significant relation association between agreeableness and turnover intention.	Not supported
	H1d: There is a significant association between openness to experience and ITQ.	Supported
	H1e: There is a significant negative association between extraversion and ITQ.	Not supported
H2	*H2: There is a significant association between WLB and ITQ.*	Supported
H3	*H3: There is a significant positive association between job satisfaction and ITQ.*	Supported
H5	*H5: The association between the individual personality dimension (conscientiousness) and intent to quit will be strengthened when organisational climate (outward focus) is lower.*	Supported
	H5a: There is a significant negative association between organisational climate (clarity of goals) and ITQ.	Supported
H6	*H6: Work-life balance moderates the association between individual personality dimensions and turnover intentions, such that it is weaker when work life balance is higher.*	Not supported
	H6a: The association between individual personality dimensions and turnover intentions will be stregthened when job satisfaction is weaker.	Not supported

	H6b: Job satisfaction strengthens the indirect effect (through organisational climate) between individual personality dimensions and turnover intention.	Supported

4.7 CONCLUSION

The outcomes of hypothesis testing are reported in this chapter. It begins with an overview of Chapter 3 and an introduction to Chapter 4. The subsequent sections detail the regression diagnostics tests conducted and describe the data collection and screening processes. Descriptive statistics, including means, medians, modes, variances, and standard deviations, are then reported, followed by results from measures of skewness and kurtosis. The findings of the Spearman correlation analysis, which examined associations among the study's variables, are presented next. Direct and indirect relationships are explored, along with Cronbach alpha values assessing scale reliability and results from tests of convergent and discriminant validity for the measurement scales. Additionally, moderating, and mediating associations between independent and dependent variables are examined. The chapter concludes with a discussion of the fit of the hypothesized model to the data and the results of structural equation modeling analyses, followed by a summary of findings. Chapter 5 will delve into the results of the ad hoc qualitative data analysis.

CHAPTER 5

5 AD HOC QUALITATIVE PROCESS

5.1 INTRODUCTION

This section includes a qualitative ad hoc analysis that will be used to gain insight into the validity of the contextual or climate variable development and hypothesizing, and also to get relevant insights into the salient of the findings. The fundamental aim of qualitative research is to understand and uncover patterns within narratives, allowing for a comprehensive understanding without sacrificing depth and complexity (Leung, 2015). Qualitative researchers aim to gain an understanding of people's perspectives, experiences, and belief systems. Thematic analysis, a prevalent qualitative data analysis method, was employed. Braun and Clarke (2006) explain “thematic analysis” as versatile, diverse, and compatible with various research methodologies, as it is not constrained by pre-existing theories. The deductive approach, called theoretical thematic analysis, is a hypothesis-driven process that is based on pre-existing theory to guide coding and theme development (Naeem, Ozuem, Howell, & Ranfagni, 2023). I used Atlas TI 24 software for data coding and analysis. Before the thematic analysis can be conducted, the critical realist philosophy used for this study will be discussed and the validity and reliability of the qualitative research needs to be examined. The critical realist research method will be discussed next.

5.1.1 Critical Realism Philosophy

The ad hoc qualitative study will embrace the critical realism philosophy, which holds that the world exists despite our knowledge of it and that our comprehension of it is incomplete (Callaghan & Mitchell, 2023). Critical realism integrates positivism and interpretivism by proposing the existence of structures and entities independent of observers yet understood subjectively through sociocultural perceptions (Strong & Volkoff, 2010; Mingers J., 2004).

This philosophy distinguishes between “experiences” level: experiences are real and actual and empirical, rather than just one of them. The real domain encompasses persistent causal generative mechanisms, such as ideas, motivations, and social structures, which may or may not be observable. Patterns of events are explained by these generative mechanisms, which are independent of the events they produce (Tsoukas, 1994). Contextual conditions influence whether these mechanisms lead to change, with outcomes often unpredictable. However, researchers can identify causal explanations by drawing from antecedent knowledge (Volkoff & Strong, 2013).

The empirical domain contains the subset of actual events that researchers can observe, whereas the actual domain consists of transient or ephemeral events arising from genuine mechanisms (Mingers & Standing, 2017). Generative mechanisms are uncovered through retroductive reasoning, starting with observed events and theorizing about the mechanisms causing them (Mingers J., 2004).

5.1.2 Qualitative validity and reliability

Lincoln and Guba (1985) present a number of methods for conducting qualitative research and argue that a research study's credibility is crucial to assessing its value namely, transferability, credibility, dependability, and confirmability.

5.1.3 Research biases

Researchers must be vigilant regarding factors that could compromise the validity and reliability of their findings. Error, a significant factor affecting both, can arise from various sources including the researcher, respondents, social context, and data collection methods (Brink, 1993). Field and Morse (1985) suggested that researchers spend time in the research setting before data collection to mitigate bias. Working within the institution where the study was conducted enabled respondents to acclimate to the researcher's presence, minimizing potential bias.

Ensuring the truthfulness of responses is crucial, particularly when data are gathered via questionnaires, as respondents may aim to portray situations more favourably or unfavourably than they are (Brink, 1993). To address this, the survey was transparent about the research nature, and a heuristic approach was employed. Heuristic research entails a subjective exploration of significant human experiences to uncover meaning and essence. Moustakas (1990) outlined “six phases of heuristic research: initial engagement, immersion, incubation, illumination, explication, and creative synthesis”.

5.2 QUALITATIVE DATA PROCESSING AND ANALYSIS

The study's cross-sectional quantitative design implies that the findings from the quantitative phase inform the objectives of the subsequent qualitative ad hoc analysis. Thus, guided by the quantitative phase’s outcomes, inquiries were crafted to delve into aspects that remained unexplained through open-ended questions. Subsequently, the Qualitative information was gathered and examined. The methods used to collect qualitative data produced a significant

amount of textual data, which were then thematically analyzed using the six-stage framework developed by Braun and Clarke (2006). ‘Thematic analysis’, according to Braun and Clarke (2006: p. 79), “is independent of any pre-existing theoretical framework and can be contextualist, constructionist, or essentialist”. A deductive realist thematic approach was used, which details the respondents' experiences, interpretations, and reality and is more explicitly analyst driven.

5.2.1 Thematic analysis

Using Atlas.ti 24, the open-ended questions were examined and thematically analyzed in accordance with the following guidelines established by Braun and Clarke (2006): Step 1: Become acquainted with the information, this entailed the researcher examining the answers closely in an active way while searching for semantic themes. Stage 2: Generating initial codes from the data. Data segments that reflected the theme of the data were given words, or codes. This process helps to identify components that are relevant to the research questions and simplifies complex textual data (Naeem, Ozuem, Howell, & Ranfagni, 2023). Creswell (2015) emphasized the necessity of coding, noting that text data is dense and requires a significant amount of processing time. The qualitative data underwent thorough descriptive coding using AI coding. Constant testing and comparison of data through the constant comparison method was used to improve reliability (Leung, 2015). Stage 3: Generating themes. In order to find patterns and relationships and provide insights into the research questions, theme development entails grouping codes meaningfully (Naeem et al. 2004). Looking for recurring themes were created by grouping codes that made sense together. For instance, the concepts "better resources; management support; communication; organizational strategy" were combined to create the final concept "organizational climate." Step 4: Examining the themes. The third stage's initial themes were examined to gain insight and spot new themes. Step 5: Giving themes names and definitions. Finding each theme's core is the aim of this last round of theme refinement (Braun & Clarke, 2006: 92). While the main themes themselves were scrutinized to understand their relationship to one another, subthemes were also examined to understand their relationship and interaction with the main themes. Step 6: Report production. Key conclusions that arose from the themes were combined to produce results that could be understood in Chapter 4, discussed in Chapter 5, and a conclusion drawn from the study.

The results of the thematic analysis conducted using the previously outlined steps are presented in the sections that follow. The themes that were used for the study during the quantitative

phase—organizational climate, work-life balance, and job satisfaction—are used to present the results.

5.2.2 Theme 1: Organisational climate

The first theme identified is that of organisational climate and comprises of the following sub-themes: 1. Resources; 2. Management support; 3. Communication; 4. Organisational strategy, and 5. Human resources processes which can be viewed as either facilitating or limiting, depending on the context within which the integration efforts occur. Organisational climate pertains to the collective perceptions of employees and the importance they attach to the rules, regulations, and guidelines they follow at work. It also encompasses the actions related to the organization's human resources that are encouraged, supported, and rewarded (Rozman & Strukelj, 2021). The sub-themes will now be discussed.

5.2.2.1 Sub theme 1: Resources

The first sub-topic identified is that of resources. Respondents were asked about potential support from the institution both during the lockdown period and after its cessation. A recurring theme emerged from the responses, highlighting the necessity for adaptable resources to facilitate remote work effectively.

"Provide resources like laptops, as desktops don't work in these days."(P6)

This quotation encapsulates a prevalent sentiment among respondents regarding the inadequacy of their current work setups to accommodate the demands of remote work during lockdown. The reliance on desktop computers, ill-suited for remote operations, emphasises a pressing need for organisational assistance in the form of more flexible and portable technology.

Furthermore, the emphasis on laptops as essential tools for productivity indicates a desire for mobility and accessibility, enabling employees to seamlessly transition between remote and on-site work arrangements as conditions evolve. The provision of laptops by the organization would not only alleviate technical constraints but also foster a sense of support and adaptability during challenging times.

Importantly, this finding suggests that organisational assistance in acquiring or upgrading technological resources can significantly enhance employee well-being and effectiveness, particularly in the context of prolonged lockdowns. As such, initiatives to provide laptops or

similar devices represent tangible strategies for organisations to support their workforce in navigating the complexities of remote work both during and after periods of lockdown.

5.2.2.2 Sub-theme 2: Management support

There was a suggestion to establish regular administrative meetings to promote a sense of unity and cohesion among team members, particularly in the context of remote work. One participant expressed this need, stating,

"Have regular admin meetings so there is a feel of togetherness as at the office." (P50).

This underscores the importance of maintaining connections and communication channels within the team to foster collaboration, alignment, and a shared sense of purpose despite physical distance.

One prevalent theme centred on the importance of transparency and inclusivity in communication. Respondents emphasised the significance of receiving updates on decisions, highlighting a desire for insight into the higher-level decision-making procedures of the institution. This sentiment emphasizes the importance of transparency in fostering trust and engagement among employees, particularly during times of uncertainty.

"Updates on decisions made during management meetings" (P5)

Another suggestion for improvement involved job rotation within the team. One participant highlighted this strategy, indicating a potential benefit in fostering cross-functional skills development and knowledge sharing among team members. Job rotation can enhance versatility and adaptability within the team, enabling individuals to gain diverse experiences and perspectives while contributing to organizational resilience and innovation.

"Job rotation." (P230).

Moreover, participants emphasized the importance of organizational clarity and alignment in driving team improvement efforts. One individual suggested making staff aware of the organizational direction, goals, and objectives, indicating the value of transparency and communication in promoting collective understanding and commitment to organizational priorities. This suggests that clear communication of organizational goals and objectives can enhance team cohesion, motivation, and effectiveness in pursuing shared objectives.

"make staff aware of organizational direction, goals, objectives."(P166).

