

**PERCEIVED ORGANISATIONAL SUPPORT, WORK-LIFE BALANCE, AND  
EMPLOYEE RETENTION: AN EXPLORATORY STUDY OF ACADEMIC  
STAFF MEMBERS IN SELECTED HIGHER EDUCATION INSTITUTION**

By

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DISSERTATION

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## **DEDICATION**

This dissertation is dedicated to my late Mother, Sebogadi Athalia Makoma Mashilo. In heaven, you continue to be a bright angel that guides me throughout. May your soul continue to rest in perfect peace Mama, Sebogadi 'A' Nape le Pebetsi.

## DECLARATION

I, Magatane Tshwarelo Mashilo, [REDACTED] declare that this Dissertation titled: “**Perceived Organisational Support, Work-life Balance and Employee Retention: An Exploratory Study of Academic Staff Members in Selected Higher Education Institution**”, submitted to the Faculty of Management and Law, School of Economics and Management, Department of Business Management (HRM), is my work and has not been submitted before by me or any other person to this University or any other institution, and that all the information used in the study has been acknowledged accordingly.

**Surname & Initials:** Mashilo MT

**Signature**



**Date:** 30 September 2023

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## ABSTRACT

Given the new competitive demands created by globalisation, internationalisation and technological advances, and the need to accommodate the socio-economic, cultural, and intellectual life of a rapidly changing society, new challenges are emerging for Higher Education Institutions (HEI) in South Africa. The purpose of the study is to investigate the relationship between perceived organisational support (POS), work-life balance (WLB), and employee retention (ER) at selected HEIs. The lack of retention of academic staff in HEIs due to the challenges faced by the institutions motivated the need for the study. The study adopted a deductive approach in studying what others have done, reviewed existing theories, and tested the hypotheses of the study. The study used the quantitative research design and data were collected through the distribution of closed-ended questionnaires to 332 participants (academic staff) in the selected HEI. The data collected were captured on the Statistical Procedure for Social Science (IBM-SPSS) version 25 software and analysed using the Pearson Product Moment to determine the relationship between the variables. The study reveals that there is a relationship between POS, WLB, and ER. It recommends improving organisational support for academics as there is a relationship between POS, WLB, and ER. It further recommends the adoption of Human Resource policies such as employee's assist programs to improve employees' WLB.

**Keywords:** Perceived Organisational Support; Work-Life Balance; Employee Retention; Human Resource Policies; Turnover Intention

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# CHAPTER 1

## INTRODUCTION AND BACKGROUND

### 1. INTRODUCTION

Much has been achieved at Higher Education Institutions (HEIs) in South Africa to compensate the imbalances of the apartheid era. Given the new competitive demands brought by globalisation, internationalisation, technological advancement, and the need to accommodate the socioeconomic, cultural, and intellectual life of a rapidly changing society, new challenges are emerging for HEIs in South Africa (Allais, 2020).

Among those challenges is the recent COVID-19 outbreak, which could be seen as a significant contributor towards most socio-economic and technological challenges in HEIs (Mhlanga & Moloi, 2020). HEIs had to find new ways to provide their students with the kind of education they deserve. University students, instructors, and staff have been compelled to stay indoors due to travel restrictions, campus closures, and isolation measures. Consequently, they had to quickly adapt to working and learning remotely. The majority, if not all, academic staff at HEIs now present their coursework, allowing them to work from the convenience of their homes rather than having to commute to work each day. According to Motala and Menon (2020), this necessitates that HEIs should offer sufficient support to their staff in terms of provision of safe and sufficient remote internet connection, provision of training on digital teaching and learning platforms such Blackboard, organisation of webinars and information sharing sessions about effective techniques of multimodal teaching and learning. Among these challenges, there is significant change in work patterns that require academic staff to adopt.

Technological advancement currently has a significant bearing in all spheres of human life and as this advancement accelerates, more challenges arise (Umamaheswari & Krishnan, 2016). For instance, academic staff who work

remotely and digitally may work for 24 hours a day without adequate rest, thus increasing work pressure (De Lange & Naidoo, 2018). Long hours and higher levels of work engagement appear to impact perceptions that much can be accomplished with the little time available (Ajayi et al., 2020). Considering the many duties and responsibilities that come with parenthood and work, academic staff are not able to balance their personal lives and work, as it all must be done under one roof. It is therefore necessary for HEIs to intervene by providing their staff with programmes such as day-care for children and a rotational work schedule just to mention a few to allow staff to realise a sufficient WLB. Once academic staff have achieved a WLB, they are likely to stay longer at HEIs. Flexible work schedules, personal or family leave, or institutional support for childcare are three examples of what is frequently meant by WLB (Kar & Misra, 2013). According to Agha (2017), there is no universal definition of what constitutes a WLB practice. Job requirements such as mandatory overtime, shift work, on-call duty and evening, weekend and holiday duties often interfere with employees' personal time.

Deery and Jago (2015) proffer that organisations are experiencing difficulties in coming up with a suitable plan that can increase retention rates and improve low ER rates in the current competitive market. HEIs are important providers of socioeconomic resources, as well as tangible advantages like high pay and access to healthcare. Therefore, this would be regarded as perceived support that employees are expecting from their institution. POS according to Eisenberger, Huntington, Hutchison, and Sowa (1986), is the degree to which workers feel their organisation cares about their efforts, is concerned for their wellness, and satisfies their socio-emotional needs.

Lack of this support would result in lack of retention of staff by HEIs. Kossivi et al., (2016) define ER as the overall organisational objective of keeping talented and productive employees and lowering turnover by fostering a positive work environment that encourages engagement, demonstrates appreciation for workers, provides competitive wages and benefits, and fosters a healthy WLB.

Given the many challenges that HEIs face, this study argues that the inability to provide adequate support and WLB to their academic staff will result in their inability to retain their staff. The key research objective of the study is: to investigate the relationship between POS, WLB and ER of academic staff at selected HEI.

## **2. PROBLEM STATEMENT**

COVID-19 and its various repercussions continues to influence the organisational design of work. At the same time, the impact of globalisation is forcing HEIs to make operational changes and modifications to create a new organisational reality (Grobler & Rensburg, 2019). The situation poses new challenges for HEIs as they had to make unplanned and rapid shifts to virtual and digital strategies, for instance. Like any other critical sector, HEI has been hit hard, and South Africa is no exception (Mashile et al., 2021). The result of these challenges could adversely affect POS, WLB and ER among academic staff in HEIs. The high turnover intention of academics in higher education is a critical problem. Therefore, adequate support for staff by HEIs is a dire necessity.

The trends pose significant difficulties for academic professionals. Academics are required to take on a growing number of roles, including those of teacher, researcher, advisor, facilitator, colleague, marketer, tutor, author, and manager, in addition to changing paradigms, adopting new policies and practices, and approaching their professional endeavours in novel and creative ways (Barkhuizen et al., 2020). Mofokeng (2022) claims that academics are frequently required to fulfil many of these responsibilities at once. This essentially contributes to a lack of work life, which seems to be the cause of a high turnover intention.

According to Eyupoglu (2016), there is a notable turnover rate among academic employees. For example, 68% of employees at an Australian university have indicated that they intend to resign at HEI. A high turnover rate indicates that universities have a responsibility to improve retention of academics (Eyupoglu,

2016). The rate of academics leaving HEIs is between 5% and 18%, including in South Africa's HEIs. Therefore, this study investigated the relationship between POS, WLB and retention of academic staff at selected HEI.

### **3. AIM OF THE STUDY**

The overall aim of the study is to investigate the relationship between POS, WLB, and ER of academic employees at selected HEI.

### **4. RESEARCH OBJECTIVES**

The research objectives as formulated in harmony with the study's aim are:

- To examine the relationship between POS and ER of academic staff at a selected HEI in South Africa.
- To investigate the relationship between WLB and ER of academic staff at a selected HEI in South Africa.
- To determine the relationship between POS and WLB of academic staff at a selected HEI in South Africa.

### **5. HYPOTHESES**

The following hypotheses were formulated:

**Ha1:** There is a significant relationship between POS and ER.

**Ho1:** There is no significant relationship between POS and ER.

**Ha2:** There is a significant relationship between WLB and ER.

**Ho2:** There is no significant relationship between WLB and ER.

**Ha3:** There is a significant relationship between POS and WLB.

**Ho3:** There is no significant relationship between POS and WLB.

### **6. DEFINITION OF CONCEPTS**

#### **6.1. Work-life balance**

The term "work-life balance" refers to people who spend enough time in their work, but also have time for other activities, such as family, hobbies, and community participation (Linnhoff et al., 2014).

## **6.2. Perceived organisational support.**

Bano et al., (2015) define perceived organisational support as an individual's impression of the level of its appreciation and well-being of the organisation.

## **6.3. Employee retention**

Akila (2012) defines employee retention as an act in which employees are expected to remain at an institution for a maximum amount of time or until the task has been performed.

## **7. SIGNIFICANCE OF THE STUDY**

HEIs face the dilemma of retaining qualified academic staff because they do not adequately support their employees (Samuel & Chipunza, 2013). Employees are thought to stay with an organisation longer if they feel that it is supportive of them. Longer employee retention levels are achieved by organizations using supportive practices. This makes sense because workers seem to want to work in a stimulating setting. Consequently, a company should develop plans and systems that will help employees and draw in and keep them (Jano et al., 2019). This study aimed to determine whether there is a correlation between the POS, WLB, and ER of academic workers at HEIs.

This study is of significant value to organisations and Human Resource (HR) departments as they are the ones with the responsibility to attract, hire, and most importantly, retain highly qualified staff. This study will be useful to managers concerned with talent retention as it provides significant ideas on how to develop and sustain effective HR and retention policies to retain a competent workforce (Holmes et al., 2019). The study also advances our understanding of POS, WLB, and how these factors affect ER. As a result, the study will act as a starting point for other studies that could be interested in examining additional features of the connection between POS, WLB, and ER. The study will also create awareness among HEIs about the benefits of sufficient organisational support and a well-monitored WLB for their employees, which might increase their willingness to stay longer in the organisation.



## **8. OVERVIEW OF RESEARCH CHAPTERS**

In this section, the readers will find a summary of the contents of each chapter of this study entails.

### **CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY**

An overview of the dissertation's overall structure is given in this chapter. It includes the introduction and background information, problem statement, study purpose, research objectives, hypotheses, definition of terms, study significance, and a summary of the study's chapters.

### **CHAPTER 2: LITERATURE REVIEW**

This section presents a summary of literature related to the variables in the study. The literature review is categorised into three phases: firstly, theoretical, conceptual, and empirical literature. Theoretical literature focuses on the theories applicable to the study variables and discusses them thoroughly in lieu of their relevance to the variables. Conceptual literature review addresses the relation or interrelation of the variables in study while empirical literature seeks to address any relevant information related to the variables whether observed or proven through a literature-based method.

### **CHAPTER 3: RESEARCH METHODOLOGY**

An outline of the dissertation's overall research methodology structure is given in this chapter. It includes the introduction of research design, describe study population, data collection methods and procedures and research instruments.

### **CHAPTER 4: DATA ANALYSIS AND INTERPRETATION**

Evaluation and interpretation of data include capturing of data on the software used to analyse and interpret the data. This includes data in terms of demographic information and items in the variables.

### **CHAPTER 5: DISCUSSION AND RECOMMENDATIONS**

This section reviews the outcomes and provides a summary of the entire study. The study's limitations are also discussed. Conclusions and recommendations are drawn from the findings presented in Chapter 4 of this study.