One common concern expressed by participants related to changes in the workplace that impact their roles without their involvement in decision-making processes. A participant articulated this sentiment, stating,

> *"Changes that are made that affect my work without being involved in decisions." (P99).*

This highlights a perceived lack of communication or consultation from management regarding changes that directly impact employees, leading to feelings of frustration and disempowerment.

In summary, these qualitative findings highlight several actionable strategies for team improvement aligned with current organizational goals. By prioritizing digital transformation, implementing job rotation, fostering regular communication and togetherness, and promoting organizational clarity and alignment, the team can enhance its capabilities and effectiveness in contributing to the achievement of organizational aims.

5.2.2.3 Sub-theme 3: Communication approaches

Respondents were asked about their preferences regarding communication and updates during the current period. In exploring the communication needs of respondents, several distinct preferences and expectations emerged. One prominent theme centred on the importance of regular check-ins and supportive communication from managers. Respondent (P100) highlighted this need, expressing a desire for:

> *"Check-in from manager in the morning." (P100).*

This sentiment underscores the significance of proactive and empathetic leadership, particularly in times of uncertainty and remote work arrangements.

Secondly, the majority of respondents expressed a broader need for a shift in communication dynamics, emphasising the importance of conveying support rather than solely issuing directives. Respondents indicated a desire for a more empathetic and collaborative approach from organisational communication channels. Respondent (P15) remarked,

> *"Communication of SUPPORT not only of orders and often dictatorship,"(P15)*

This suggests a recognition among employees of the value of inclusive and empowering communication practices in fostering engagement and morale during challenging times.

Interestingly, in contrast, there was a consensus among respondents regarding the effectiveness of current communication practices within the organization. Respondent (P131) remarked positively, stating,

> *"Communications are well managed." (P131).*

This observation suggests that, while there may be specific areas for improvement or additional support desired, overall satisfaction with communication protocols is relatively high.

Taken together, these findings highlight the nuanced communication needs of employees. While there is a clear desire for supportive and empathetic communication from managers, there is also recognition of the importance of effective and well-managed communication channels within the university. Addressing these needs can contribute to a more cohesive and resilient workforce, better equipped to navigate the challenges of remote work and uncertain circumstances.

5.2.2.4 Sub-theme 4: Organisational strategy

Respondents offered insightful perspectives on how to enhance productivity and effectiveness within the university despite current challenges. Their responses highlighted various strategies and areas for improvement. A recurring theme emphasised the importance of fostering a collaborative and encouraging workplace, suggesting that a unified sense of purpose and mutual support among colleagues can enhance teamwork and productivity. Respondent (P7) emphasised the need to,

> *"work together and share a common goal, care for each other," (P7).*

> *"Efficiency & accountability. Streamline the workflow!!! for example: It takes at least 3-5 approvers from different departments to complete an internal requisition/claim. Then the receiving dept wants the original written requisition/claim - a bit difficult under lockdown... Surely these duplicate/triplicate forms could be done online with approvers listed...? (Just a valid thought). Worst of all is the constant need to follow up with each step of the administration. Even prior to lockdown we would walk from dept to dept - at different locations - getting approval signatures." (P97).*

The majority of respondents expressed a need for better support from ICT infrastructure. Indicating that addressing technological challenges and providing adequate ICT resources and assistance can significantly improve workflow efficiency and effectiveness. One prominent suggestion centered on the need for a comprehensive digital transformation strategy

encompassing all facets of the university. This suggests a recognition of the critical role that technology plays in facilitating remote work and university operations, emphasising the need for investment in ICT infrastructure and support services.

"Better support from IT," (P2).

"We need to develop a thorough digital transformation business strategy - which incorporates all the different arms of the university."(P19).

Furthermore, there were suggestions for staff development aimed at promoting continuous learning and career advancement. The majority of respondents proposed the creation of a learning institution with a clear career development path, emphasizing the importance of ongoing skill development and opportunities for professional growth. This highlights the potential benefits of establishing structured career pathways and funding programs for staff development and training to improve workforce capability and motivation.

"Create a learning organisation with clear career development path." (P101).

Lastly, respondents emphasised the importance of transparent and honest communication as a means of overcoming challenges and achieving university goals, underscoring the role of open dialogue and transparent communication channels in building trust, fostering alignment, and addressing issues proactively. Effective communication practices can facilitate clarity of purpose, alignment of efforts, and responsiveness to changing circumstances, ultimately enabling the organization to adjust and prosper in difficult environments.

"This can be done and achieved through upfront and honest communications," (P200).

Overall, these qualitative findings underscore the multifaceted nature of strategies for enhancing productivity and effectiveness within the university. By fostering collaboration, addressing technological needs, promoting learning and career development, and prioritizing transparent communication, the institution can cultivate a resilient and adaptive workforce capable of achieving its objectives despite prevailing challenges.

5.2.2.5 Sub-theme 5: HR processes (regrade, policy, disciplinary, staff development)

Respondents were invited to share their perspectives on career prospects within the University of the Witwatersrand, eliciting a range of sentiments and experiences regarding advancement

opportunities. The qualitative analysis revealed distinct themes reflecting varying perceptions of career growth and development. One prevalent theme highlighted a sense of stagnation and limited prospects for advancement within certain departments. Respondent (P8) expressed dissatisfaction, noting,

> *"Currently no growth, but better prospect outside of the Department." (P211)*
>
> *"I feel that PAS (support staff) should be supported more in career development and just being noticed." (P11).*

This sentiment suggests a perceived lack of opportunities for career progression internally, prompting individuals to consider external avenues for professional development and advancement. This dissatisfaction implies that there is an intent to quit.

Moreover, there was a notable concern among administrative staff regarding career advancement barriers, particularly related to the probationary period and the availability of higher-grade positions.

> *"Very limited for admin staff as you have to resign and start a new probation period in your new jobs." (P135).*
>
> *"Jobs above grade 9 are virtually impossible... There is very little chance of getting the job!" (P67).*

Furthermore, in contrast, there were respondents who expressed optimism and a belief in the existence of growth opportunities within the organization. Indicating a belief in the potential for advancement contingent upon individual initiative and effort.

> *"I think there are opportunities to grow, provided that you step up to the challenge," (P82).*
>
> *"Very hopeful as there are opportunities to grow."(P24)*

This perspective suggests a belief in the universities capacity to facilitate professional development and career advancement, fostering a sense of optimism among employees regarding their future within the institution.

5.2.3 Theme 2: Work life balance

Poulose & Sudarsan (2014) distinguishes between organizational (employment conditions, WLB programs and policies, work support, stress at work, innovation, and role-related factors),

societal (childcare responsibilities, family support, and other societal factors), and individual (personality, wellness, and emotional intelligence) factors that affect work-life balance.

Respondents provided valuable insights into the support they require from the university during and after lockdown, highlighting several key areas of concern and improvement. The majority of respondents expressed a need for flexibility in working arrangements, particularly for those who can work from home. Work-life balance strategies and other flexible work schedules assist businesses in luring and keeping top talent performing employees (Atiku 2021).

> *"Flexible working hours for those who are able to work from home." (P203).*

This reflects a desire for a more adaptable approach to work schedules that accommodates individual circumstances and preferences, particularly considering remote work arrangements that are necessitated during unforeseen circumstances, like lockdown restrictions.

Participants shared various concerns regarding both their personal lives and work situations, reflecting a range of challenges and anxieties they currently face. A significant concern expressed by respondents related to job security and the nature of employment contracts. One participant advocated for the offer of permanent positions instead of annually renewable contracts, indicating a desire for greater stability and certainty in their employment status. This reflects broader anxieties about job insecurity and the precarious nature of temporary employment contracts, particularly during times of economic uncertainty.

> *"Offer a permanent job, instead of the annually renewable contracts." (P18).*

Furthermore, respondents highlighted the issue of salary inadequacy compared to other academic institutions. This concern underscores the importance of fair and competitive compensation practices in attracting and retaining talent, particularly in roles essential to the functioning of the university. Addressing salary disparities is crucial for ensuring the financial well-being and motivation of staff members, particularly in the face of rising living costs and economic pressures.

> *"IMPROVE SALARIES OF SUPPORT STAFF AS WITS PAYS COMPARATIVELY LESS THAN OTHER ACADEMIC INSTITUTIONS." (P177).*

> *"At home - financial stability. Finance pressures are increasing and with having received no increase at work, the worries and stress have also increased". (P178).*

Financial security and retirement planning emerged as significant concerns for some participants, particularly those nearing retirement age. One participant expressed apprehension about pending retirement in two years and the need for financial independence. They also highlighted concerns about the lack of succession planning within the organization, contributing to feelings of uncertainty about the future and job satisfaction.

> *"Pending retirement in 2 years' time. Being financially independent. Work: no succession planning and deterioration of employee satisfaction, leading to frustrations and bitterness - worst of all the lack of motivation and an attitude of 'simply be at work to earn a salary." (P23).*

Conversely, some participants expressed a feeling of contentment and relaxation in their present work environments. One individual stated,

> *"Very little I am relaxed in the environment that I am operating in," (P34)*

suggesting a positive outlook despite broader organizational challenges. This perspective highlights the variability of experiences within the workforce and the importance of acknowledging individual contexts and perspectives.

Overall, these qualitative findings underscore the multifaceted support needs of employees during challenging times. Flexible working arrangements, fair compensation and job security are crucial factors in promoting employee well-being and productivity, particularly in challenging times. Addressing these concerns requires a proactive approach from the university, encompassing policies and initiatives that prioritize employee support and empowerment.

5.2.4 Theme 3: Job satisfaction

5.2.4.1 Sub-theme 1: Internal factors

Participants shared diverse perspectives on their feelings about career prospects within Wits, revealing nuanced experiences and sentiments regarding advancement opportunities within the institution.

One prevalent theme highlighted a sense of disillusionment and frustration among certain employees regarding their career trajectories. One participant expressed scepticism about the possibility of advancement, stating,

"As much as I love my job, I know, and this is only because history tells me this - that there is no prospect for me being upgraded to that of a senior administrator (for example), despite the hard work I'm putting in." (P55)

This sentiment reflects a perception of limited upward mobility within the institution, despite dedication and commendation from immediate supervisors.

Furthermore, there were indications of disillusionment leading to active job-seeking outside of Wits. One participant expressed a desire to leave the institution due to perceived changes in its culture and treatment of staff, stating,

"At this stage, I am looking for another job outside of Wits. This institution is no longer how it used to be, especially when it comes to the treatment of staff." (P134).

This sentiment suggests a loss of faith in Wits as an employer and a recognition of the need to seek opportunities elsewhere.

Additionally, there were concerns raised about the lack of clear career paths and promotion policies for support staff within the organization. One participant highlighted this issue, stating,

"There is no career path for support staff. We do not have a promotion policy." (P242).

This perception of limited career development opportunities for support staff underscores broader concerns about equity and inclusion in organizational advancement practices.

Overall, these qualitative findings underscore the complex interplay of individual experiences, organisational culture, and structural barriers in shaping employees' perceptions of career prospects at Wits. Addressing these concerns requires a holistic approach, encompassing transparent communication, equitable advancement policies, and a supportive organizational culture that values the contributions of all staff members.

5.2.4.2 Sub-theme: External factors

Participants provided insightful reflections on the contributions their work makes to Wits, highlighting the diverse ways in which their roles support the university's mission and objectives.