## **9. SUMMARY**

The study's main objective was to look at the relationship between WLB, ER, and POS. The problem statement, purpose of the study, research objectives, hypotheses, definitions of terms, methodology, and significance of the study are all included in Chapter 1. An overview of all the study's chapters is provided in this chapter's conclusion. The literature review of the variables and how they relate to one another is presented in the following chapter.

## **CHAPTER 2 LITERATURE REVIEW**

## **2. INTRODUCTION**

The literature review in this section is divided into three phases, namely, theoretical, empirical, and conceptual literature. Using the conceptual framework, the study attempted to provide answers to the research objectives.

### **2.1. BACKGROUND OF THE THEORIES IN STUDY**

This section explains the theories that are associated with the study's variables. The theories are thoroughly reviewed to identify the most applicable and dominant one. The researcher employed Social Exchange Theory (SET) and Alderfer's Existence, Relatedness and Growth Theory (ERGT) and Herzberg's Two Factor Theory (TFT) to further conceptualise and support the variables in the study. The researcher found SET and Alderfer's (1972) ERGT as germane in that they relate more accurately to general aim of study. This is because the theories assume that employees feel obligated to help the organisation achieve its goals and expect that greater commitment to the organisation will lead to greater rewards. In a broader sense, the theories argue that efforts from the organisation will ultimately result in an employee's sense of obligation and loyalty to duty and willingness to remain with the institution for longer periods (Arasanmi & Krishna, 2019).

#### **2.1.1 Social Exchange Theory (SET)**

As described by Oparaocha (2016), SET entails indeterminate obligations. When one person does a favour for another, he or she expects some future reciprocation, even if it is unclear when and in what form it will occur. Workers often evaluate social exchange interactions at work from a long-term perspective, with the apparent balance in trade being determined by the pattern of reciprocity over time (Xerri, 2013). The notion of organisational support resonates with the essential tenets of SET, in that workers' efforts and loyalty to affordable and social resources are viewed as exchanges of effort. Kura et al., (2016) suggest that POS is associated with a standard of mutual benefit that leads to a commitment to help the institution, including the expectation that improved performance on behalf of the institution will be observed and rewarded. As a result, workers with high perceived organisational support will exert greater work-related effort,

leading to improved job performance within the role and performance outside the role that is helpful to the organisation (Onah & Anikwe, 2016).

Thus, utilising information and communication technology (ICT) to work from anywhere seems to be a key aspect in providing employee support. But not all job situations call for this structure. Teams that are physically separated can collaborate under these circumstances (Galanti et al., 2021). They may enable businesses to access a pool of workers that would not often be accessible. Academic staff members like to feel valued and cared for by their employers. The belief is that if an employer treats a worker well, the employee will do the same for the employer (Krishnan & Mary, 2012). The key idea behind SET is that this equilibrium is kept. Employees feel that their employer cares about them when the firm offers family-friendly initiatives as a gift of goodwill. According to the SET hypothesis, employees who are happy with their arrangement and have their needs addressed would perform better at work. HEIs could expect to get the best out of their staff members if they provided them with the tools to make the most of their working conditions (Matongolo et al., 2018).

As is evident from the literature, SET has been discussed by several researchers. The equivalence of satisfaction, which is reciprocal in accordance with the terms agreed upon between two parties, is another term for social exchange. It is founded on trust and the exchange of the maintenance of a stable system of exchange of moral standards (Loi et al., 2006). The advantages and expenses to an individual shape the parties' relationship (Rhoades et al., 2001). The connection is predicated on the idea that the work put into the relationship and the result or reward received are in balance. As a result, the association is usually significant when the reward outweighs the cost. As a result, the association is usually significant when the reward outweighs the cost. Workers can establish social ties with their bosses, according to Masterson et al., (2000) theory, and when they are happy at work, they contribute positively to the organization (Rhoades et al., 2001). Higher education institutions can establish social interactions with their staff, department heads, directors, students, and the public. Higher education institutions aim for equity in their interactions with their staff,

according to SET (Blau, 1964). Concern over the dearth of research on the subject at hand in HEIs in developing nations is on the rise.

Accordingly, the researcher considered SET more relevant and applicable to issues of POS. The notion of organisational support is consistent with SET in highlighting employee effort and loyalty as the most important aspects of perceived organisational support. Kura et al., (2016) suggest that POS is associated with a standard of mutual benefit that leads to a commitment to help the institution, including the expectation that improved performance on behalf of the institution will be observed and rewarded.

Additionally, one of the paradigms with the most influence for comprehending behaviour in the workplace is SET. Even though there are many different interpretations of social exchange, theorists all agree that it involves a series of contacts that lead to commitments (Emerson, 1976). These interactions are typically seen in the framework of SET as interdependent and depending on the actions of another person (Blau, 1964). Depending on the exchange rule or principle the researcher uses, SET can be used in organisational models. Although SET has outlined several different interaction norms, most management study has concentrated on the expectation of return. The researcher concluded that this idea was more pertinent to the investigation.

### **2.1.2. Alderfer's (1972) Existence, Relatedness and Growth Theory (ERG)**

The motivating idea of Alderfer's ERG is to understand the factors that shape each person's specific behaviour. It is one of four substantive ways that considers a person's fundamental motives for acting in a certain way (Ivancevich et al., 2008). For commercial learners and practitioners who want to understand and augment workplace performance, such an understanding is helpful. ERG, which is a by-product of Maslow's hierarchy of requirements, can be used to explain or foretell employment issues, relationship paradigms, and choices regarding one's own personal development. ERG is a model of human wants, but human experience has verified it (Ivancevich, et al., 2008). The concept has been covered in theoretical and empirical investigations and is frequently linked to other in-depth theories of motivation.

Work and life are two sides of human existence and finding a balance between them has always been a challenge for most, if not all (Veal, 2020). With the intrusion of technology into our personal lives, the ability to work remotely was initially perceived as a blessing. However, the burden of having to carry official work home began to take a toll on personal health and social relationships. Many companies view work-family integration from the perspective of official work and family life. It is for this reason that the researcher employed Alderfer's ERG Theory as it elaborates on the need to balance levels of employee's needs. Alderfer (1972), who created the ERG model, a three-factor theory of motivation, added to Maslow's hierarchy of requirements. The letters E, R, and G in this notion stand for existence, relatedness, and development, respectively. The ERG model is an important motivational theory.

#### *Existence Needs*

Numerous types of material, physiological, and security needs are considered existence needs. Preventing fear, anxiety, threat, danger, tension, and other negative emotions is the main goal of safety regulations. Physiological demands include the pursuit of fulfilment at the level of vitality, such as through recreation, exercise, and sleep (Fallatah & Syed, 2018). The resources a person requires to survive, such as food and clothes, are referred to as material necessities (Caulton, 2012).

#### *Relatedness needs.*

Needs for relatedness include sentiments of respect, belonging, and safety. Mutual faith in mankind is a necessary component of security. Avoiding all types of misery, including loneliness, distance, and isolation, is what is meant by having a sense of belonging. People often want to fit in and be a part of a group (Rasskazova et al., 2016). The affection one shows to others or the care one receives from others are all part of the urge for belonging. The sensation that you are appreciated by others, expressed via popularity, social standing, superiority, significance, and flattery, is known as a sense of respect. People have worth as beings when they experience this kind of need.

#### *Growth needs*

The need for self-esteem and self-actualisation is one of the requirements for growth. The capacity to strive, learn, succeed, exercise control, develop confidence, become independent, and feel competent are only a few examples of self-producing outcomes that are related to the desire for self-esteem. Self-actualisation is the pursuit of one's own interests, including the accomplishment of goals and the growth of one's personality (Chen et al., 2012). The capacities to realise one's potential and aid others in growing are also included.

These three needs, according to Alderfer's methodology, establish each person's motivation. Existence, which refers to both bodily and psychological survival, is the most palpable and urgent necessity of Alderfer's three prerequisites (Irwin et al., 2012). A healthy relationship with oneself, a sense of belonging, and community are now top priorities. Growth, described as self-development, fulfilment, and a sense of having attained one's potential, is the least tangible but most pressing need in Alderfer's ERG model. Alderfer's ERG motivational theory holds that humans may be motivated by several levels of need at once, and their priorities can shift over time.

Alderfer (1972) went on to explain that, based on their view on life, many people may prioritise their requirements in a different order. A typical example would be a starving actor who wants to grow in his craft at the price of his ability to support himself (e.g., if he cannot pay the rent but still pursues his passion). Alderfer also emphasizes the significance of how people view their development at various levels of need. Even if a person's desire for a connection is not yet completely met, they may become increasingly driven by development if they believe they are making significant progress in their relationship. If a person feels frustrated by the progress he or she is making in terms of growth, he or she may give up and double down on his or her relationship motivation (Mangi et al., 2015).

According to Maslow's theory (1954), the degree of a person's needs does not change until they are met. This would mean that employees should strive to meet their current level of need, while leaders and managers should focus on helping members of their teams meet other levels of need. However, Alderfer's ERG theory turns this way of thinking on its head. People can be motivated at multiple

levels simultaneously. Alderfer's model states that their motivational priorities change when they feel they are making progress (Caulton, 2012). Thus, people should not focus on a single level of need. Instead, they should balance their motivations at multiple levels. Thus, leaders should also not focus on helping team members with a single need. They should help their team members develop in terms of a mix of needs that will change over time by being aware of the variety of needs that people may have. Krishnan and Mary (2012) state that Alderfer's ERG philosophy is a useful way to think about inspiring employees. Consequently, numerous HR strategies are important to help workers meet these needs. An appropriate salary is mandatory.

As a result, the theory's relevance and application are predicated on the requirement that managers acknowledge the many, concurrent requirements of their employees in the workplace. Focusing just on one need at a time won't inspire employees, claims Alderfer's model (ERG). The frustration-regression concept has an impact on employee motivation. For instance, if employees aren't given chances to grow, they could turn to the urge for connectivity and work more closely with co-workers. Early detection of these situations enables action to be taken to satisfy the employee's unmet demands until they are ready to pursue advancement once more. For this reason, the researcher believes that this WLB theory is appropriate and applicable to the study. Furthermore, the researcher views the theory as important here because its interpretation explains the levels of needs of employees and how they meet them at different levels of their work life.

### **2.1.3. Herzberg Two-Factor Theory (1959)**

ER is influenced by several motivational theories, including equity theory, need theory, and expectation theory. These theories have emphasised the elements listed below that, when satisfied by the employer, workers become motivated (Badubi, 2017). Herzberg's Two-Factor Theory was used for this study. Maslow's hierarchy of requirements had an impact on Herzberg's theory of motivational hygiene, which he established in 1959 along with the two-factor model of work motivation (Alshmemri et al., 2017). He performed motivational research on 200



accountants and engineers working at businesses in Pittsburgh, Pennsylvania. Making use of the vital occasion technique of data gathering, he posed the following two queries: (a) What turned you on? and (b) When did you feel very good about your job? And (b) what turned you off at work when you felt horrible about it? (2005) Luthans Herzberg classified these reported positive and negative emotions and concluded that job motivation (motivators) is connected to job contentment (hygiene components) and job dissatisfaction (discontentment elements), both of which are connected to the job setting.

In contrast, hygiene components combat unhappiness rather than encouraging or satisfying behaviour. Maslow's theory and Herzberg's are compared by Luthans (2005), who comes to the conclusion that Maslow's lower-level demands and hygiene variables are comparable but not identical. Although these hygiene-related elements deter unhappiness, they do not always result in contentment. Only motivators can result in motivation; hygiene elements do not. This is compared to Maslow's higher order wants by him.

According to Luthans (2005), managers may inspire workers by incorporating the afore-mentioned elements into their daily tasks. As a result, an employee who complains about cleanliness issues will be unhappy. However, Luthans (2017) concludes that satisfaction and discontent are not just diametrically opposed, but that poor working circumstances contributed to dissatisfaction while good working conditions did not always produce it. Therefore. A two-dimensional model of the factors influencing people's attitudes toward their jobs was created by Herzberg.

In terms of an operational approach to ER, managers should not rely solely on intrinsic and extrinsic variables to influence ER, but should, in a sense, merge intrinsic and extrinsic variables. In 1959, the behavioural scientist Herzberg introduced the motivator-hygiene hypothesis, also known as the two-factor theory. Alshmemri et al., (2017) found that some work-related variables promote contentment although others safeguard against discontent. Herzberg contends that "no satisfaction" and "no discontent" are the opposites of "satisfaction" and "dissatisfaction," respectively. Herzberg separated these elements into two groups:

### *Hygiene factors*

The aspects in the workplace that are crucial for the existence of motivation at work are hygiene related. These don't ultimately result in long-term happiness (Ghazi et al., 2013). But when these elements are missing from the workplace, it results in discontent. In other words, when they comfort employees and do not cause them to feel unsatisfied, these elements are effective, suitable, or reasonable in the workplace. These elements are unrelated to employment and sometimes referred to as dissatisfiers or maintenance factors, hygiene factors are necessary to prevent unhappiness (Prasad Kotni & Karumuri, 2018).

These elements define the working situation or atmosphere. The physiological demands that people have and expect to be satisfied, like a pay check, are symbolised by hygiene considerations. The pay structure or scale must be appropriate and acceptable. It must be comparable to and fiercely competitive with other organisations operating in the similar industry and sector. Rules governing administration and the company should not be overly rigid. They must be sincere and open. Flexible work hours, dress codes, rest periods, and vacations should all be included (Dartey-Baah & Amoako, 2011).

### *Fringe benefits*

Employees must be provided with family benefits, employee assistance programs, health insurance plans (Mediclaime), and other perks, claim Clemens, Kahn and Meer (2018). Physical working circumstances must be secure, hygienic, and clean. The tools you use at work should be modern and well-maintained. Status - It is important to know and maintain an employee's status inside the company. Relationships with co-workers, superiors, and subordinates should be suitable and acceptable from the perspective of the employee. Neither conflict nor shame should exist. Job security - the company must offer employees a safe working environment (Ghazi et al., 2013).

### *Motivational factors*

Hur (2018) argues that hygiene-related variables cannot be considered as motivators. Positive contentment is a consequence of motivating situations.

These elements have to do with work. These elements encourage workers to deliver better work. These elements are known as satisfiers (Hinton, 1968). They are elements that affect how well people perform at work. These elements are seen as inherently satisfying by employees. The motivators represent the psychological demands that are viewed as supplementary advantages. Motivators include:

Recognition - Supervisors should commend and honour their workers for a job well done. Employees need to feel like they have accomplished something. This depends on what must be done. There must be some sort of fruit from the labour. Opportunities for growth and progress - A company's employees must have the chance to improve and flourish if it wants them to work hard. Employees must believe they are accountable for their own job. They should be given ownership of their job by their supervisors. They should retain accountability while minimizing control. Work should be interesting, hard, and meaningful for the person to be able to perform it and be motivated (Thant & Chang, 2021).

There is empirical evidence for and against the two-factor theory. The three primary areas of criticism for the hypothesis are the study's fundamental presumptions, methodology, and findings. The technique of the two-factor hypothesis has received the most criticism. The psychological and hygienic aspects are still seen as positive. However, the idea that contentment and discontent exist on different continuums is now widely acknowledged to be a creation of Herzberg's "Critical Incident Technique" (Ruthankoon & Olu Ogunlana, 2003). Alfayad and Arif (2017), stated that it was not advisable to try to understand one from the other since the link between drive and enjoyment was essentially shallow. Prasad Kotni and Karumuri (2018) doubted the notion based on the correlation between satisfaction and performance, which was thought indirect. Alfayad and Arif (2017), indicated in research that the two-factor theory of satisfaction was "good" but there was no connection between satisfaction and performance. Ruthankoon and Olu Ogunlana (2003), employed the Job Descriptive Index (JDI), a previously established technique, to measure job satisfaction and observed that Herzberg's "retrospective" perspective was

questionable. They discovered that the only factor significantly influencing work satisfaction was the "job itself." Related results were later attained in the empirical studies. According to Thant and Chang (2021), Herzberg's technique obtained a causal association centred on socially desirable reactions of the subjects. Additionally, he asserted that it is human to mistakenly assign internal variables for contentment and exterior factors for discontent, which is a type of basic attribution error.

This theory was adopted as the most practical one for the research and for a better understanding of ER (Kim, 2004). Education settings typically support this viewpoint (Fard & Karimi, 2015). The motivator-hygiene theory has also been applied as a theoretical framework for the exploratory research of police officers' job satisfaction, although a survey of the literature found that the idea has been criticized (Fard & Karimi, 2015). Some academics have identified this theory's shortcomings as the inability to be experimentally supported. Additionally, this approach disregards individual variations and makes the unavoidable assumption that all workers react to workplace changes similarly, which is not always the case (Vecchio, 2000).

Herzberg's research was only done among supervisors and middle management, therefore its application to different work contexts or to employees of a particular culture is still debatable in addition to the critiques (Luthans & Youssef-morgan, 2005). These results closely matched those of the original American study (Herzberg, 1990). Despite the theory's critics, it has had a significant influence on management and is regarded as one of the most well-known motivational ideas in the industry. Vecchio (2000), asserts that Herzberg's theory influences work redesign. In support of the claim, Robbins (2001), added to it by noting that Herzberg's study is responsible for the rise in popularity of vertically growing occupations, which offer employees more responsibility.

The researcher considered the theory applicable and significant because it provides a practical guide regarding the variable in question. The idea clarifies the elements that affect both job satisfaction and job discontent. The idea is that managers should be aware of how well-kept their workplaces are to avoid

unhappy workers. Supervisors must also make sure that the work is interesting and fulfilling to motivate employees to work harder and more effectively. To motivate employees, this concept puts a lot of emphasis on job enrichment. The task must make the most of the employee's skills and abilities. Work quality may be increased by putting more emphasis on motivating aspects (Yusoff et al., 2013). For this reason, the researcher considered Herzberg's Two-Factor Theory more relevant and applicable in the case of ER.

From the above discussions, out of the three theories, SET appears to be the most dominant and main theory of the study. Since it served as the theoretical foundation for studies on POS and retention (Coyle-Shapiro & Conway, 2005), the Social Exchange Theory (SET) created by Cropanzano and Mitchell (2005) plays a significant role in this study. According to Holtom et al. (2008), the SET indicated that the workers are linked by an unnoticed network that resulted in ties that influence their decision to stay in or leave their current positions. As a result, more research on the SET interpretations relating to WLB and staff turnover at HEI is required (Holtom et al., 2008).

In addition, SET maintains that an employee's social relationships include those with his or her own family and the obligations of the workplace, which have a direct impact on whether they choose to remain in the companies. In this respect, if the staff members can establish a balance between their personal and professional lives, they will remain with the company and make contributions, creating a connection between the staff members and the companies. According to this study, SET are linked to both work satisfaction and employee retention. These ideas demonstrate that elements like WLB may be used to increase employee retention. SET has a substantial relevant consequence in terms of staff retention, which has been shown in several works.

Because perceptions of organisational support are a result of how the ER is perceived, this study adopted this theory to clarify the correlation between the variables of interest. This is because perceptions of organisational support may have a positive or negative impact on WLB and result in the intention to leave the institution. Since the process of social exchange results in a sense of quality

exchange, it may be seen as a social interaction in which an organization and its workers negotiate their shared expectations, which can result in benefits like better job satisfaction and lower turnover.

## **2.2. EMPIRICAL LITERATURE**

The literature in this section delivers a direct overview of the variables and their relationship with the objectives of the study.

### **2.2.1. POS and ER**

Employees are said to acquire organisational support as a general perception of how much value their efforts and is concerned with their well-being (Eisenberger et al., 1986). When an organisation invests in or recognises employee contributions as it sees fit, that is, in the sense that it is not required to do so for everyone, it shows that it values its people (Eisenberger et al., 1986). Additionally, it is asserted that meeting the socio-emotional demands for acceptance, identity, and belonging enhances POS (Kurtessis et al., 2017). Accordingly, a long history of supportive HR management policies and procedures (Ahmed & Nawaz, 2015), receipt of favourable resources and treatment (Kim et al., 2016), and interaction with representatives (management and supervisors) of an organisation could represent positive organisational orientations for the employee (Neves & Eisenberger, 2014).

Consequently, researchers have theoretically and empirically found that POS forms the basis of an employee's trust in an organisation (Ahmed & Nawaz, 2015). This positive treatment of employees could express their interpretation of the organisation's genuine appreciation for them. POS is likely to be reinforced when employees believe that they can benefit from favourable and supportive working conditions related to their individual career advancement. This is particularly important and helpful for knowledge workers who are constantly faced with the need to develop personally and update their skills and knowledge to "keep up with the demand for knowledge work" (Neves & Eisenberger, 2014:190).

Promoting career-related HRMP indicates that an organisation provides a work environment that is conducive to self-learning and development, demonstrates a willingness to invest in employees, and shows appreciation for high-performing employees. Accordingly, providing discretionary career development, monetary rewards, and clear career paths could increase indebtedness to an organisation. The social exchange mechanism invokes employees who experience positive career treatment and feel obligated to repay that treatment through personal efforts to achieve organisational goals (Lamm et al., 2015).

The study by Arshadi and Hayavi (2023) found POS to have a significant impact over employee retention. On the other hand, POS enhances expectancy that greater effort towards organizational goals would be rewarded, and therefore, enhances employee retention with the organization (Eisenberger, Hunting et al., 1986). Along with motivation, Perceived Organizational Support (POS) plays a crucial role for the employees (Shah & Asad, 2018).

In this research, SET is employed, and POS is suggested as a WLB and ER predictor. The most loyal employees are those who have high degrees of dedication, a strong emotional bond, and a sense of belonging. An organisation's support of its employees helps to promote this kind of devotion (Cropanzano et al., 2017). A major factor in determining ER appears to be organisational support.

Organisational support has been identified as the most crucial component for ER in several research on the factors impacting ER (Arasanmi & Krishna, 2019). These researchers discovered that the employment connection, which might be between employees or between employees and employers, is influenced by organisational support. How supportive or unsupportive employees feel about their employer will establish the nature of this employment relationship, which will decide whether it is good or negative (Arasanmi & Krishna, 2019).

Good morale, which includes things like promotions, kind comments, and pay raises, is a necessary component of a favourable perspective of the working relationship (Vodă & Florea, 2019). The association, according to researchers, can also result in negative consequences such behavioural changes (attitudes at work), poor performance, a lack of job satisfaction, absenteeism, plans to quit,

job engagement, or commitment. People who are pleased with organisational support are likewise content with their work, according to research by Kurtessis et al., (2017). Many studies on variables predicting ER have indicated that organisational support is the key determinant (De Sousa Sabbagha, Ledimo & 2018).