One prevalent theme emphasized the vital role of administrative work in facilitating the smooth functioning of the university. A participant highlighted this, stating,

"I think all admin work makes a difference because they support the academic functions and the smooth running of the university." (P3).

This perspective highlights the importance of administrative staff in providing essential support services that enable academic activities and operations to thrive.

Furthermore, participants expressed a commitment to advancing the universities digital transformation initiatives, recognizing the importance of modernizing the institution to remain competitive in the digital era. One participant described their role in spearheading digital transformation projects aimed at bringing the university on par with its competitors. They emphasized the significance of their efforts in addressing digital maturity gaps and enhancing the universities digital capabilities to meet the evolving needs of students and staff.

Another significant contribution highlighted by participants was their role in supporting postgraduate students with research endeavours, thereby contributing to academic throughput rates and generating revenue for the university. One participant emphasized this aspect, stating,

"Supporting postgraduate students with research thereby contributing to throughput rates and bringing in funds to the University by promoting our research courses." (P66)

"I think it's very important. I love working with students and seeing the student transition gradually from an applicant into a graduate, is very satisfying." (P133).

This highlights the integral role of research support services in driving academic excellence and financial sustainability at Wits.

Overall, these qualitative findings explain the multifaceted contributions of staff members across various roles and departments to the universities mission and goals. From administrative support to digital transformation initiatives and research facilitation, employees play a critical role in advancing the university's academic reputation, operational efficiency, and financial sustainability. Recognizing and valuing these contributions is essential for fostering a culture of appreciation and empowerment within the organization.

5.3 CONCLUSION

The outcomes of the ad hoc qualitative process were covered in the current chapter. An overview of Chapter 3 is given at the beginning of the chapter and then the introduction of Chapter 5. The second section depicts the trustworthiness, studies reliability and validity.

Thereafter, the ad hoc qualitative process is explained using thematic analysis. Quotations from the respondent are used to present the data's results.

CHAPTER 6

6 DISCUSSION

6.1 INTRODUCTION

Considerable challenges persist in HRM system research, particularly in its endeavour to incorporate context and investigate a broad spectrum of employee outcomes (Heffernan, Cafferkey, Harney, Townsend, & Dundon, 2022). The study's findings are compared to earlier findings on individual personality dimensions and intent to quit in professional and administrative staff. The section will concentrate on discussing the findings and drawing conclusions together with literature and derive insights into what the results mean in a South African context.

6.2 OVERVIEW OF THE STUDY'S OBJECTIVES AND RESEARCH QUESTIONS

The objective of this study was to interrogate turnover literature and to develop and test a theoretical model that relates individual personality dimensions, organisational climate measures, turnover intentions, job satisfaction, and work-life balance. The overarching goal of the study was to examine associations between individual personality dimensions and turnover intentions when exposed to various moderating and mediating factors as described in the literature. The objective of this study was to examine the associations that individual personality dimensions, 'job satisfaction, work-life balance', and organisational climate measures have on the intention to quit. The practical aim of the study was to help reduce the costs imposed on the university that are typically associated with turnover, provide insight through testing to provide human resource management with recommendations to manage talent and retain professional and support employees. The aims were examined through the following objectives. The overarching practical objective was, therefore, to generate insight via the testing process to provide recommendations for university management, tailored to improving the organisational climate and increasing the wellbeing of employees, while reducing the costs associated with the process. This study therefore sought to address the following questions on the impact that the study variables have on turnover intentions.

1. To what extent do individual personality traits influence turnover intention among professional and administrative staff?
2. To what extent do organisational climate measures mediate the relationship between individual personality dimensions and turnover intention?

3. To what extent do job satisfaction and work-life balance moderate the association between individual personality dimensions and turnover intention among professional and administrative staff?

This study's proposed integrated SEM model (see Figure 4-6) answered the questions and supported the study's hypotheses in all but three direct structural paths, and two indirect structural paths. A brief overview of this study's demographic characteristics is now considered.

6.2.1 Demographic Profile

This cross-sectional study exclusively focused on turnover intentions of professional and administrative employees. 32.2% of the participants were between the ages of 36 and 45, making up the majority, with seven PAS staff making up 2.9% within the 18 to 25 years age range. This finding highlights the generation gap within the institution and the need to focus on employing more graduates. The ethnicity of the sample emerged as majority Black followed by White, this finding was not surprising as the black South Africans are in the majority. Female participants made up the majority of the sample, indicating an uneven distribution concerning gender in the study. Most of the respondents spoke English with 9.1% of the sample speaking isiZulu, this is not surprising due to English being the universal language. Regarding credentials, most of the participants held a Diploma. The highest level of education obtained by Black PAS employees were a 4-year Degree/Honours Degree, whereas Coloured PAS employees obtained a Diploma, with White PAS employees obtaining a PhD (Doctor of Philosophy) as their highest level of education. Findings show that females outperform their male counterparts academically, four females held a PhD in contrast to their male colleagues who had not obtained a PhD qualification.

The majority of females were remunerated on a job grade 9, with the majority of males who were remunerated on a job grade 8. This finding highlights the gender pay gap, as has long been the case. While the gender pay gap has not changed much in the last two decades, it has narrowed considerably. Gender pay gaps can usually be explained by measurable factors, for instance, educational attainment and work experience. However, in this instance, females have higher qualifications than their male counterparts. While 28.9% of participants said they had two dependents, the majority of participants said they had no dependents, the reason for this could be linked to the current economic climate and that it is too costly to have children in these current times. Most of the sample's members had 16 to 20 years of work experience,

while 15.1% had only 11 to 15 years. This finding is not surprising considering most of the participants were older than 36 years old. Majority of participants had only been employed there for one to ten years. This finding highlights the need for HR to have succession plans in place to ensure institutional knowledge does not leave the university at retirement age. The majority of participants looked forward to another day of work. (see Appendix 10.10). However, 30.2% were not fearful of the unknown preventing them from quitting. (see Appendix 10.11).

Having revisited contextual information, and briefly considered this study's objective, and descriptive profile of participants, I now consider the hypotheses which will be used to structure the discussion.

6.3 DISCUSSION

A number of hypotheses were proposed to help understand the interaction between individual personality dimensions and turnover intention, by examining the effects of work satisfaction, both direct and indirect, 'work-life balance', and organisational climate between these constructs. The study explores the moderated mediation relationship between personality traits and turnover intention, utilizing trait personality theory and social exchange theory frameworks. The findings will now be explored and discussed.

Personality and intent to quit

The scholarly investigation pertaining to human resource management (HRM) and well-being has predominantly focused on explaining mutually beneficial outcomes within stable operational contexts, thus presenting a skewed portrayal of organisational dynamics (Harney, Fu, & Freeney, 2017). Conversely, this study looked at the situation of measuring the associations between individual personality characteristics on turnover intention and whether organisational climate measures affect the association. This study recognizes the need for a deeper investigation of how the organisational climate effects professional and administrative staff and their intent to quit, while also responding to requests to deal with severe contingencies "in work life balance and job satisfaction" (Harney, Fu, & Freeney, 2017).Moreover, understanding is extended by drawing on a survey of professional and professional and administrative employees at a South African university, elevating the subjectivity of employee experience to the fore of analysis. The research revealed no meaningful association between individual personality dimensions and intent to quit (Hypothesis H1), this was consistent with previously reported research (Saeed, 2020). The finding suggest that overall personality

characteristics don't affect an employee's intention to quit in this context. Results of this study are partially like Hadiyat et al. (2020) who showed strong significantly inverse correlations between four personality traits, including conscientiousness, extraversion, openness to new things, and openness to experience agreeableness and the desire to depart from the company. This reemphasises the need for studies to be conducted, and relationships to be investigated in different contexts to understand how the various relationships may differ when investigated in different contexts. Conversely, similar studies by Salgado (2022) and Zimmerman (2008) discovered a strong correlation between turnover intentions and an individual's personality.

The results support Saeed's earlier research (2020), which found that conscientiousness is positively insignificant to turnover intentions (Hypothesis H1a). The results here suggest that conscientiousness liked discipline, achievements and challenges in the workplace and that these individuals would probably be retained in organizations if they were given challenging work and recognized for their exceptional performance (Treglown, Zivkov, Zarola, & Furnham, 2018). Conversely, researchers have also found conscientiousness to be adversely connected to the desire to leave (Singh et al. 2014; Timmerman, 2018;Judeh, 2012).

The finding that emotional stability (neuroticism) positively correlates with turnover intentions (Hypothesis H1b) aligns with previous research indicating that emotional stability influences actual turnover (Jeswani & Dave, 2012; Judeh, 2012; Zimmerman, 2008; Salgado, 2002; Singh et al., 2014). Individuals with this personality trait may indeed exhibit a higher intention to leave, yet practically, they might refrain from resigning due to their heightened tolerance for challenging circumstances. Emotional stability fosters an integrated and balanced approach to navigating life's challenges (Chatrurvedi & Chander, 2010). The affective experiences encountered at work can significantly impact workplace attitudes and actions. Given the demanding characteristics of the higher education sector, where employees often contend with stressful situations, the significance of emotional stability becomes apparent. Employees lacking emotional stability may struggle to cope with the demands of academia and may be more inclined to leave despite the working conditions. However, further investigation within the higher education context is warranted, as empirical evidence remains limited (Funder & Ozer, 2019; De Boek & Jeon, 2018).

The findings that agreeableness is positively insignificant to turnover intention (Hypothesis H1c), is in line with prior research that agreeableness has no association to intent to quit (Hadiyat et al., 2020; Singh et al., 2014; Salgado, 2002). The findings may be unimportant

because of the propensity to prioritize the team and sacrifice individual needs in order to achieve group objectives (Saeed, 2020). Agreeable personality dimensions have kept them in the institution because of their conformity and dependability traits.

According to the current data, Openness to Experience significantly lowers turnover intentions (Hypothesis H1d), which is consistent with earlier research that found open to experience personality dimensions were associated with higher employee turnover intentions (Salgado, 2012; Saeed, 2020). This conclusion can result from this personality type's propensity for taking chances and trying new things. The findings validate the theory that extraversion has no bearing on the intention to turnover (Hypothesis H1e), which is consistent with earlier research (Judeh, 2012; Saeed, 2020). Extraverted employees have a higher likelihood of experience stress at work, which raises the possibility of them quitting the company or intending to leave.

Limited prior research has delved into the connection between individual personality traits and the intention to leave an organization, particularly in South Africa, in postsecondary education sector. The findings hold significance for staff selection in higher education, suggesting that personality factors, such as emotional stability, can serve as predictors of turnover intentions. Previous research by Jeswani (2012) explored "the relationship between personality traits in the Big Five traits" and turnover intentions. Through regression analysis, Jeswani investigated personality as a collective construct and discovered personality traits and faculty employees' intentions to leave have a negative correlation in India. However, these study findings can serve as a foundational citation for additional information exploration into the influence of unique personality characteristics on the inclination to quit among professional and administrative staff.