Additionally, Rai et al., (2017) note that an employee's impression of organisational commitment affects their level of work satisfaction. This translates to higher levels of performance, higher productivity, more clients, stronger retention, lower levels of absenteeism, and lower intentions to leave the company. Employees who feel supported by their employers are more satisfied with their work and feel more at home in their work environment. According to research by Azis et al., (2019) that looked at the relationship between organisational support and employee retention, employees who have a positive perception of their employer's degree of support are much less likely to leave that company.

POS and employee engagement refer to a worker's perception that their employer values their work and is interested in their welfare (Eisenberger et al., 1986). POS reveals how employees evaluate their employer's degree of care, concern, and gratitude (Shah & Asad, 2018). Employees are better able to adapt to the organisational environment. According to earlier research, POS boosts workers' dedication and sense of duty to the company (Alzahrani & Javed, 2021). As a result, POS may increase workers' loyalty to an organisation through their involvement and dedication (Kerdpitak & Jermittiparsert, 2020). Based on the findings from (the study/earlier studies), the researcher hypothesised the following:

***Ha1:** There is a significant relationship between POS and ER.*

### **2.2.2. WLB and ER**

As the workplace changes into a fast-paced work environment due to the expanding global economy, work-life balance and employee retention have become major challenges (Hashim et al., 2016). The study established a link



between work-life balance and employee retention. Neglecting the work-life balance of the company's employees may have detrimental effects on them, which will then have an impact on whether they stay or leave (Hashim et al., 2016).

Kar and Misra (2013) allude that employees invest a lot of effort into finding a balance between the obligations of home life and the responsibilities of the workplace. Those that fail to do so either become less productive or leave the company, thus implicating a correlation between WLB and ER. Deery (2008), provided a framework that gives organisations a more all-encompassing way to look at the reasons for low ER and solutions to raise job satisfaction and organisational commitment. Though not all studies have come to the same conclusion, it has been demonstrated that social support is crucial in reducing inclinations to stop.

Kanwar et al.,(2009) in their study on the impact of work life balance and burnouts on job satisfaction in the context of IT and ITES industry revealed that work life balance and job satisfaction are positively related to each other and to increase the morale and productivity of the employees organizations should play a facilitating role to provide ways to manage work life balance.

Previous studies have demonstrated that organisational support can increase employee affective commitment and emotional engagement (Bentley et al., 2016). As in other earlier research, it is hypothesised that organisational support, which is an aspect of employer branding, will affect workers' commitment to remain with a company. Employee loyalty and commitment go hand in hand, and both are related to ER. Based on the above, it is hypothesised that: There is a significant relationship between POS and ER.

*Ha2: There is a significant relation between WLB and ER.*

### **2.2.3. POS and WLB**

The degree of organisational support for employees' efforts to coordinate work and family commitments and activities is considered a boundary-spanning resource (Kim et al., 2016). Cross-boundary resources can reduce work-family

conflict and improve work-family balance through interrelated processes that increase employees' perceived control over managing work-family boundaries and legitimise the use of work-family balance policies (Sirgy & Lee, 2018). Many companies still view it as an individual rather than an organisational issue. In some organisations, the prevailing view is that work is work and family is family and the two basically do not mix (Jones et al., 2013).

According to research (Gachter et al., 2013; Meenakshi et al., 2013), happier workers tend to be happy at work. WLB is thus seen as a crucial component that affects an employee's desire to quit their company (Meenakshi et al., 2013; Fayyazi & Aslani, 2015). Additionally, the workers that get greater organisational support handle stress well, which results in their having higher job psychological resources (Gachter et al., 2013). The reduction of everyday pressures caused by workers' favourable perceptions of organisational support leads to WLB in the end (Jex, 1998). The two most essential realms of lifework and life-can therefore be balanced with the help of POS (Maszura & Novliadi, 2020).

Research has shown that organisational support is one of the most important predictors of WLB (Thakur & Kumar, 2015). Amazue and Onyishi (2016), argued that employees who are supported by and perceive their organisation as supportive are likely to have a good WLB. The study by Fitria and Linda (2019) indicates that POS has a positive and significant effect on WLB with the coefficient  $\beta = 0.28$  and sig.p 0.02 It is means, if there is good organizational support, it can realize work life balance.

Previous researchers, such as Shockley et al., (2017), believe that WLB influences behavioural intentions and actual turnover through mediating variables (such as job sharing, flexitime, and part-time work). As previously stated, it is anticipated that WLB would generate high levels of engagement, which will decrease disengagement behaviour and turnover intentions. This anticipation is in line with current turnover theory (Hashim et al., 2016). The association between WLB and turnover intentions is therefore anticipated to be mediated by organisational commitment. Therefore, it is hypothesised that: There is a significant relationship between WLB and ER.

*Ha3: There is a significant relationship between POS and WLB*

#### **2.2.4. Relationship between POS, WLB, and ER**

Numerous studies have thoroughly analysed the three study variables to establish the existence of the link and to gauge its strength and direction (McCarthy et al., 2013). According to Landells and Albrecht (2017), POS, WLB, and ER are all related. According to Durnali and Ayyildiz (2019), WLB and POS have favourable impacts on ER. According to these writers, improved WLB and eventually better turnover intention result from employees feeling supported by their organisation.

POS is often seen as a significant indicator of WLB (Krishnan & Mary, 2012). In their study, Kura et al., (2016) discovered that POS significantly affected WLB; greater POS scores were linked to ER. POS did not, however, strongly predict long-term commitment (Krishnan & Mary, 2012). The association between HR practices and organisational commitment was revealed to be mediated by POS in a related recent study by Durnali and Ayyildiz (2019). Kura et al., (2016) propose that workers feel bound to aid others who have benefited them based on social exchange and reciprocity theories.

POS in an organisational setting should therefore be expected to result in a desire to pay back the organisation for the services it has provided through increased affinity with the organisation (affective commitment), a sense of compulsion to the organisation (normative commitment), and a relatively higher cost of leaving the organisation (and thus an increase in continuance commitment). Wong et al., (2012) looked at the connection between organisational commitment and POS among health care employees in Uganda and discovered a marginal but substantial correlation between the two variables.

#### **2.2.5. Implications of ER in HEIs**

Since it is become more difficult for businesses to keep their employees due to rising competition and globalization, most people are drawn to employers that have strong employment opportunities. Because they frequently compete with

other local or international universities for the top academics, HEIs also have these difficulties (Samuel & Chipunza, 2013). HEIs should reduce attrition as it impacts student enrolment and aggravates the remaining staff owing to an increase in workload (Gharib et al., 2017). To reduce turnover, it is crucial to understand why people quit their jobs since it has a negative impact on how satisfied the remaining staff members are with their work. Effective hiring, development, and retention strategies remain a crucial component of an organisation's success, adaptability, and competitive edge in a dynamic and more competitive corporate world (Samuel & Chipunza, 2013). Many organisations now see developing effective retention strategies and restricting worker turnover to the target as a critical strategic concern (Carpi et al., 2013).

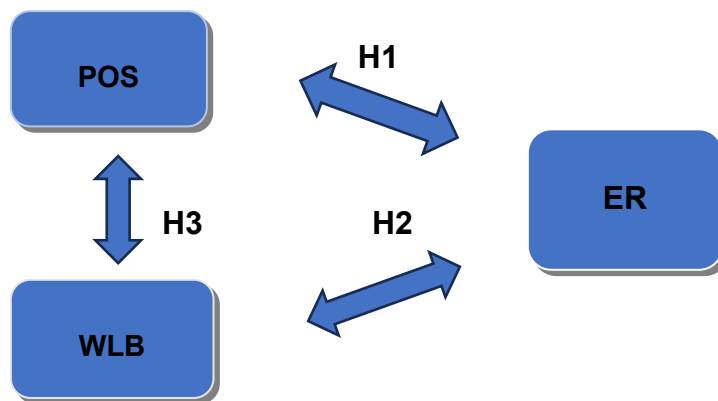
Accordingly, it is commonly acknowledged that maintaining and attracting employees depends on employee happiness (Samuel & Chipunza, 2013). Busari et al., (2017) discovered that when high-achieving academics leave the institution, the institution loses a large portion of its human capital. This loss can increase if they go to a rival institution. An increased interest in studying employee attitudes to understand why individuals leave and what can be done to keep them has resulted from the new demands and behaviours of employees in organisations (Jain, 2013).

Additionally, Awang et al., (2015) concurred that one of the most significant trends in organisations is focusing on organisational culture and analysing employee happiness as a measure to assess fulfilment within the organisation. Additionally, as evidence about the effects of personality traits and leadership competencies of leaders on productivity, satisfaction, and overall employee experiences with quality of work life accumulates, future researchers should concentrate on leadership skills, accepted culture, and competency of leaders. A strong organisational culture can be established, according to research recommendations, through excellent leadership and positive staff behaviour. The majority favour effective leadership techniques, which create a favoured organisational culture (Takawira et al., 2014).

### 2.3. CONCEPTUAL FRAMEWORK

Against this literature discussion, the researcher projected a conceptual framework in figure 2.1. The model below displays the relationship of the above-discussed variables.

Figure 2.1: Conceptual model of POS, WLB, and ER.



Source: Researcher's conceptual model

Accordingly, as shown above in the model, the researcher indicates that POS appears to have relationship with ER. In practice, this would mean that employees who perceive the organisation to be supportive develop a sense of commitment to be loyal to the organisation and are likely to stay with it longer periods. WLB also appears to be related to ER. Employees who can balance their work and personal lives are satisfied employees who are likely to stay with the organisation longer. Finally, perceived support appears to be related to ER. Part of the perceived support employees needed from the organisation is helping them achieve a balance between their work and personal lives. This could be through assigning realistic goals, reasonable workload, rotating work schedule, employee assistance programmes, and wellness programmes to achieve a stable WLB. This is also supported by SET. When employees feel valued and supported, they are likely to feel obligated to repay the company by demonstrating the highest levels of commitment, trust, and loyalty.

The theory of social exchange, which stems from a social psychology and sociological perspective and explains behaviour and social changes as negotiated exchange connections between people, is the foundation for the link between the three variables of interest (Zafirovski, 2005). According to this theory, which explains the nature of the interaction between employees and organisations, people base their decisions on their personal level of social relationship satisfaction. As a result, social exchange theory explains how interpersonal interactions are reliant on the exchange of goods and services between individuals and organisations.

The literature makes it evident that a significant number of researchers have developed the notion of social exchange. The concept of social exchange is also known as the mutuality of satisfaction, which is reciprocal in accordance with the terms agreed upon by two people, is built on trust, and is maintained by the exchange or upkeep of an established system of trade of moral norms (Loi et al., 2006).

Benefits and costs to an individual determine the parties' relationship (Rhoades et al., 2001). The partnership is predicated on the idea that the work put into the connection and the result or benefits received are in balance. As a result, the association is usually significant when the reward outweighs the cost. According to Masterson et al., (2000) theory, employees can form social relationships with their managers and contribute constructively to the company when they are happy with it (Rhoades et al., 2001).

The institution can establish social exchange links with staff members, department heads, directors, students, and the public through higher education. HEIs strive for equality in their interactions with their staff, according to the social exchange theory. Concern over the shortage of research in HEIs in developing nations is growing. Because local members may encounter discrimination and sense inequity, institutions from developing nations may have less meaningful exchange relationships than organisations from other countries.

## **2.4. SUMMARY**

The chapter provided a survey of the literature in terms of theory, concepts, and empirical research. The researcher discussed both the study's aims and its goal during the discussion. The overall conclusions of this chapter confirm that there is solid scientific evidence proving that the factors under consideration are related. The evidence reviewed above suggests that the variables are reliant on one another. The research methods will be discussed in the following chapter.

## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1. INTRODUCTION**

This chapter brings into view the research methodology on how the information and explanation are designed for the collection and analysis of data as well as the instruments used for data gathering in the study. The research philosophy and research approach, numerous kinds of research design, sample and sampling methods, data collection, and procedures are presented. The research further described the population and present the data analysis as well as validity and reliability. Lastly, the ethical consideration and significance of the study are fully outlined.

### **3.2. RESEARCH APPROACHES**

There are two major types of research approach, namely, inductive, and deductive. For this study, the deductive approach has been adopted and discussed below.

#### **3.2.1. Deductive approach**

The study adopted the deductive approach. The main purpose of the study was to investigate the relationship between POS; WLB and ER. The research reviewed previous research and its theoretical model to develop the hypotheses. Throughout the set of data, the deductive approach was used in literature to construct the conceptual framework. The closed-ended questionnaire was distributed to collect data.

### **3.3. RESEARCH DESIGN**

#### **3.3.1. Quantitative data method**

The research design used in the study was quantitative. Quantifiable study is the gathering and evaluation of mathematical data. It can be employed to reveal patterns and averages, create theories, explore causality, and conclude results to larger groups (Morgan, 2013). Babones (2016) remarks that quantitative study



is much more reliable and objective. Quantitative can be mathematically computed and is numerical in nature. It has different measures of scales used as ordinal, ratio, interval, and nominal scales (Gibson & Fedorenko, 2013). The quantitative approach normally addresses the question of 'what' in the research.

In a quantitative data collection, the standardised comparison is easily made and cheaper to implement as well as the proportions of the effect can be easily measured (Nardi, 2018). Stockemer et al., (2019) claim that the quantitative data gathering method relies on structured data collection tools and random sampling to produce results that can be compared, generalised, and summarised. Quantitative data usually gather entail information and strategies from managing questionnaires with closed-ended questions, from management information systems, perceiving and video recording well-defined events, and from experiments or clinical trials (Babones, 2016).

The researcher in this study used exploratory research for the following explanations: to determine what other research is related to the research problem; to investigate if there are important gaps in the literature that are needed in this study; and to formulate the research problem and questions for a more detailed investigation to determine theories. Hazzi and Maldaon (2015) describe a pilot study as a collaborative term for any limited exploratory research system in which sampling is conducted, but difficult values are not applied.

### **3.4. POPULATION OF THE STUDY**

According to Collinson et al., (2012), a target population is a group of people to whom the research results apply and are generalised as they share common characteristics. Given the focus and scope of the study, the population was the academic staff at the University of Limpopo. This group was chosen because academic staff retention in HEIs appears to be a substantial concern, and these institutions face larger challenges because of the increased intention of staff members to quit their jobs within the organisation (Asheley, 2018). As a result, the academic staff at the University of Limpopo served as the study's target

population. According to information provided by the Human Resource Department, there were 715 academic staff members in total at the time of the study (N=715), including both permanent and temporary employees (2022).

### 3.5. SAMPLE AND SAMPLING METHOD

The population of academic employees at the University of Limpopo at the time of the study was N=715 (Human Resource, 2022). Simple random sampling was employed for this study. Random selection is employed for this type of sampling technique to guarantee that every component of the population has an equal probability of being included in the chosen sample. The researcher applied Taro Yamane's (1967) sample size calculation method to figure out the sample size. As calculated using Taro Yamane's (1967) method, the minimum recommended sample size for the University of Limpopo is 400.

The following is Taro Yamane's formula;

$$n = \frac{N}{1 + N(e)^2}$$
$$\frac{715}{1 + 715(0.05)^2}$$
$$=256$$

Therefore, the above answer determined the minimum sample for the population of 715. I used 400 because a sample that is larger than necessary will be better representative of the population and will hence provide more accurate results. Therefore, 400 questionnaires were distributed and 332 was found suitable for analysis. Out of 400 questionnaires, 36 was not returned, 32 was spoilt and not suitable for analysis. From the above, the researcher concluded on 83% response rate.

### **3.6. DATA COLLECTION INSTRUMENTS**

For this study, data collection was done using a questionnaire. The researcher adopted three questionnaires, which were incorporated into 1 instrument of data collection with four sections for each variable and demographic data. The sections are sections A, B, C, and D. Section A of the questionnaire represented the biological factors of the participants such as age, gender, total years of experience, and experience with the current organisation, while section B, C, and D of the questionnaire reflected on items that are related to the three variables in question, respectively. The questionnaire has a cover letter on the first page, which briefly introduces the researcher and the purpose of the study. Consequently, the cover letter also indicated to the respondent that participation was voluntary. It further informed participants of their rights to participate and assured them of their confidentiality and secrecy.

The researcher adhered to COVID-19 regulations by observing social distancing and sanitizing hands when entering the offices of the participants. Participants were given about 5 days to fill out the questionnaire and were notified of the collection date to allow them to fill it in their own time and space. After 5 days, the researcher collected the questionnaires from respondents' offices. This also ensured that COVID-19 regulations were adhered to. Below are the names of questionnaires administered in the study.

#### **3.6.1. POS questionnaire**

POS is measured with an organisational support questionnaire by Eisenberger et al. (1986). It was developed to measure organisational support. It consists of eight items. This measurement weighs employees' perception of how much the organisation values their role and cares about their well-being. It consists of items such as "The organisation values my contribution" and "The organisation cares little about me." Respondents indicated the amount to which they agreed or disagreed with each statement on a five-point Likert scale, where 1 = disagree, 2 = disagree at all, 3 = not sure, 4 = agree, and 5 = agree completely.

The instrument was used recently in a study titled: “Employer branding: POS and ER- the mediating role of organisational commitment” (Arasamni & Krishna, 2019), where it was proven to be valid and reliable with Cronbach alpha of 0.6+. Additionally, content validity was established to ensure that the instrument was valid for the variable in question. The researcher investigated the extent to which the research instrument adequately covered all the content by comparing it with that of previous or similar studies.

### **3.6.2. WLB questionnaire**

A 13-item scale designed and reported by Fisher-McAuley et al (2003) was used in this investigation to measure WLB. The scale was created to evaluate three aspects of WLB: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Enhancement of Work/Personal Life (WPLE). The conflict approach and the enrichment method, two conflicting ideas frequently employed to explain the relationship between work and family, are attempted to be captured by these three dimensions. This measure comprises statements like "My work suffers because of my personal life, and vice versa." A five-point Likert scale was used to evaluate each statement, with 1 denoting agreement, 2 agree, 3 do not know, 4 disagree, and 5 completely agree. This variable's face validity, which looked at how acceptable the test's content seemed on the surface of the content, was assessed to ensure validity. Face validity is assessed by having study participants complete the questionnaire. They check that the questionnaire adequately covers the subject under investigation. The measurement's internal consistency was ensured using the Cronbach's alpha coefficient.

### **3.6.3. ER questionnaire.**

ER was measured by employing a five-item bank of questions developed by Bozeman and Perrew (2001). The quantity attempts to evaluate employees' willingness to leave or willingness to stay in an organisation. This measure includes items such as, “Soon I shall probably search for a new career” and “I will

not leave my work.” The five-point Likert scale assessed in all items ranged from 1= Always, 2 = Often, 3= Sometimes, 4= Seldom, and 5=Never. The instrument has been used in several studies such as “Relevance of organisational support on academics affective commitment and turn over intention” (Esop & Timms, 2019), and was proven to be valid and reliable. According to Bozeman and Perrew (2001), the measure in their study had a Cronbach alpha reliability coefficient of 0.80. The researcher ran a pilot test to further confirm the validity of this instrument. Before a full-scale performance, a proposed study is tested in a small-scale preparatory study known as a "pilot test" (Lowe, 2019). The same methods and steps used in the larger study are typically used in this smaller one. This makes it easier to remove unnecessary parts of the instrument.

In the study, the reliability or internalisation of a scale or test item was evaluated using Cronbach's alpha as a metric. A reliable method for assessing consistency strength is Alpha Cronbach's alpha (Mohajan, 2017). Additionally, the researcher chose the most appropriate time scale for the study, an appropriate methodology considering the study's characteristics, the most appropriate sampling method for the study, and made sure that the participants weren't under any duress to choose a specific response among the response specifications to ensure the validity of the study. It is essential to understand that while obstacles to the accuracy and dependability of research cannot be totally removed, researchers must make every effort to lessen these risks (Heale & Twycross, 2015).

### **3.7. DATA COLLECTION PROCEDURES**

Prior to data collection, the researcher requested approval from the University's research department for ethical clearance, which would permit the researcher to collect data. Once it was obtained, the administration of the questionnaire to the participants commenced. The researcher visited each respondent's office to request them to participate in the study. This was done in such a way that no disturbance was caused to work performance by distributing questionnaires during lunchtime and after hours. Consequently, consent was obtained from the

respondent before the distribution of the questionnaire. The questionnaire was distributed among the respondents to indicate their responses to it.

Self-administered questionnaires were the main research tool in this study. Parpala and Lindblom-Ylaenne (2012:317) define a self-administered questionnaire as a “data collection instrument in which written questions are presented for respondents to answer in written form.” A self-administered questionnaire can be handled in several ways: One can distribute the questionnaire by email with clear instructions on how to answer the questions and return the response(s) by mail, while another way is to hand the questionnaire to the participants in person or ask them to answer the questions and later collect the questionnaire and gather the respondents in one place, explain everything in the questionnaire to them by giving verbal or written instructions, and let the members complete the questionnaire (Nguyen-Vo et al., 2019). In this study, closed-ended questions were used to allow the respondents to accurately formulate and share their thoughts in the highlighted areas.

According to Cairns et al., (2013) the study employed self-managed questionnaires for the following reasons: A self-administered questionnaire encourages open and honest responses and ensures anonymity and privacy of respondents; Self-administered questionnaires compared to other methods of data collection like mail surveys proved to have a higher response rate; Self-administered questionnaire compared to a personal interview where the researcher must always be with respondents is less expensive when gathering data.

### **3.8. DATA ANALYSIS METHOD**

In this quantitative study, the Statistical Procedure for Social Science (IBM-SPSS) software version 25 was used to analyse the data (Durbarry, 2017). Using SPSS, the researcher reorganised and classified the data gathered. The data was then picked out and broken down into similar parts. Descriptive statistics, which comprise frequencies, percentages, means, standard deviations, and intercorrelations across variables to reflect the key characteristics of the sample,

were employed in the statistical study. To test the hypotheses, the association between the variables was established using Pearson correlation, while the effect of the independent variable on the dependent variable was investigated using regression analysis. The purpose of the data analysis was to evaluate the validity of the study's research objectives and hypotheses.

Data validity and reliability can be observed by correlation analysis. The data can be validated to attract population assumptions by employing this study methodology. The Pearson correlation value can be used to quantify this (r value). This number is between -1 and +1. A higher value of one variable causes a lower value of the other, which is indicated by the value -1, which denotes a negative relationship between the two variables. On the other side, a value of +1 denotes an entirely favorable correlation between two variables (Liu et al.2016). Consequently, the two variables are more comparable the stronger the correlation (Gogtay & Thatte, 2017). A link is weak or nonexistent when the correlation coefficient is close to 0. The P-value measures significance.