The findings that a strong correlation exists between intentions to leave, and work-life balance (Hypothesis H2) aligns with prior research indicating that higher levels of 'work-life balance' correspond to lower intentions to leave (Alves, 2024; Giauque et al., 2019; Oosthuisen et al., 2016; Noor, 2011). Furthermore, Fox and Fallon (2003) found that attaining 'work-life balance' enhanced work satisfaction and reduced turnover intentions. Organisations that prioritize work-life balance tend to experience reduced worker attrition rates. Muteswa and Ortlepp (2011) further advocated for the creation of a work an atmosphere that supports preserving work-life harmony as a strategy to retain staff. Factors like stress at work, workload, and 'work-life balance' predominantly influence the inclination to resign. However, for managers seeking to mitigate the consequences of resignation intention and potential turnover,

these variables represent modifiable aspects. Specifically, job stressors (excessive workload, role ambiguity) that contribute to the development of psychological states leading to resignation intention can be addressed. Additionally, the finding that job satisfaction significantly inversely relates to turnover intentions, which aligns with previous research (Hypothesis H3), suggesting that enhancing job satisfaction can mitigate high employee turnover rates, highlighting a significant negative association (Chen, Ran, Zhang, Yao, & Zhu, 2019).

Some research suggests a clear connection between turnover intentions and personality traits, but other studies contend that significant mediator and moderator variables also play a role in this relationship. (2018) Treglown et al.; Zimmerman (2008). The claim made in this study is that 'job satisfaction', 'work life balance', and organisational climate may interact with different employee individual personality characteristics. Such interactions may lead to turnover intentions.

This study's objective was to evaluate the hypothesis that job satisfaction influences turnover intention prediction by acting as a moderator variable. This study suggests that contentment at work doesn't moderate the association between personality and the intention to quit (Hypothesis H6a), which is partially consistent with previous findings that 'job satisfaction' has a moderating role on the 'intention to quit' (Turgut, Bekmezci, & Ates, 2017). However, earlier research has indicated that elevated levels of turnover intention were significantly predicted by low contentment with one's work (Oosthuizen et al., 2016). The results did not corroborate earlier research (Wulandari, Mangundjaya, and Utoyo, 2014) that examined causal models of work satisfaction, which hypothesized that work satisfaction acts as a mediator between the effects of the various independent variables. Although work satisfaction is a crucial factor in the process of organizational change, research by Wulandari et al. (2014) revealed inconsistent findings regarding the relationship between job satisfaction and the intention to leave, indicating the presence of partial mediation effects. In most of the current studies, "job satisfaction was usually regarded as a dependent variable" (Kinzl, et al., 2005) or an independent variable (Yee, 2018) to understand academic satisfaction. To the authors knowledge the majority of studies conducted tested the mediation effect of job satisfaction on turnover intention. "Most studies have ignored job characteristics, such as job satisfaction, as potential moderators of turnover intention" (Wan, Chan & Chen, 2016).

Furthermore, the study demonstrated that the relationship between turnover intention and personality is not moderated by work-life balance (Hypothesis H6). “Although a moderator effect is not found here, the results support other studies finding a direct significant relationship between work life balance and turnover intentions” (Adriano & Callaghan, 2020), Other studies have discovered that ‘job satisfaction’ is moderated by ‘work-life balance’ (Gounder & Govender, 2018). Muteswa and Ortlepp (2011) advocated for “organisations to foster environments supportive of work-life balance to enhance staff retention. In summary, managers and human resources professionals should factor in the relationship between work-life balance and turnover intentions of professional and administrative employees when devising talent retention strategies”.

This study emphasises the importance of obtaining a good organisational climate in retaining staff and reducing turonover intention. The findings showed that the association between the individual personality dimension (conscientiousness) and intent to quit was strengthened when organisational climate (outward focus) is lower (Hypothesis H5), and is consistent with earlier studies that showed that organisational climate has a mediating effect (Lo, Lu, Chang, and Wu, 2024;Javed et al. 2014). Furthermore, investigations of the direct connection between outward focus and intent to quit, indicated a non-significant relationship. This finding supports prior research that suggests that there is retention of professional and administrative employees who are hardworking and who specifically orient themselves around goals and achievements and who perceive a good organisational climate as sensitive to the needs of both the outside world and the students (Patterson, et al., 2004), where the institutions growth, resource acquisition, creativity, and adaptability are all linked to norms and values.

Fumasoli and Hladchenko (2023) point to the “importance of creating conditions that allow the involvement of individual professional and administrative employees into the development and implementation of the strategies in universities”. “The ability of an employee to challenge institutional pressure relates to either a very high or low social position within the institution” (Lawrence, Suddaby, & Leca, 2011).

By cultivating a positive organisational climate characterized by factors like rewards, responsibility, and high standards, management can mitigate turnover intentions. A number of studies have underscored the disruptive and harmful effects of turnover intentions on organisational productivity and performance (Jeswani & Dave, 2012; Sarwar, 2013; Glisson, 2006).

Previous researchers have found that individual personality dimensions in a moderating role test the association between institutional climate and turnover intention, the study revealed that organisational climate had a significant association with employees' intention to leave (Chai & Singh, 2008). However, the study provides new evidence revealing personality to have an indirect connection to turnover intention through organisational climate and moderated by job satisfaction. Findings also indicated that job satisfaction increases the indirect effect, (through organisational climate) between individual personality dimensions and turnover intention, so that this partnership is more robust when the level of organisational climate is low (Hypothesis H6b) but not when it is high. However, while results of SEM hypotheses testing showed the interaction was statistically significant suggesting that job satisfaction moderates the effect of personality on organisational climate in South Africa.is

Furthermore, the findings that organisational climate (clarity of goals) is significant and negatively associated to turnover intention (Hypothesis H5a) is in line with previous research that showed that the higher the organizational climate, the lower the turnover intention (Hartini, Arini, Dini, and Sulim, 2020; Saungweme & Gwandure, 2017). Findings support the importance of having a good organisational climate as a bad working environment was associated with the intention to leave the organisation.

Although traditionally seen as a direct influence on 'turnover intention', the study's results suggest that 'job satisfaction' might play a moderating role, with work-life balance emerging as a key moderator between personality and turnover intention. Furthermore, considering organisational climate as a mediating factor offers a more comprehensive understanding of the interplay between these variables. The study found that personality indirectly affected turnover intention through job satisfaction, indicating a nuanced relationship. Additionally, the impact of high job stress on turnover intention appears to be contingent on the degree of autonomy and flexibility afforded to employees in their work tasks. These findings underscore the complexity of the relationships between personality, 'job satisfaction, work-life balance', organizational climate, and 'turnover intention', suggesting a need for a more nuanced and holistic approach to understanding these dynamics.

6.3.1 Theoretical implications

The main contribution of this study was to develop and test a theoretical model in this context, given a lack of literature, no model has in this context to date incorporated these aspects thus offering a theoretical model appropriate to this context. Previous work that is closest to this study is from Callaghan, N (2022), where the study was conducted on academics from the same institution as this study, this study extends this research into professional and administrative staff. The study integrates individual personality dimensions to job satisfaction, work life balance, organisational climate, and turnover theories, thereby contributing to turnover literature. This study has important implications for understanding how 'job satisfaction and work-life balance' act as moderators in the relationship between personality and turnover intentions. Most studies have overlooked job characteristics like job satisfaction as potential moderators of turnover intention (Wan, Chan, & Chen, 2016). Further Investigation is required to ascertain whether this is an isolated effect.

The findings also add to existing literature supporting the indirect effects that 'job satisfaction and work life balance' have on professional and administrative staff turnover objectives in South African universities of higher learning. Results in this study support a moderated mediation model in which the relationship between individual personality dimensions and turnover intentions are moderated by job satisfaction and mediated by organisational climate. This study proved the moderating function of 'work life balance and turnover intention' in the relationship between personality and intent to quit. According to a review of the literature, only (Oosthuisen et al, 2016) "have investigated and confirmed the role of job satisfaction in the personality-intent to quit relationship". Building on earlier research, the current study's findings show that work-life balance has no moderating effect on the relationship between quit intention and personality. As a result, the findings of this study add to the existing turnover literature and support previous research that has linked personality, 'job satisfaction', 'work-life balance, and turnover intentions. This study builds on earlier findings by showing that organizational climate and work satisfaction may be more significant indicators of turnover intentions than personality.

Previous research has identified various antecedent factors that impact employees' turnover intentions (Podsakoff et al. 2007), in this study the focus is only on personality, job satisfaction, work life balance, and organisational climate. This was done as I was interested in finding out what effect organisational climate, 'job satisfaction, and work life balance' has on professional

and administrative staff intent to quit within the South African context. This study thus adds to the current turnover literature and broadens the discussion to include combining turnover predictors in higher education settings.

6.3.2 Practical Implications

The research findings will be useful for university management, professional and administrative staff, higher education institutions, and senior management within organisations. At the organizational level of analysis, the findings add to "the body of knowledge about how universities develop their strategic actor hood" (Fumasoli & Hladchenko, 2023) and respond to institutional pressure. Academic institutions will become even more aware of the various personality dimensions that contribute to turnover, enabling them to recruit individuals who are compatible with institutional culture, effective performance, and long-term retention. The study will help to increase employee retention by improving understanding of the effects of 'work-life balance'. Similar insights will also be useful to HR managers who are tasked with facilitating the design interventions or developing policies aimed at creating a positive organisational climate and 'work life balance'. This study provides useful insights into how to develop new HRM policies or practices, specifically a promotion policy for professional and support staff. Talent management or succession planning should be implemented at the university. There should be leadership training to improve communication, trust and employee wellbeing. A mentorship programme should be introduced for junior staff members. Regular reviews of job descriptions need to be in place to avoid employees taking on additional scope of work in the absence of recognition, increasing job satisfaction and recognizing employees' contribution to the university. According to this study, employees acknowledge that there are inconsistencies in institutional settings, but they lack the authority and legitimate tools to question these consistencies. The study offers guidance on creating HRM regulations pertaining to flexible scheduling and remote work. In the time of the pandemic ICT became more important by ensuring teaching and learning was not disrupted; provided the infrastructure/platforms for online teaching The study provides useful insight into how to develop new ICT policies. The university should consider digitizing manual processes to streamline processes and reduce duplication of functions. Therefore, the proposed study will seek to make an important contribution to managerial interventions or strategies that will enhance the organisation's climate, 'job satisfaction and work-life balance'. Perceptions of the

work environment are thought to mould subsequent behaviours (Dishop, Green, Torres, & Aarons, 2019). Therefore, it is necessary to examine the organisational climate within each organisation. Arendolf (2013) asserts that in order for an organisation to succeed, careful investigation into the best strategy for skill retention in South African industries is necessary. Through the implementation of appropriate research methodologies, South African organizations have the capacity to mitigate employee turnover by maintaining employee satisfaction and commitment, thereby extending their tenure. In doing so, universities may contribute to nation-building in South Africa by reducing turnover and unemployment. The findings imply several managerial ramifications. First of all, as 'work life balance' stressors are an indication of intention to quit (indirectly through organizational climate characteristics), the management should take measures to enhance employee satisfaction with recognition and improve the characteristics of the organisational climate.