### **3.9. ETHICAL CONSIDERATIONS**

The laws implicit in research morals are of significance and relate to concerns such as permission to conduct the study, confidentiality, honesty, and respect for individual rights (MacDougall et al.,2014). Pervez (2020) states that ethics refers to complying with the standards of conduct of a given profession or group. Kuoribo et al., (2021) assert that working with human participants in research always raises ethical issues, which should always be taken into consideration. All the data that were used in the study were acknowledged to avoid plagiarism as per the University's academic policy.

#### **3.9.1. Permission to conduct the study.**

Prior to embarking on data collection, the researcher applied for ethical clearance from the Turfloop Research and Ethics Committee (TREC). Without a permission

letter and informed consent, the researcher could not proceed with data collection until permitted to do so. An ethical clearance letter and a questionnaire were given to the participants in the process of participation. The analysis of data was unbiased.

### **3.9.2. Informed and voluntary consent**

Informed consent means to fully permit something to happen while being made aware of all the risks and other alternatives available (Ortiz, 2019). Voluntary consent means to do something of freewill and without being pressured (Nguyen-Vo et al., 2019). The participants received written information about the study's background and objectives when data collection began. Additionally, a consent form was provided to them, giving them the option of participating or not. A written informed consent form was acquired from all the members before administering the questionnaires.

Participation in the questionnaire was done voluntarily as stated in the introductory letter. The participant was at liberty to decide to take part in this study or withdraw from it without any negative consequences. There was no financial reward to encourage participation. There was no coercion or undue influence on the participants to participate in the research. This information was included in the informed consent.

### **3.9.3. Confidentiality, privacy, and anonymity of participants**

Privacy means being able to keep it unknown that certain information was provided by who to the public (Coffelt, 2017). Kaiser (2012) adds that confidentiality is a piece of information given to a party that guarantees that one will not share the provided information with a third party, if the first party has not permitted it. Information provided by the participants, especially personal information, was not shared with anyone. Privacy was maintained throughout the research process. The participant was given the assurance by the researcher that their personal information would not be used in any way and that it would be kept private. The names, email and physical addresses, telephone numbers, and other contact details of the participants were not requested in the questionnaire.



Also, the cover page of the questionnaire and the consent letter stated that the researcher would ensure that anonymity and confidentiality of information would be maintained throughout the study.

#### **3.9.4. Respect and dignity**

According to Sugarman (2015), among the most important human needs is the desire for respect and dignity. Every participant was treated with respect and dignity. The researcher respected the confidentiality, privacy, and cultural feelings of the respondents. The statistics data and remarks provided were respected and used efficiently. Participants were treated correspondingly and given the same questionnaire. Each person has the ability and right to make their own judgments, according to the researcher. The researcher made sure that participants' dignity would be respected by treating them with respect.

#### **3.9.5. Risk and harm**

A risk is a possible harm or injury connected with the study that a sensible individual would probably weigh heavily when deciding whether to take part. Inconvenience, distress, or suffering that a subject may endure because of the research processes are included in the idea of risk (John & Wu, 2022). There were no psychological risks or any other harmful risks to the participant for participating in the research. To prevent psychological risk, first participation in the research was voluntary and anonymity was ensured. The survey was only for academic purposes and the results were given to the participants who requested them. The study participant was free not to participate in the study and was also free to opt-out at any stage of the collection and completion of the self-administered questionnaire. The collection and completion of the questionnaire were also voluntary, and no pressure was put by the researcher on the participant to complete the questionnaire or participate in the survey.

No participant was formally interviewed and questions that can cause anxiety, guilt, shame, shock, and loss of self-esteem were not included in the questionnaire. Therefore, no sensitive question was included in the questionnaire. The study used adapted scales/questions with high psychometric properties previously used by researchers for similar studies. Furthermore, to avoid psychological harm, the cover page of the questionnaire contained stated that the researcher would debrief the participants about the nature of the research, the information required, confidentiality, voluntary participation, and anonymity. The study did not include experiments that could lead to guilt, anxiety, shock, depression, loss of self-esteem, and altered behavior.

### **3.10. CHAPTER SUMMARY**

This section has elucidated the research method of the project. The research approach and philosophy were also explained. The research strategy and design were discussed. The population from which the data were collected to address the aim and objectives of the study was identified. The sampling method to extract a representative sample from the targeted population was described and a quantitative data collection technique was employed to collect primary data from designated respondents. Self-administered closed-ended questionnaires were distributed physically to the respondents. Given that there are many ways to collect data as well as various research designs and approaches, the researcher identified the most suitable instrument and methods for the purpose of this study. The results and their analyses are presented in the next chapter.

## **CHAPTER 4**

### **DATA ANALYSIS AND PRESENTATION OF FINDINGS**

#### **4.1. INTRODUCTION**

This chapter presents and discusses the research findings and data considering participant feedback. Using the Cronbach's alpha coefficient, the measurement instruments' reliability and validity were assessed. Data on the variables studied were collected using a closed-ended questionnaire and were collected and analysed using SPSS. The data were presented using descriptive data, which include mean, standard deviation, paired samples test and correlation analysis. The participants consist of women, men, and others (group that did not want to disclose their gender) with different age groups, education levels, and

employment status. Of the 400 questionnaires distributed, 332 were returned and found suitable for analysis, 36 were not returned, and 32 were spoiled. The main results are presented below in the form of tables and figures.

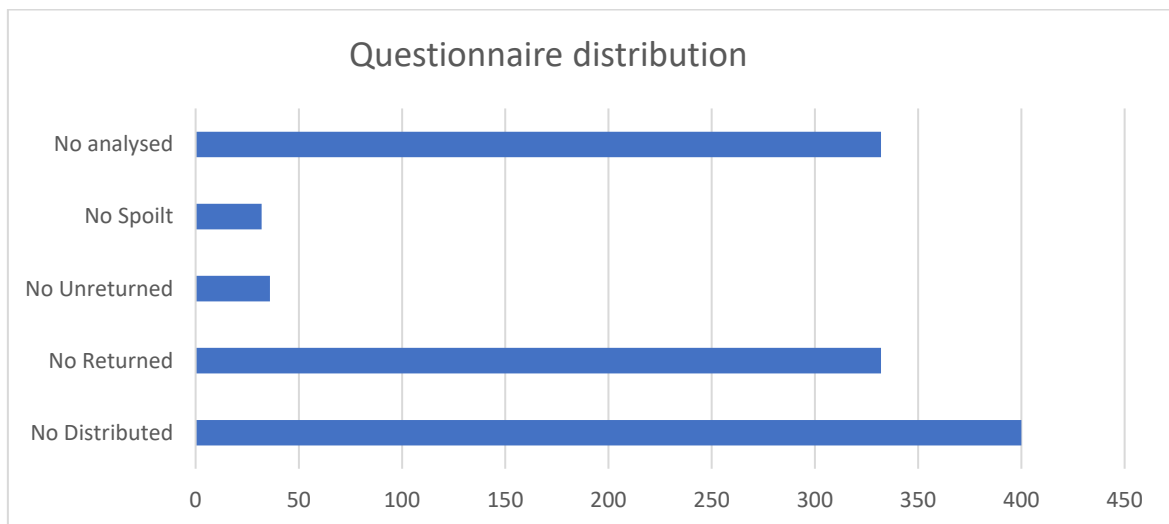
#### 4.2. SAMPLE SIZE AND REPONSE RATE

As a point of departure, it is worth mentioning that for a quantitative study, many participants should be targeted; hence, the researcher distributed 400 questionnaires. Out of 400 questionnaires distributed, 332 were returned and found suitable for analysis, 36 were not returned and 32 were spoilt. The table below depicts questionnaire distribution:

Table 4.1: Questionnaire distribution table

No Distributed	No Returned	No Unreturned	No Spoilt	No analysed
400	332	36	32	332

Figure 4.1: Questionnaire distribution



From the table presented above, it is safe to conclude that the response rate from the participants was good and satisfactory as it is estimated that approximately

83% of the questionnaires were returned and a less significant number had errors.

### 4.3 PRESENTATION OF DEMOGRAPHIC DATA AND FINDINGS

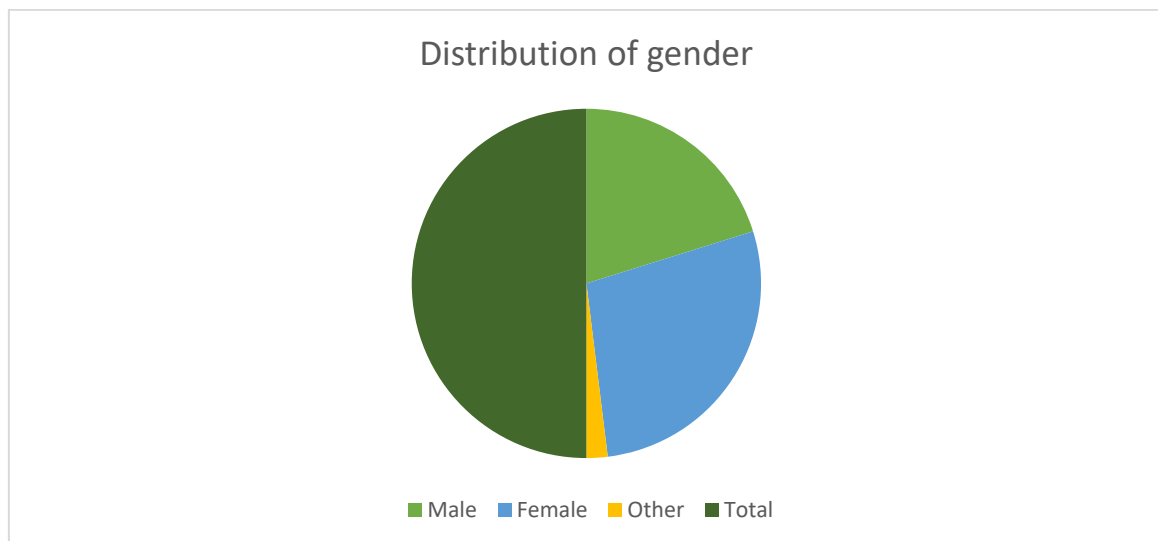
The demographic outline of the participants is described using descriptive statistics in this section of the chapter. The researcher used numbers and numerous tables to depict the demographic information. The demographic information is illustrated using criteria such as gender, age, education level, position, experience, and tenure.

#### 4.3.1. Gender distribution of the respondents

Table 4.2: Distribution of gender table

Gender	No of Participants	Percentage
Male	134	40.4%
Female	185	55.7%
Other	13	3.9%
Total	332	100%

Figure 4.2. Distribution of gender



The interpretation of the results reflected in the table above is broadly discussed below. The table above shows that among the participants, 185 which amounts to 55.7% were females, while 134 (40, 4%) were males and 13 (3.9%) were *Other*. It is worth mentioning that “Other” was included in the items to cater for all, inclusive of transgenders, gays, lesbians, etc. “Other” is the group of participants who were falling in this category.

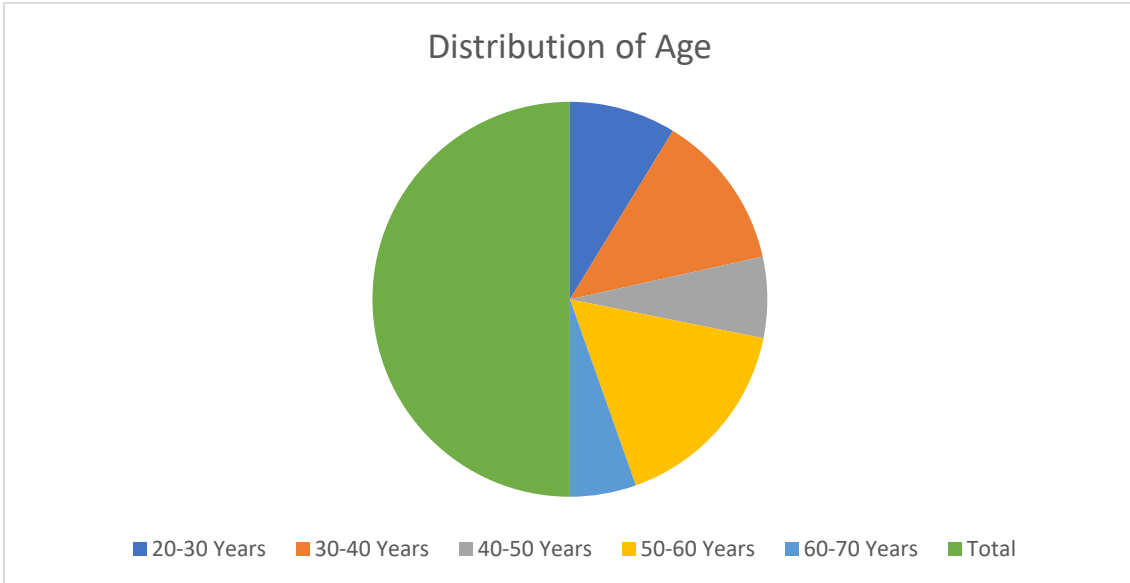
The table further establishes gender imbalance as there is a significant difference between females and males who participated in the study. From the targeted sample, the information about how many are males and females were not stated, but the results show that the majority were females. This could be due to two reasons, either the Institution employed most females than males or females were willing to participate in the study more than males.

#### 4.3.2. Age distribution of the respondents

Table 4.3: Distribution of age table

Age group	No of Participants	Percentage
20-30 Years	58	17.5%
30-40 Years	85	25.6%
40-50 Years	44	13.3%
50-60 Years	109	32.8%
60-70 Years	36	10.8%
Total	332	100%

Figure 4.3: Distribution of Age



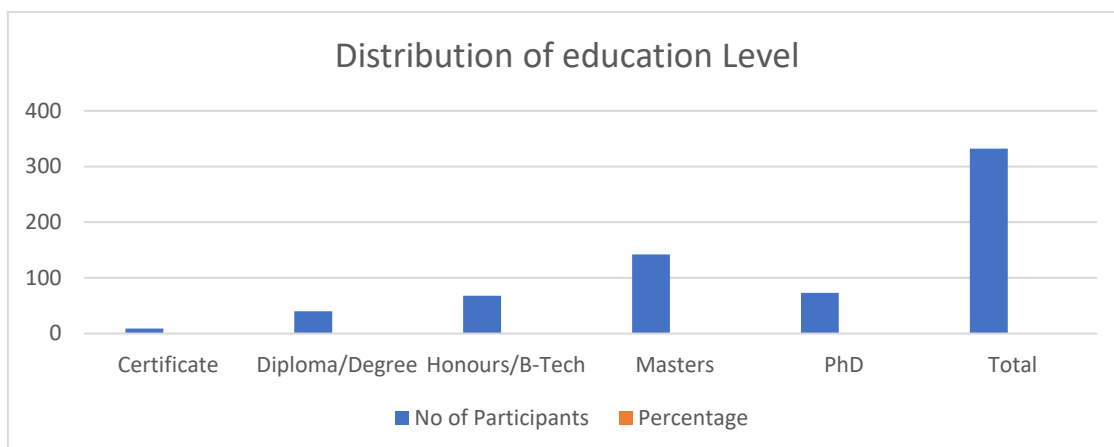
The table above indicates that among the participants, 109 were of the age group 50-60 years, which constituted 32.8% and was the dominant age group, followed by age group 30-40 years, which makes 85 (25.6%) of the participants. It is also noted that the age group of 20-30 years were 58 and makes about 17.5%. The second lowest age group is 40-50 with 44 participants, which only contributed 13.3% towards the study. The last age group is 60-70 with 36 participants constituting 10.8% towards the sample.

### 4.3.3. Education distribution of the respondents

Table 4.4: Distribution of education table

Educational Level	No of Participants	Percentage
Certificate	9	2.7%
Diploma/Degree	40	12.0%
Honours/B-Tech	68	20.5%
Masters	142	42.8%
PhD	73	22.0%
Total	332	100%

Figure 4.4: Distribution of educational Level



The results depicted in the table show that among these participants, 142 were had a master's as their highest qualification, thus constituting 42.8% of the participants. Participants with PhD were 73 resulting in 22% participation in the study. Notably, Honours or B-Tech holders were 68, constituting 20.5% of the participants. 40 participants (12%) either had Degrees or Diplomas. There were also 9 participants, comprising 2.7% of the participants who hold certificates.

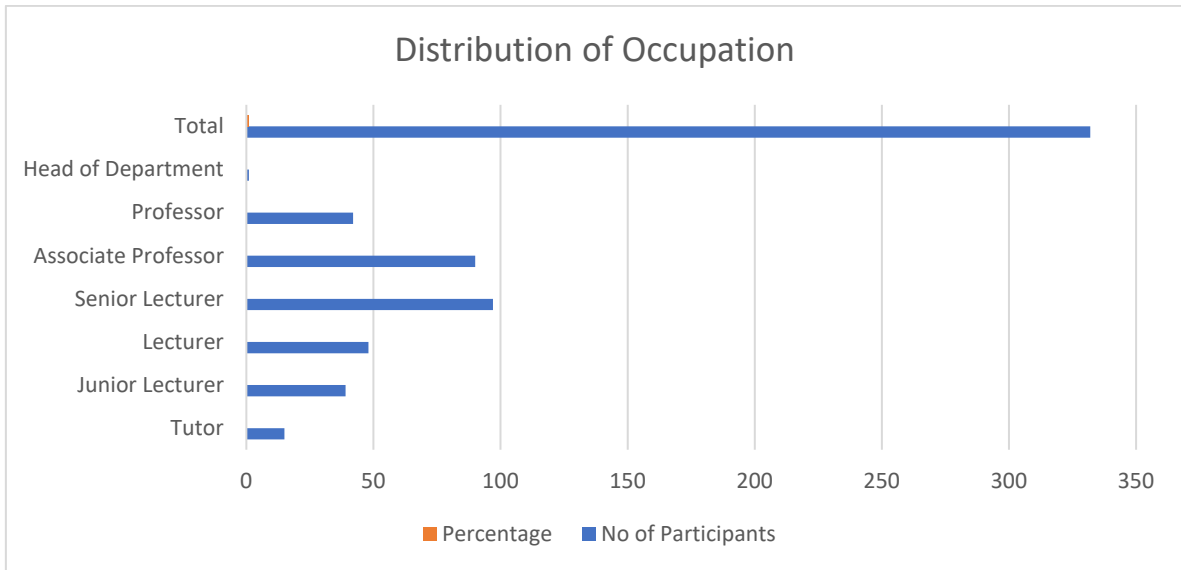
#### 4.3.4. Distribution of occupation of Participants

Table 4.5: Distribution of Occupation table

Occupation	No of Participants	Percentage
Tutor	15	4.5%
Junior Lecturer	39	11.7%
Lecturer	48	14.5%
Senior Lecturer	97	29.2%
Associate Professor	90	27.1%
Professor	42	12.7%
Head of Department	1	0.3%
Total	332	100%

Figure 4.5: Distribution of occupation





The results indicated in the table above reveal that 97 (29.2%) participants were Senior lecturers, followed by 90 (27.1%) participants who were Associate Professors. Lecturers were 48, making up 14.5% of the participants. 42 (12.7%) Full Professors who participated in the study. 39 (11.7%) Junior Lecturers participated in the study, followed by 15 (4.5%) tutors. This lowest number of Tutors could be due to the nature of the role, that is, it is mostly part-time, thus requiring them to report to duty occasionally. This resulted in such a low participation because they are rarely found in their offices. Lastly, there was only 1 (0.3%) HOD who participated in the study. This lowest number of HODs could be due to nature of the position, HODs are not substantive positions, as such; employees were reluctant to indicate their occupation as HODs.

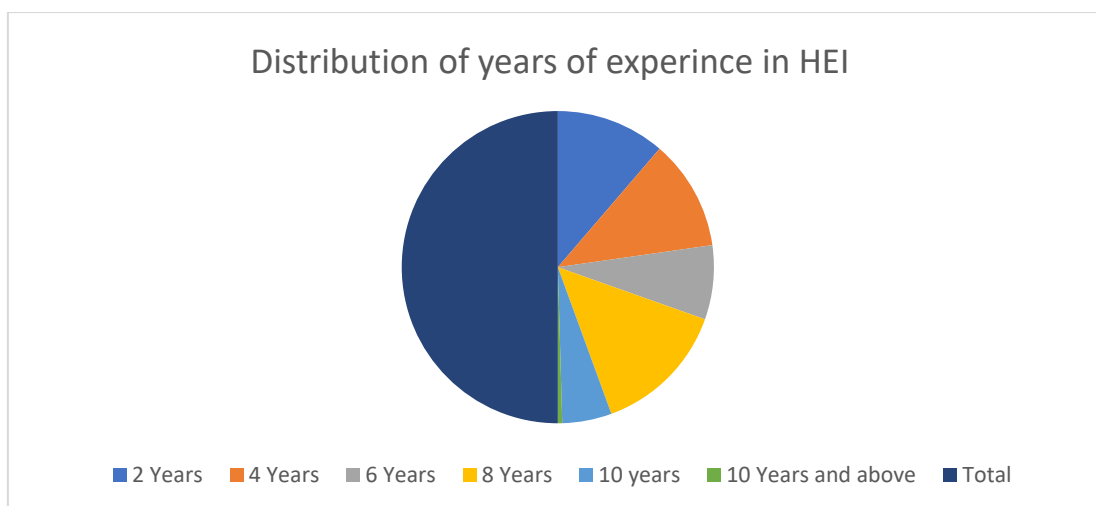
#### 4.3.5. Years of experience in HEI

Table 4.6: Distribution of years of experience in HEI table

Years of experience in HEI	No of Participants	Percentage
2 Years	75	22.6%
4 Years	76	22.9%
6 Years	51	15.4%
8 Years	93	28.0%

10 years	34	10.2%
10 Years and above	3	0.9%
Total	332	100%

Figure 4.6: Distribution of years of experience in HEI



The data above displayed the overall experience of participants in HEI in general, not only with their current institution. This was to track their movements, if they had been moving from one institution to the other, before their current institution. The table indicates that those with 8 years of experience were 93 (28%), followed by 76 (22.9%) with 4 years of experience in an institution of higher learning. Those with 2 years were 75 (22.6%), followed by 51 (15.4%) participants with 6 years of experience. 34 (10.2%) participants had 10 years of experience. 3 (0.9%) participants had over 10 years of working experience.