Stress reduction appears to be somewhat strongly correlated with empowerment and autonomy. "Hence, the findings in this study support existing academic literature" (Stage & Kaare, 2019; Braun et al. 2015; Fumasoli & Hladchenko, 2023), that stressors "the necessity of empowering Deans and department heads to apply professional management approaches and play a crucial role in organizational strategy development". Furthermore, respondents highlighted the issue of salary inadequacy compared to other academic institutions. This concern underscores the importance of fair and competitive compensation practices in attracting and retaining talent, particularly in roles essential to the functioning of the university. Addressing salary disparities is crucial for ensuring the financial well-being and motivation of staff members, particularly in the face of rising living costs and economic pressures. Organizations should therefore evaluate current job descriptions and create tasks that provide workers a feeling of independence and flexibility in how they carry out their duties. Furthermore, it is imperative to incorporate training initiatives aimed at enhancing self-assurance in order to enable staff members to make knowledgeable choices. Work autonomy helps to create a positive work environment by empowering employees, encouraging knowledge sharing, fostering harmony and camaraderie within the organization, and assisting in team building. Even after years of study, there is still a disconnect between theory and practice when it comes to appreciating the value of keeping valuable employees and comprehending the elements that impact their desire to depart the company (Joo, Hahn, & Peterson, 2015).

6.4 CONCLUSION

This chapter discussed the results that were presented in Chapter 4. Firstly, the section provided an overview of the demographic profile. Thereafter, the hypotheses findings were discussed and compared to literature that currently exists. The section concluded with the theoretical and practical implication of the study. The final section of the dissertation will discuss the limitations of the empirical study, recommendations for managers, and future research.

CHAPTER 7

7 CONCLUSION, RECOMMENDATIONS FOR FUTURE RESEARCH AND LIMITATIONS

7.1 INTRODUCTION

The empirical study's findings show that organizational climate measures have a moderate effect on turnover intention. However, the interactions between individual personality dimensions, 'work-life balance', and 'turnover intention' are weaker than anticipated. Nonetheless, the study suggests that 'job satisfaction' may moderate the relationship between personality and 'turnover 'through organisational climate. This chapter addresses the research questions, discusses the study's limitations, makes recommendations to managers and future researchers, and concludes the dissertation.

7.1.1 Research Questions

The objective of this research is to develop and verify a theoretical framework that clarifies the dynamics of staff retention in higher education settings. The framework will concentrate on the interactions between personality traits, organisational climate, work-life balance, job satisfaction, demographic factors, and intention to leave.

Research Question 1: To what extent does personality influence turnover intention among professional and administrative employees?

The first research question outlined in the results of this study suggested that university professional and administrative employee personality traits in the South African context would affect turnover intention. The results shown and discussed in previous chapters have shown that three personality dimensions do not have an influence on the turnover intentions. However, the findings show that openness to experience and emotional stability (neuroticism) have a significant association to turnover intentions, suggesting that employees that are secure, calm and needing career development are more prone to leaving their employment. HR management could potentially counter this effect by improving HR policies to include flexible working arrangements and succession planning.

Research Question 2: To what extent does organisational climate mediate the relationship between personality and turnover intention?

The second research question uses indirect effects, this study has established that organisational climate does not mediate the relationship between personality and turnover intention.

Question 3: To what extent does job satisfaction and work-life balance moderate the relationship between personality and turnover intention among professional and administrative staff?

According to this study, there is no moderating effect of work-life balance on the relationship between turnover intention and personality. According to this study, there is no moderating effect of job satisfaction on the relationship between personality and intention to leave. However, additional statistical analysis revealed that job satisfaction increases the relationship between personality and turnover intention which is indirectly caused by the organisational climate. Therefore, additional research is required.

Summary of ad hoc qualitative findings

The ad hoc qualitative study discovered that the main themes were organisational climate, 'work-life balance, and job satisfaction'. Employees expressed a need for organisational support in providing more flexible working arrangements as well as the technology to support the remote working environment. Additionally, the qualitative findings suggest actionable strategies for team improvement aligned with the institutional goals, including prioritising digital transformation, implementing job rotation, and fostering regular communication. Addressing these needs may contribute to a cohesive and resilient workforce capable of navigating work challenges. The perception of some employees is that there is limited upward mobility within the institution. The findings suggest that employees are unsure of their career trajectory due to perceived changes in its culture and treatment of staff. Addressing these concerns necessitates transparent communication, equitable advancement policies, and a supportive organisational culture valuing the contributions of all staff members.

7.2 LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The study has a few limitations. The main limitation is that it is a cross-sectional study; a longitudinal study would be more useful. Future research may include a longitudinal study to track trends in the relationship over time.

This study's sample population is limited to a single university, making drawing broad conclusions difficult. As a result, the empirical study's findings may not be applicable to all universities. Furthermore, the sample only includes one of South Africa's nine provinces, Gauteng. Thus, extrapolating the results to the other eight provinces may not be feasible.

Future research may include multiple universities and provinces to gain a better understanding of organizational climates. Because convenience sampling was used to collect the data, the sample may not have come from a sufficiently diverse pool of potential respondents. As a result, this data collection method may contribute to bias, reducing the study's generalizability. Another potential limitation is that the study survey assessed turnover intention rather than actual turnover among participants. Furthermore, this study has important implications for understanding the role of job satisfaction and work-life balance as moderators in the relationship between personality and turnover intentions. “Most studies have ignored job characteristics, such as job satisfaction, as potential moderators of turnover intention” (Wan, Chan & Chen, 2016). Further research is needed to determine whether this is an isolated effect. The intention to leave does not always result in a decision to leave, so the intent to quit is a less accurate predictor of the likelihood of a voluntary quit. Nonetheless, many theorists believe that intentions are an immediate precursor to actual turnover, and that intent to quit is one of the most powerful predictors of turnover. Actual turnover may be considered in future research. Furthermore, the study did not include university leadership, which could have provided a unique perspective on institutional climate. Future studies may include university leaders, who can offer a unique perspective on organizational climate. The study was conducted during the COVID-19 pandemic, which drastically altered everyday work. Despite efforts to mitigate “common method bias by measuring the dependent and independent variables separately and at different times, some common method bias may still exist in the results” (Podsakoff, 2003). “Common method bias may have occurred due to the length of the measurement scales and item presentation, item characteristics, and the physical context and medium in which the variables were measured” (Podsakoff, 2003).

7.3 CONCLUSION

In conclusion, the overall purpose of the study was to obtain further insight into the relationships discussed to provide the university with insight into the retention of professional and administrative staff and to assist in controlling the turnover intentions of employees.

The current study rejected that individual personality dimensions directly affect turnover intentions. Furthermore, no moderating effects on job satisfaction were found from the derived hypothesis. However, the study identifies work life balance as a moderator between personality and turnover intention through organisational climate. Organisational climate is identified as having no mediation effect between personality and turnover intention.

The results and recommendations from this investigation should be regarded cautiously in light of the numerous restrictions mentioned in the limitation section. Future investigations into the causes of turnover intentions in higher education institutions should build on the findings of this study. It is suggested that this research be expanded into a larger study to better understand the extent to which South African universities are losing professional and administrative staff.

In conclusion, the research is of significance to the management of the University, the professional and administrative staff and other institutions of higher education within South Africa to better understand the factors associated with employees' turnover intentions. The body of knowledge will be of unique importance to turnover literature and may lead to improved insight into the development of effective HR policies within the university.

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9 APPENDICES

9.1 COVER LETTER

Dear Sir/Madam,

I am a Master of Commerce student, which I am completing, by dissertation in the Division of Human Resource Management, School of Economic and Business Sciences. My study is investigating the relationship between personality, organisational climate, and turnover intention of administrative staff of a large South African University. As part of this project, I would like to invite you to take part in answering a questionnaire. Attached is a questionnaire that should take no more than 25 minutes to complete. Your participation in the study is purely voluntary. There will be no penalty if you decide not to participate in the study and you may choose not to answer certain questions. If you complete this questionnaire, it will be assumed that you have given your consent to participate in the study. The study is for academic publication purposes only. The results of the study will be reported in my dissertation, which will be published by the University of the Witwatersrand. Confidentiality is ensured at all times, and personal details are not required at any stage. The questionnaires will be held securely and not disclosed to anyone. Any queries regarding the questionnaire or any other aspect of the study can be directed to myself or to my supervisor on the numbers listed below. If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical), telephone + 27(0)11 717 1408, email Shaun.Schoeman@wits.ac.za

Yours sincerely,

Leigh Thuynsma

Name of researcher: Leigh Thuynsma

E-mail: Leigh.thuynsma@wits.ac.za

011-717-8277

Prof. Chris Callaghan: chris.callaghan@wits.ac.za/ 011-717-8066

9.2 CONSENT FORM

SAMPLE CONSENT FORM

Title of project: Personality, organisational climate, and turnover intention of administrative staff of a large South African university.

Researcher: Leigh Thuynsma

I, ……. on this date……., state that I voluntarily choose to participate in this study. I understand that participation is my choice. I do so, knowing that my identity will be protected, and my name is not to be part of the information I give. I understand that this form will be kept separate from the information collected. Captured information may be disclosed if required by law.

Respondent's signature……

Date……

9.3 *STUDY INSTRUMENTS*

9.3.1 Demographic questionnaire

The following questions pertain to your personal information. Place a cross (X) in the block that best corresponds to your answer.

1. **What Gender do you identify with?**

Male	Female	Other	Prefer not to say

2. **How old are you :(IN YEARS)**
3. **Marital Status:**❑ Married

❑ Cohabitation

❑Single

❑Divorced

❑Widowed

Other (Please specify) _____

4. **Which ethnicity do you identify most strongly with? Please choose ONE from the following:**

Afrikaans	❑	Tsonga	❑
English	❑	Tswana	❑
Ndebele	❑	Venda	❑
Northern Sotho	❑	Xhosa	❑
Southern Sotho	❑	Zulu	❑
Sotho (Lesotho)	❑	Swazi❑	
Other (Please Specify) _____			

5. **What Department do you work in?**_____

6. **What is your current job grade?**_____
7. **What is your highest qualification?**

   Grade 12 Degree Diploma Honours Masters Doctoral

8. **Which race do you identify with?**

Asian	Black	Coloured	Indian	White	Other	Prefer not to say

1. **How many years of work experience do you have?**_____
2. **How long have you worked at Wits University in: (YEARS)**_____
3. **How many children do you care for as a parent guardian (that live with you)?**_____

9.3.2 Positive and negative affect schedule

PANAS-GEN

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you GENERALLY feel this way, that is how you feel ON AVERAGE.

Use the following scale to record your answers.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
Distressed					
Upset					
Guilty					
Scared					
Hostile					
Irritable					
Ashamed					
Nervous					
Jittery					
Afraid					

The following questions will assist in determining your perceptions on the study variables. Please rate to what extent you agree with the following statements. Mark your answer by placing a cross (X) in the corresponding block on the scale from "strongly disagree" to "strongly agree"

9.3.3 The short version of the Minnesota questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

• Read each statement carefully.

• Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

-if you feel that your job gives you more than you expected, check the box under "Very Sat."(Very Satisfied);

-if you feel that your job gives you what you expected, check the box under "Sat/' {Satisfied);

-if you cannot make up your mind whether or not the job gives you what you expected, check the box under "N" (Neither Satisfied nor Dissatisfied);

-if you feel that your job gives you less than you expected, check the box under "Dissat." {Dissatisfied);

-if you feel that your job gives you much less than you expected, check the box under "Very Dissat." (Very Dissatisfied).

• Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.

• Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your present job.
Ask yourself: How satisfied am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N. means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. Means I am very dissatisfied with this aspect of my job.

	On my present job, this is how I feel about…	**Very Dissat**	**Dis sat .**	**N**	**Sat**	**Very Sat.**
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be "somebody" in the community					
5	The way my boss handles his/her workers					
6	The competence of my supervisor in making decisions					
7	Being able to do things that don’t go against my conscience					

8	The way my job provides for steady employment						
9	The chance to do things for other people						
10	The chance to tell people what to do						
11	The chance to do something that makes use of my abilities						
12	The way the company policies are put into practice						
13	My pay and the amount of work I do						
14	The chances for advancement on this job						
15	The freedom to use my own judgement						
16	The chance to try my own methods of doing the job						
17	The working conditions						
18	The way my co-workers get along with each other						
19	The praise I get for doing a good job						
20	The feeling of accomplishment I get from the job						

9.3.4 20 Item mini–International Personality Item Pool questionnaire

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
1	Am the life of the party						
2	Sympathise with others' feelings						
3	Get chores done right away						
4	Have frequent mood swings						
5	Have a vivid imagination						
6	Don't talk a lot(R)						
7	Am not interested in other people's problems (R)						
8	Often forget to put things back in their proper places (R)						
9	Am relaxed most of the time (R)						
10	Am not interested in abstract ideas (R)						
11	Talk to a lot of different people at parties						
12	Feel others' emotions						

13	Like order					
14	Get upset easily					
15	Have difficulty understanding abstract ideas (R)					
16	Keep in the background (R)					
17	Am not really interested in others (R)					
18	Make a mess of things (R)					
19	Seldom feel blue (R)					
20	Do not have a good imagination (R)					

9.3.5 Turnover intention scale

The following section aims to ascertain the extent to which you intend to stay at the organisation.

Please read each question and indicate your response using the scale provided for each question:

DURING THE PAST 9 MONTHS….

1	How often have you considered leaving your job?	**Never**	1-------2-------3-------4-------5	**Always**
2	How frequently do you scan the newspapers in search of alternative job opportunities?	**Never**	1-------2-------3-------4-------5	**All the time**
3	How satisfying is your job in fulfilling your personal needs?	**Very satisfying**	1-------2-------3-------4-------5	**Totally dissatisfying**

4	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	**Never**	1-------2-------3-------4-------5	**Always**
5	How often are your personal values at work compromised?	**Never**	1-------2-------3-------4-------5	**Always**
6	How often do you dream about getting another job that will better suit your personal needs?	**Never**	1-------2-------3-------4-------5	**Always**
7	How likely are you to accept another job at the same compensation level should it be offered to you?	**Highly unlikely**	1-------2-------3-------4-------5	**Highly likely**
8	How often do you look forward to another day at work?	**Always**	1-------2-------3-------4-------5	**Never**
9	How often do you think about starting your own business?	**Never**	1-------2-------3-------4-------5	**Always**
10R	To what extent do responsibilities prevent you from quitting your job?	**To no extent**	1-------2-------3-------4-------5	**To a very large extent**
11R	To what extent do the benefits associated with your current job prevent you from quitting your job?	**To no extent**	1-------2-------3-------4-------5	**To a very large extent**
12	How frequently are you emotionally agitated when arriving home after work?	**Never**	1-------2-------3-------4-------5	**All of the time**
13	To what extent does your current job have a negative effect on your personal well-being?	**To no extent**	1-------2-------3-------4-------5	**To a very large extent**
14R	To what extent does the "fear of the unknown", prevent you from quitting?	**To no extent**	1-------2-------3-------4-------5	**To a very large extent**

15	How frequently do you scan the internet in search of alternative job opportunities?	**Never**	1-------2-------3-------4-------5	**All of the time**	

9.3.6 Organizational Climate Measure (OCM)

The Organizational Climate Measure (OCM) consists of 17 scales, divided into four quadrants – human relations, open systems, rational goal and internal process. Items marked with an asterisk (*) are reversed before the scale is calculated.

The response scale is: 1 = "Definitely false", 2 = "Mostly false", 3 = "Mostly true", 4 = "Definitely true".

Organisational Climate Measure (OCM)		Definitely false	Mostly false	Mostly true	Definitely true
	Autonomy				
1	Management let people make their own decisions much of the time				
2	Management trust people to take work-related decisions without getting permission first				
3	People at the top tightly control the work of those below them*				
4	Management keeps too tight a reign on the way things are done around here*				
5	It's important to check things first with the boss before taking a decision				
	Clarity of Organizational Goals				
7	People have a good understanding of what the organization is trying to do				
8	The future direction of the company is clearly communicated to everyone				
9	People aren't clear about the aims of the company*				
10	Everyone who works here is well aware of the long-term plans and direction of the company				
11	There is a strong sense of where the company is going				
	Efficiency				

12	Time and money could be saved if work were better organized*				
13	Things could be done much more efficiently, if people stopped to think*				
14	Poor scheduling and planning often result in targets not being met*				
15	Productivity could be improved if jobs were organized and planned better*				
	Effort				
16	People here always want to perform to the best of their ability				
17	People are enthusiastic about their work				
18	People here get by with doing as little as possible*				
19	People are prepared to make a special effort to do a good job				
20	People here don't put more effort into their work than they have to*				

Organisational Climate Measure (OCM)

		Definitely false	Mostly false	Mostly true	Definitely true
	Formalisation				
21	It is considered extremely important here to follow the rules				
22	People can ignore formal procedures and rules if it helps get the job done*				
23	Everything has to be done by the book				
24	It's not necessary to follow procedures to the letter around here*				
25	Nobody gets too upset if people break the rules around here*				
	Innovation and Flexibility				
24	New ideas are readily accepted here				
25	This company is quick to respond when changes need to be made				
26	Management here are quick to spot the need to do things differently				

27	This organization is very flexible; it can quickly change procedures to meet new conditions and solve problems as they arise				
28	Assistance in developing new ideas is readily available				
29	People in this organization are always searching for new ways of looking at problems				
	Integration				
	People are suspicious of other departments*				
30	There is very little conflict between departments here				
31	People in different departments are prepared to share information				
32	collaboration between departments is very effective				
33	There is very little respect between some of the departments				
34	There is very little respect between some of the departments here*				

Organisational Climate Measure (OCM)

		Definitely false	Mostly false	Mostly true	Definitely true
	Outward Focus				
35	This institution is inward looking, it does not concern itself with what is happening in the marketplace*				
36	Ways of improving service to the customer are not given much thought*				
37	Customer needs are not considered top priority here*				
38	This company is slow to respond to the needs of the customer*				
39	This organization is continually looking for new opportunities in the marketplace				
	Participation				
40	Management involves people when decisions are made that affect them				
41	Changes are made without talking to the people involved in them*				
42	People don't have any say in decisions which affect their work*				

43	People feel decisions are frequently made over their heads*				
44	Information is widely shared				
45	There are often breakdowns in communication here*				
	Performance feedback				
46	People usually receive feedback on the quality of work they have done				
47	People don't have any idea how well they are doing their job*				
48	In general, it is hard for someone to measure the quality of their performance*				
49	People's performance is measured on a regular basis				
50	The way people do their jobs is rarely assessed*				

Organisational Climate Measure (OCM)

		Definitely false	Mostly false	Mostly true	Definitely true
	Pressure to produce				
51	People are expected to do too much in a day				
52	In general, peoples' workloads are not particularly demanding*				
53	Management requires people to work extremely hard				
54	People here are under pressure to meet targets				
55	The pace of work here is pretty relaxed*				
	Quality				
56	This company is always looking to achieve the highest standards of quality				
57	Quality is taken very seriously here				
58	People believe the company's success depends on high quality work				
59	This company does not have much of a reputation for top quality products*				
	Reflexivity				

60	In this organization, the way people work together is readily changed in order to improve performance				
61	The methods used by this organization to get the job done are often discussed				
62	There are regular discussions as to whether people in the organization are working effectively together				
63	In this organization, objectives are modified in light of changing circumstances				
64	In this organization, time is taken to review organizational objectives				
	Supervisory Support				
65	Supervisors here are really good at understanding peoples' problems				
66	Supervisors show that they have confidence in those they manage				
67	Supervisors here are friendly and easy to approach				
68	Supervisors can be relied upon to give good guidance to people				
69	Supervisors show an understanding of the people who work for them				

Organisational Climate Measure (OCM)

		Definitely false	Mostly false	Mostly true	Definitely true
	Tradition				
70	Senior management like to keep to established, traditional ways of doing things				
71	The way this organization does things has never changed very much				
72	Management is not interested in trying out new ideas				
73	Changes in the way things are done here happen very slowly				
	Training				
74	People are not properly trained when there is a new machine or bit of equipment*				
75	People receive enough training when it comes to using new equipment				

76	The company only gives people the minimum amount of training they need to do their job*					
77	People are strongly encouraged to develop their skills					
	Welfare					
78	This company pays little attention to the interests of employees*					
79	This company tries to look after its employees					
80	This company cares about its employees					
81	This company tries to be fair in its actions towards employees					

9.3.7 Work-Life Balance questionnaire

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	
1	My personal life suffers because of work						
2	My job makes personal life difficult						
3	I neglect personal needs because of work						
4	I put personal life on hold for work						
5	I miss personal activities because of work						
6	I struggle to juggle work and non-work						
7	I am unhappy with the amount of time for non-work activities						
8	My personal life drains me of energy for work						
9	I am too tired to be effective at work						
10	My work suffers because of my personal life						
11	It is hard to work because of personal matters						
12	My personal life gives me energy to for my job						
13	My job gives me energy to pursue personal activities						
14	I have a better mood at work because of personal life						
15	I have a better mood because of my job						

9.3.8 Open ended questions for Ad hoc Qualitative analysis

1. What concerns you right now in your life at home or at work?
2. Is there anything the organisation can do under conditions of lockdown and then after lockdown that would be helpful to you?
3. What communication/updates would be valuable to you during this time?
4. How do you feel about the career prospects at Wits?
5. How do you think your work makes a contribution to Wits?

Thank you very much for your participation.

9.4 ETHICS CLEARANCE CERTIFICATION

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Thuynsma

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H20/02/44**
PROJECT TITLE	Personality, organisational climate and turnover intentions of administrative staff of a large South African University
INVESTIGATOR(S)	Mrs L Thuynsma
SCHOOL/DEPARTMENT	School of Economic and Business Sciences/
DATE CONSIDERED	14 February 2020
DECISION OF THE COMMITTEE	Approved Risk Level: Low
EXPIRY DATE	14 April 2023
DATE 15 April 2020	**CHAIRPERSON** _____ (Professor J Knight)

cc: Supervisor : Professor C Callaghan

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

_____ _____/_____/_____
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

9.5 REPORTING OF FURTHER STATISTICS

9.5.1 Table 2A: pattern matrix

Pattern Matrix[a]														
	Factor													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Jobsat_1						0.407								
Jobsat_2														0.586
Jobsat_4						0.537								
Jobsat_5						0.735								
PEX _1								0.572						
PCO_1												0.486		
PES_1											0.846			
POE_1										0.369				
PEX_2								0.637						
PAG_2									0.492					
PCO_2												0.412	0.991	
POE_2										0.645				
PEX_3								0.706						
PAG_3									0.490					
PCO_3												0.391		
PES_3											0.607			
POE_3										0.793				
PEX_4								0.577						
PAG_4									0.776					
PCO_4												0.524		
POE_4										0.320				
ITQ_1						0.755								
ITQ_3						0.499								
OC_1					0.751									
OC_3					0.862									
OC_4					0.899									
OC_5				0.627										
OC_6				0.438										
OC_7				0.816										
OC_8				0.922										

OC_10	0.723													
OC_12	0.677													
OC_13	0.806													
OC_14	0.848													
OC_15	0.759													
OC_16	-0.314													
OC_18		0.802												
OC_19		0.919												
OC_20		0.952												
OC_22							0.735							
OC_23							0.803							
OC_24							0.633							
WLB_1			0.952											
WLB_2			0.984											
WLB_3			0.815											
PAG_1									0.595					
Extraction Method: Maximum Likelihood. Rotation Method: Promax with Kaiser Normalization.														
a. Rotation converged in 9 iterations.														

9.5.2 Table 2B: Communalities for Sample adequacy

	Initial	Extraction
ITQ_1	0.476	0.441
ITQ_2	0.373	0.347
ITQ_3	0.525	0.463
ITQ_4	0.451	0.436
Jobsat_1	0.406	0.303
Jobsat_2	0.398	0.372
Jobsat_3	0.288	0.166
Jobsat_4	0.450	0.408
Jobsat_5	0.549	0.581
OC_1	0.667	0.643
OC_2	0.634	0.604
OC_3	0.747	0.783
OC_4	0.738	0.802
OC_5	0.593	0.627

OC_6	0.489	0.523
OC_7	0.530	0.482
OC_8	0.586	0.704
OC_9	0.687	0.999
OC_10	0.687	0.654
OC_11	0.734	0.690
OC_12	0.711	0.683
OC_13	0.709	0.700
OC_14	0.694	0.666
OC_15	0.671	0.680
OC_16	0.543	0.421
OC_17	0.766	0.701
OC_18	0.843	0.830
OC_19	0.869	0.899
OC_20	0.853	0.895
OC_21	0.620	0.552
OC_22	0.662	0.694
OC_23	0.641	0.654
OC_24	0.505	0.461
OC_25	0.549	0.523
Person_1	0.444	0.478
personality_13	0.431	0.277
personality_14	0.384	0.342
personality_15	0.469	0.491
personality_18	0.514	0.665
personality_19	0.337	0.153
personality_20	0.503	0.510
Personality_2	0.457	0.333
Personality_3	0.393	0.201
Personality_4	0.540	0.999
Personality_5	0.437	0.524
Personality_6	0.504	0.598

Personality_7	0.505	0.506
Personality_8	0.491	0.444
Personality_9	0.462	0.250
Personality_10	0.463	0.669
Personality_11	0.523	0.470
Personality_16	0.472	0.481
Personality_17	0.547	0.671
Personlaity_12	0.434	0.389
WLB_1	0.811	0.823
WLB_2	0.822	0.905
WLB_3	0.769	0.740
WLB_4	0.367	0.243
WLB_5	0.407	0.357
Extraction Method: Maximum Likelihood.		
a. One or more communalitiy estimates greater than 1 were encountered during iterations. The resulting solution should be interpreted with caution.		

9.5.3 Table 2C: Total variance explained

Total Variance Explained							
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.607	16.185	16.185	1.666	3.545	3.545	5.227
2	3.712	7.898	24.083	6.745	14.352	17.896	4.874
3	2.889	6.148	30.231	2.941	6.257	24.153	3.840
4	2.707	5.761	35.991	2.426	5.163	29.316	3.672
5	2.390	5.085	41.076	1.958	4.165	33.481	4.509
6	2.028	4.314	45.391	1.653	3.516	36.997	3.827
7	1.875	3.990	49.380	2.223	4.731	41.728	2.255

8	1.695	3.607	52.988	1.388	2.954	44.682	2.073
9	1.626	3.460	56.447	1.400	2.978	47.660	2.048
10	1.401	2.980	59.427	1.133	2.411	50.071	1.875
11	1.330	2.830	62.257	0.969	2.062	52.133	1.701
12	1.226	2.609	64.866	0.836	1.778	53.911	1.218
13	1.171	2.491	67.357	0.789	1.678	55.590	1.514
14	1.059	2.253	69.610	0.699	1.487	57.077	0.990
15	0.972	2.069	71.679				
Extraction Method: Maximum Likelihood.							
a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.							

9.5.4 Table 2D: Standardised coefficients for CFA

Observed variable	Latent variable	Standardised estimates
OC_25	Orgclimate	0.043
OC_24	Orgclimate	0.001
OC_23	Orgclimate	-0.06
OC_22	Orgclimate	-0.134
OC_21	Orgclimate	0.684
OC_20	Orgclimate	0.85
OC_19	Orgclimate	0.873
OC_18	Orgclimate	0.903
OC_17	Orgclimate	0.835
OC_16	Orgclimate	0.574
OC_15	Orgclimate	0.49
OC_14	Orgclimate	0.473
OC_13	Orgclimate	0.486
OC_12	Orgclimate	0.481
OC_11	Orgclimate	0.41
OC_10	Orgclimate	0.367
OC_9	Orgclimate	0.374
OC_8	Orgclimate	0.32
OC_7	Orgclimate	0.356
OC_6	Orgclimate	0.338
OC_3	Orgclimate	0.577
OC_2	Orgclimate	0.558
OC_1	Orgclimate	0.569
OC_5	Orgclimate	0.414
OC_4	Orgclimate	0.559
WLB_5	WLbalance	0.38
WLB_4	WLbalance	-0.182
WLB_3	WLbalance	-0.863
WLB_2	WLbalance	-0.947
WLB_1	WLbalance	-0.939

personality_20	Personality	0.323
personality_19	Personality	0.084
personality_18	Personality	0.27
Personality_17	Personality	0.808
Personality_16	Personality	0.256
personality_15	Personality	0.242
personality_14	Personality	-0.085
personality_13	Personality	0.108
Personlaity_12	Personality	0.489
Personality_11	Personality	0.279
Personality_10	Personality	0.341
Personality_9	Personality	0.043
Personality_8	Personality	0.122
Personality_7	Personality	0.568
Personality_6	Personality	0.266
Personality_5	Personality	0.056
Personality_4	Personality	0
Personality_3	Personality	0.115
Personality_2	Personality	0.458
Person_1	Personality	0.044
Jobsat_4	Jsatisfaction	0.603
Jobsat_3	Jsatisfaction	0.3
Jobsat_2	Jsatisfaction	0.346
Jobsat_1	Jsatisfaction	0.611
ITQ_4	Intenttoquit	0.441
ITQ_3	Intenttoquit	-0.708
ITQ_2	Intenttoquit	-0.278
ITQ_1	Intenttoquit	-0.638
Jobsat_5	Jsatisfaction	0.643

9.5.5 Table 2E: Regression weight estimates of gender for configural model

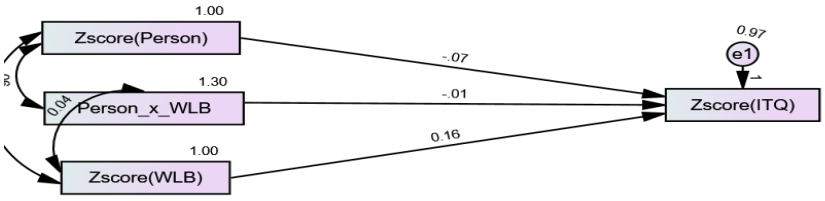
			MALE		FEMALE		
			Estimate	**P**	**Estimate**	**P**	z-score
Personality_16	<--	EV	0.689	0.000	0.689	0.000	0.000
Personality_11	<--	EV	0.708	0.000	0.708	0.000	0.000
Personality_6	<--	EV	0.723	0.000	0.723	0.000	0.000
Person_1	<--	EV	0.514	0.000	0.514	0.000	0.000
Personlaity_12	<--	AL	0.622	0.000	0.622	0.000	0.000

Personality_7	<--	AL	0.281	0.000	0.281	0.000	0.000
Personality_2	<--	AL	0.137	0.000	0.137	0.000	0.000
personality_18	<--	C	0.567	0.000	0.567	0.000	0.000
personality_13	<--	C	0.267	0.000	0.267	0.000	0.000
Personality_3	<--	C	0.114	0.013	0.114	0.013	0.000
Personality_8	<--	C	0.513	0.000	0.513	0.000	0.000
personality_14	<--	ES	0.450	0.000	0.450	0.000	0.000
Personality_9	<--	ES	0.252	0.003	0.252	0.003	0.000
Personality_4	<--	ES	0.770	0.000	0.770	0.000	0.000
personality_20	<--	OTE	0.620	0.000	0.620	0.000	0.000
Personality_10	<--	OTE	0.222	0.000	0.222	0.000	0.000
Personality_5	<--	OTE	0.395	0.000	0.395	0.000	0.000
ITQ_1	<--	Intenttoquit	0.475	0.000	0.475	0.000	0.000
ITQ_2	<--	Intenttoquit	0.363	0.000	0.363	0.000	0.000
ITQ_3	<--	Intenttoquit	0.603	0.000	0.603	0.000	0.000
ITQ_4	<--	Intenttoquit	-0.620	0.000	-0.620	0.000	0.000
Jobsat_2	<--	JoSat	0.300	0.000	0.300	0.000	0.000
Jobsat_3	<--	JoSat	0.256	0.000	0.256	0.000	0.000
Jobsat_4	<--	JoSat	0.740	0.000	0.740	0.000	0.000
WLB_1	<--	Worlifbal	0.999	0.000	0.999	0.000	0.000
WLB_2	<--	Worlifbal	0.984	0.000	0.984	0.000	0.000
WLB_3	<--	Worlifbal	0.937	0.000	0.937	0.000	0.000
OC_4	<--	COGOA	0.639	0.000	0.639	0.000	0.000
OC_3	<--	COGOA	0.713	0.000	0.713	0.000	0.000

OC_1	<--	COGOA	0.665	0.000	0.665	0.000	0.000
OC_8	<--	EFFIC	0.508	0.000	0.508	0.000	0.000
OC_7	<--	EFFIC	0.487	0.000	0.487	0.000	0.000
OC_6	<--	EFFIC	0.403	0.000	0.403	0.000	0.000
OC_5	<--	EFFIC	0.535	0.000	0.535	0.000	0.000
OC_16	<--	OFOC	0.352	0.000	0.352	0.000	0.000
OC_15	<--	OFOC	0.669	0.000	0.669	0.000	0.000
OC_14	<--	OFOC	0.724	0.000	0.724	0.000	0.000
OC_13	<--	OFOC	0.736	0.000	0.736	0.000	0.000
OC_12	<--	OFOC	0.627	0.000	0.627	0.000	0.000
OC_10	<--	OFOC	0.611	0.000	0.611	0.000	0.000
OC_24	<--	PTPR	0.454	0.000	0.454	0.000	0.000
OC_23	<--	PTPR	0.621	0.000	0.621	0.000	0.000
OC_22	<--	PTPR	0.637	0.000	0.637	0.000	0.000
OC_20	<--	PART	0.845	0.000	0.845	0.000	0.000
OC_19	<--	PART	0.881	0.000	0.881	0.000	0.000
OC_18	<--	PART	0.860	0.000	0.860	0.000	0.000
Jobsat_5	<--	JoSat	0.586	0.000	0.586	0.000	0.000
personality_15	<--	OTE	0.285	0.000	0.285	0.000	0.000

Notes: *** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10

9.5.6 Table 2F: Path coefficients for moderating (WLB) model



9.5.7 Table 2G: ITQ1

ITQ_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	54	22,3	22,3	22,3
	Almost never	102	42,1	42,1	64,5
	neutral	56	23,1	23,1	87,6
	almost always	25	10,3	10,3	97,9
	always	5	2,1	2,1	100,0
	Total	242	100,0	100,0	

9.5.8 Table 2H: ITQ4

ITQ_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	73	30,2	30,2	30,2
	almost never	60	24,8	24,8	55,0
	neutral	46	19,0	19,0	74,0
	almost always	32	13,2	13,2	87,2
	always	31	12,8	12,8	100,0
	Total	242	100,0	100,0	

9.5.9 Table 2I: Moderated mediation: Organisational climate and intent to quit

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2
*****************

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
*
Model: 7
Y: ITQ
X: Person
M: OC
W: JS

Sample
Size:242

**************************************************************************
*
OUTCOME VARIABLE:
 OC

Model Summary
R R-sqMSEFdf1df2p
.4097.1678.001916.0005 3.0000 238.0000.0000
```

```
Model
coeff setp LLCI ULCI
constant.2502.002888.2989.0000.2446.2557
Person.2197.1063 2.0657.0399.0102.4291
JS -.0046.0008-5.4802.0000 -.0062 -.0029
Int_1 .0794.0312 2.5437.0116.0179.1409

Product terms key:
 Int_1:Person xJS

Test(s) of highest order unconditional interaction(s):
 R2-chngFdf1df2p
X*W.0226 6.4704 1.0000 238.0000.0116
----------
Focal predict: Person (X)
Mod var: JS (W)

Conditional effects of the focal predictor at values of the moderator(s):

 JS Effect setp LLCI ULCI
-3.5106 -.0591.1395 -.4237.6722 -.3340.2157
.0000.2197.1063 2.0657.0399.0102.4291
 3.5106.4984.1648 3.0239.0028.1737.8232

Data for visualizing the conditional effect of the focal predictor:
Paste text below into a SPSS syntax window and execute to produce plot.

DATA LIST FREE/
 Person JS OC .
BEGIN DATA.
 -.0271-3.5106.2677
.0000-3.5106.2661
.0271-3.5106.2645
 -.0271.0000.2442
.0000.0000.2502
.0271.0000.2561
 -.0271 3.5106.2207
.0000 3.5106.2342
.0271 3.5106.2477
END DATA.
GRAPH/SCATTERPLOT=
 Person WITH OC BY JS .
```

```
**************************************************************************
*
OUTCOME VARIABLE:
 ITQ

Model Summary
R R-sqMSEFdf1df2p
.1502.0226.0001 2.7596 2.0000 239.0000.0653

Model
coeff setp LLCI ULCI
constant.0498.003116.1530.0000.0437.0559
Person -.0170.0215 -.7911.4297 -.0593.0253
OC -.0257.0121-2.1225.0348 -.0495 -.0018


****************** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****************

Direct effect of X on Y
 Effect setp LLCI ULCI
 -.0170.0215 -.7911.4297 -.0593.0253

Conditional indirect effects of X on Y:

INDIRECT EFFECT:
 Person->OC->ITQ

 JS Effect BootSE BootLLCI BootULCI
-3.5106.0015.0047 -.0075.0123
.0000 -.0056.0041 -.0154.0003
 3.5106 -.0128.0076 -.0302 -.0004

Index of moderated mediation:
Index BootSE BootLLCI BootULCI
JS -.0020.0014 -.0052.0000

 Pairwise contrasts between conditional indirect effects (Effect1 minus
Effect2)
Effect1Effect2 Contrast BootSE BootLLCI BootULCI
 -.0056.0015 -.0072.0048 -.0183.0001
 -.0128.0015 -.0143.0096 -.0366.0001
 -.0128 -.0056 -.0072.0048 -.0183.0001

********************** ANALYSIS NOTES AND ERRORS
************************
```

```
Level of confidence for all confidence intervals in output:
95.0000

Number of bootstrap samples for percentile bootstrap confidence
intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: The following variables were mean centered prior to analysis:
JS Person

------ END MATRIX -----
```

9.5.10 Table 2N: Harman's one factor test

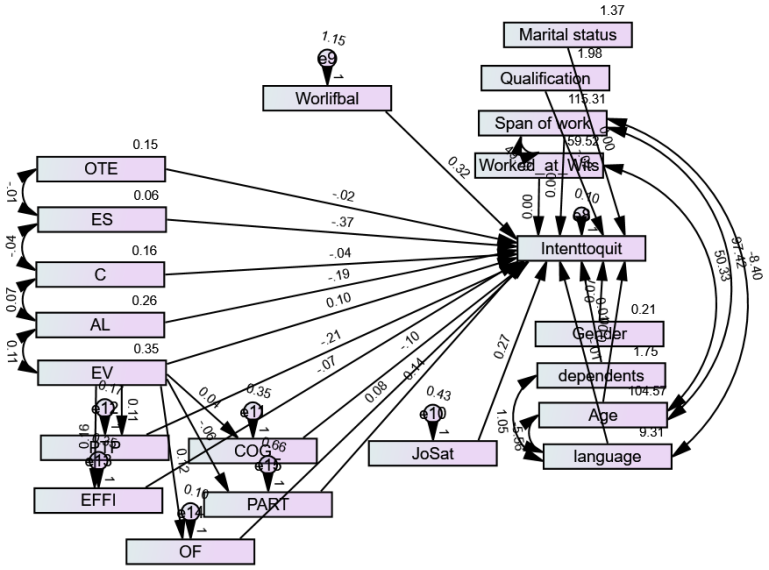
Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,066	15,905	15,905	8,408	14,751	14,751
2	4,445	7,798	23,703			
3	3,420	5,999	29,702			
4	2,951	5,177	34,880			
5	2,462	4,319	39,198			
6	2,352	4,127	43,325			
7	2,110	3,701	47,027			
8	1,796	3,150	50,177			
9	1,685	2,957	53,134			
10	1,562	2,741	55,875			
11	1,452	2,547	58,422			
12	1,417	2,486	60,907			
13	1,296	2,274	63,182			
14	1,147	2,012	65,194			
15	1,090	1,912	67,107			
16	1,016	1,782	68,888			
17	,961	1,685	70,574			
18	,934	1,639	72,213			
19	,878	1,541	73,754			
20	,816	1,432	75,186			
21	,790	1,387	76,573			

22	,757	1,328	77,901			
23	,743	1,304	79,205			
24	,679	1,191	80,396			
25	,668	1,172	81,569			
26	,639	1,121	82,689			
27	,599	1,050	83,740			
28	,583	1,023	84,763			
29	,570	1,000	85,763			
30	,534	,937	86,700			
31	,505	,886	87,586			
32	,483	,848	88,433			
33	,470	,824	89,257			
34	,438	,769	90,026			
35	,427	,749	90,776			
36	,418	,733	91,509			
37	,394	,692	92,201			
38	,375	,658	92,858			
39	,347	,608	93,467			
40	,337	,592	94,059			
41	,322	,564	94,623			
42	,308	,541	95,163			
43	,293	,515	95,678			
44	,269	,472	96,150			
45	,259	,454	96,604			
46	,230	,404	97,008			
47	,227	,398	97,406			
48	,212	,371	97,777			
49	,193	,339	98,116			
50	,190	,333	98,449			
51	,162	,285	98,734			
52	,152	,266	99,000			
53	,148	,259	99,260			
54	,130	,227	99,487			
55	,111	,195	99,682			
56	,100	,175	99,857			
57	,082	,143	100,000			

Extraction Method: Principal Axis Factoring.

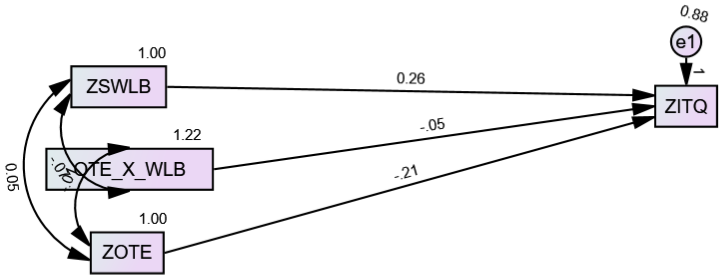
Table 2M: Mediation model – Organisational climate measures



9.5.11 Table 2O:Path coefficients and indirect effects for the moderation model (WLB and Extraversion)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZEV	0.046	0.062	0.744	0.457
ZITQ	<---	EV_X_WLB	-0.036	0.054	-0.667	0.505
ZITQ	<---	ZSWLB	0.255	0.062	4.087	***

9.5.12 Table 2Q: Moderation model: WLB and OTE



9.5.13 Table 2P: Path coefficients and indirect effects for the moderation model (WLB and Openness to experience)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSWLB	0.257	0.061	4.226	***
ZITQ	<---	OTE_X_WLB	-0.054	0.055	-0.984	0.325
ZITQ	<---	ZOTE	-0.212	0.061	-3.496	***

9.5.14 Table 2R: Path coefficients and indirect effects for the moderation model (WLB and Emotional stability)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSWLB	0.244	0.064	3.827	***
ZITQ	<---	ES_X_WLB	0.032	0.065	0.493	0.622
ZITQ	<---	ZES	-0.022	0.062	-0.346	0.729

9.5.15 Table 2S: Path coefficients and indirect effects for the moderation model (WLB and conscientiousness)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSWLB	0.259	0.063	4.08	***
ZITQ	<---	C_X_WLB	-0.006	0.055	-0.115	0.908
ZITQ	<---	ZC	-0.039	0.063	-0.613	0.54

9.5.16 Table 2T: Path coefficients and indirect effects for the moderation model (WLB and agreeableness)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSWLB	0.262	0.064	4.129	***
ZITQ	<---	AL_X_WLB	-0.04	0.063	-0.633	0.526
ZITQ	<---	ZAL	-0.045	0.064	-0.708	0.479

9.5.17 Table 2U: Path coefficients and indirect effects for the moderation model (JS and Extraversion)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSJS	0.322	0.061	5.29	***
ZITQ	<---	EV_X_JS	-0.098	0.062	-1.571	0.116
ZITQ	<---	ZEV	-0.012	0.061	-0.202	0.84

9.5.18 Table 2V: Path coefficients and indirect effects for the moderation model (JS and agreeableness)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSJS	0.327	0.062	5.271	***
ZITQ	<---	AL_X_JS	-0.039	0.058	-0.674	0.5
ZITQ	<---	ZAL	-0.045	0.062	-0.734	0.463

9.5.19 Table 2W: Path coefficients and indirect effects for the moderation model (JS and conscientiousness)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSJS	0.329	0.062	5.301	***
ZITQ	<---	C_X_JS	0.018	0.064	0.281	0.779
ZITQ	<---	ZC	0.014	0.061	0.225	0.822

9.5.20 Table 2X: Path coefficients and indirect effects for the moderation model (JS and Emotional stability)

			Estimate	S.E.	C.R.	P
ZITQ	<---	ZSJS	0.325	0.061	5.352	***
ZITQ	<---	ES_X_JS	0.073	0.056	1.303	0.193
ZITQ	<---	ZES	-0.034	0.061	-0.563	0.573