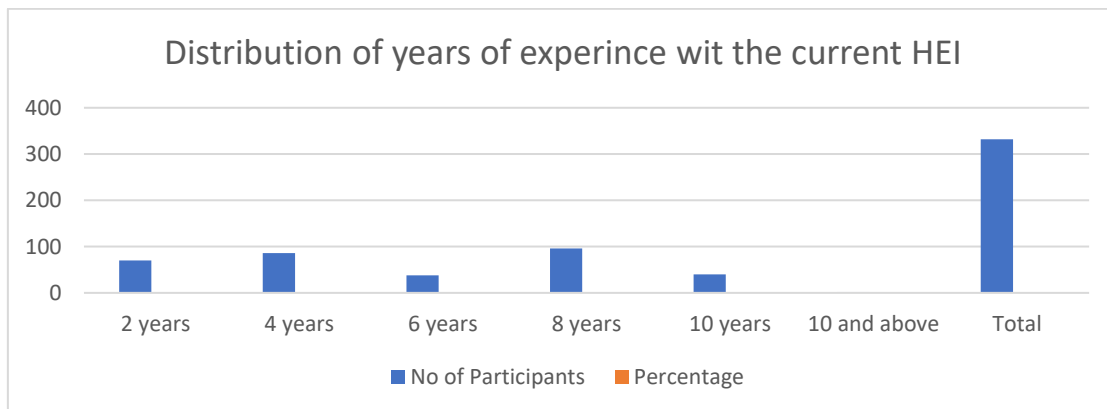
#### 4.3.6. Length of service with current HEI

Table 4.7: Distribution of length of service with current HEI table

	No of Participants	Percentage
Years with current Institution		

2 years	70	21.1%
4 years	86	25.9%
6 years	38	11.4%
8 years	96	28.9%
10 years	40	12.0%
10 and above	2	0.6%
Total	332	100%

Figure 4.7: Distribution of years of experience with the current HEI



The table and graph data above depict the participants' length of service with their current employer. Notably, the data show that only 2 (0.6%) participants have been with the institution for more than 10 years, 40 (12%) participants have been with the institution for 10 years, and 38 (11.4%) participants have been with their current employer for 6 years. Remarkably, there are 96 (28.9%) participants who have been with the current employer for 8 years, comprising the highest percentage, followed by 86 (25.9%) participants who had been with the institution for 4 years. 70 (21.1%) participants have been with the institution for 2 years. The results above reveal that there is a smaller number of employees who have

been with the institution for a longer period and a reasonable number (70) of those with only 2 years with the institution.

#### 4.4. MEASURING INSTRUMENTS ON THE ITEMS OF VARIABLES

Using Cronbach's alpha coefficients, the validity of the subscales measuring POS, WLB, and ER was evaluated. Internal consistency is measured by Cronbach's alpha (Taber, 2018). Additionally, Cronbach's alpha coefficient shows the degree of consistency between the measuring instrument's items and the construct it is meant to measure. Internal consistency is regarded as a measure of the reliability of test results since it frequently rises when intercorrelations between test items rise (Tang et al., 2014). Taherdoost (2016) avers that reliabilities below 0.60 are regarded as poor, those between 0.60 and 0.70 are acceptable, and those over 0.70 are regarded as good, according to Heo et al., (2015). The Cronbach alpha values for each variable in the study are displayed in the table below.

Table 4.8: Reliability of the variables

Scale	Number of Items	Cronbach Alpha	Level of Reliability
POS	8	.814	Good
WLB	13	.650	Acceptable
ER	5	.612	Acceptable

The above table shows that the Cronbach Alpha value for POS is good, while the Cronbach Alpha value for WLB and ER is acceptable. The Cronbach Alpha value for POS is reported to be 0.814, which is positive because it is higher than 0.70. The ER value, which is 0.612, is regarded as satisfactory. WLB also has a Cronbach Alpha value of 0.650, which is acceptable. Heo at al., (2015) go on to explain that a high alpha coefficient also means a high level of reliability. The three subscales' alpha coefficients, which indicate acceptable internal consistencies, range from 0.612 to 0.814, according to the above table.

## 4.5. MEAN AND STANDARD DEVIATIONS OF THE VARIABLES

According to Luo et al., (2017), mean is a measure of the central tendency that provides a description of the average value of an allocation of numbers. On the other hand, the traditional deviation quantifies the fluctuation or dispersion of a set of numbers (Lee & Lee, 2015). A low standard deviation suggests that the values tend to be close to the established mean, while a high standard deviation suggests that the values are dispersed across a wider range. For this study, the mean and standard deviation of each variable were analysed and explained below.

### 4.5.1. Mean and Standard Deviation for POS

Table 4.9: Mean and standard deviation of POS

Items	N	Mean	Std. deviation
The organisation values my contribution to its well-being	332	2.4880	1.30413
The organisation fails to appreciate any extra effort from me	332	3.0361	1.42227
The organisation really cares about my well-being	332	2.6054	1.31378
Even if I did the best job possible, the organisation would fail to announce	332	2.9006	1.39888
The organisation would ignore any compliment from me	332	2.8584	1.29879
The organisation care about my general satisfaction at work	332	2.6054	1.36343
The organisation shows very little concern for me	332	3.0301	1.41175
The organisation takes pride in my accomplishments at work	332	3.0000	1.36862

The above data indicates that items were not favourably answered as most of the responses obtained low inclination towards the items. This is supported by the fact that out of 8 items of the variables, 5 (2.48, 2.60, 2.90, 2.85 & 2.60) obtained responses below the mean with only 33.0361, 3.0301 & 3.0000 obtaining above the mean. POS was measured on 5 five-point Likert scale ranging from Disagree (1) to Strongly Agree (5). Since the Likert scale is in 5 categories with middle

response indicating neutral (3) to the items, a higher score is indicative of above average towards the item by respondent. Therefore, majority of the responses scored below the mean, which suggested an overall negative inclination to POS.

#### 4.5.2. Mean and Standard Deviation for WLB

Table 4.10: Mean and Standard Deviation for WLB

Items	N	Mean	Std. Deviation
My personal life suffers because of work	332	2.7289	1.37698
My job makes personal life difficult	332	2.4367	1.33472
I neglect personal needs because of work	332	2.3825	1.34008
I put personal life on hold for work	332	2.6325	1.36991
I miss my personal activities because of work	332	2.5572	1.37073
My personal life drains me of energy for work	332	3.0000	1.41208
I am too tired to be effective at work	332	2.5512	1.36655
My work suffers because of my personal life	332	2.6295	1.36356
I find it hard to work because of personal matters	332	2.9729	1.45502
My personal life gives me energy for my job	332	2.8976	1.34245
My job gives me energy to pursue personal activities	332	3.0934	1.41219
I am at better mood at work because of my personal life	332	3.0753	1.44498
I am at better mood because of my job	332	3.0602	1.42570

The results above suggest an above average inclination towards the items. This is supported by the fact that out of 13 items of the variable, 9 obtained responses below the mean with only 4 obtaining above the mean. WLB was measured on a 5 five-point Likert scale ranging from Agree (1) to Strongly Disagree (5). Since the Likert scale is in 5 categories with middle response indicating neutral (3) to the items, a score below 3 is indicative of above average towards the item by a

respondent. Therefore, majority of the responses scored below the mean, which suggested an overall positive inclination to WLB.

#### 4.5.3. Mean and Standard Deviation for ER

Table 4.11: Mean and Standard deviation for ER

Items	N	Mean	Std. Deviation
I will probably look for a new job soon	332	2.4729	1.34496
At the present time, I am actively searching for another job in a different organisation	332	2.5211	1.33832
I do not intend to quit my job	332	3.1958	3.57326
It is likely that I will actively look for a different organisation to work for in the next year	332	3.1114	1.39147
I am not thinking about quitting my job at the present time	332	3.4337	1.40084

The above results suggest low inclination towards the items. This is supported by the fact that out of 5 (3.19, 3.11 & 3.43) items of the items obtained, responses above the mean with only 2 (2.47 & 2.5) obtaining below the mean. ER is measured on 5 five-point Likert scale ranging from Always (1) to Never (5). Since the Likert scale is in 5 categories with middle response indicating sometimes (3) to the items, a score above 3 is indicative of a higher negativity towards the items by a respondent. Therefore, many of the responses scored above the mean, which suggested an overall negative inclination to ER.

#### 4.6. RESPONDENTS' RATES OF POS

Table 4.12: Respondents rates for POS

Items	Respondents level				
	Disagree	Strongly Disagree	Not Sure	Agree	Strongly Agree
The organisation values my contribution to its well-being	95	102	36	76	23
	28,6%	30.7%	10.7%	22.9%	6.9%
	69	66	37	104	56

Items	Respondents level				
	Disagree	Strongly Disagree	Not Sure	Agree	Strongly Agree
The organisation fails to appreciate any extra effort from me	20.8%	19.9%	11.1%	31.3%	16.9%
The organisation really cares about my well-being	86 25.9%	92 27.2%	48 14.5%	79 23.8%	27 8.6%
Even if I did the best job possible, the organisation would fail to announce	74 22.3%	74 22.3%	41 12.3%	97 29.2%	46 13.9%
The organisation would ignore any compliment from me	67 20.2%	75 22.6%	58 17.5%	102 30.7%	30 9.0%
The organisation care about my general satisfaction at work	97 29.2%	80 24.1%	40 13%	87 26.2%	28 7.5%
The organisation shows very little concern for me	66 19.9%	71 13%	38 13.4%	101 32.8%	56 20.9%
The organisation takes pride in my accomplishments at work	63 25%	67 13.5%	63 19%	85 25.6%	54 16.9%

The above table displays the respondents' rates of POS. n=102 (30,7%) of the respondents strongly disagreed that the organisation values their contribution to its well-being, followed by (n=95) 28,6% of the respondents who disagreed that the organisation values their contribution to its well-being. 76 (22,9) of the respondents agreed with the above statement while 36 (10,7%) were not sure if the organisation values their contribution to its wellbeing, which can also be interpreted as being reluctant to disclose information, or they were just not decisive and wanted to be seen neutral. 23 (6,9%) of the respondents strongly agreed that the organisation values their contribution to its well-being. However, the group that agreed was very less compared to the group that strongly disagreed.



The table further displays that 97 (29.2%) of the respondents agreed that the organisation would fail to announce even if they did the best job possible, followed by 74 (22.3%) participants who disagreed that the organisation would fail to announce even if they did the best job possible. Another group of 74 (22.3%) participants strongly disagreed with the question at hand. The third majority group of participants are 66 (19.9%). 46 (13.9) strongly agreed that even if they did their best job possible, the organisation would still fail to announce. Also, there were 41 (12.3%) participants who were not sure of how to answer the question, or they decided to not take any side.

Also, 85 (30%) of the participants agreed that the organisation takes pride in their accomplishments at work, followed by 67 (18.5%) participants who strongly disagreed that the organisation takes pride in their accomplishments at work. The following 2 groups, each with 63 (19%) participants, is divided into 2 different responses, that is, both disagreed and were not sure that the organisation takes pride in their accomplishments at work. The last group of 54 respondents strongly agreed that the organisation takes pride in their accomplishments.

Table 4:13 Respondents rates for WLB

Items	Respondents level				
	Agree	Strongly Agree	Not sure	Disagree	Strongly Disagree
My personal life suffers because of work	76 22.9%	105 31.6%	22 6.7%	91 27.4%	38 11.4%
My job makes personal life difficult	111 33.4%	87 26.2%	33 10%	80 24.1%	21 6.3%
I neglect personal needs because of work	113 34%	96 28.9%	34 10.3%	61 18.4%	28 8.4%
I put personal life on hold for work	86 25.9%	96 28.9%	44 13.3%	66 19.9%	40 12.0%
I miss my personal activities because of work	98 29.5%	89 26.8%	41 12.3%	70 21.1%	34 10.2%
My personal life drains me of energy for work	71 21.4	65 19.6%	39 11.7%	109 32.8%	48 8%

Items	Respondents level				
	Agree	Strongly Agree	Not sure	Disagree	Strongly Disagree
I am too tired to be effective at work	96 28.9%	95 28.6%	37 11.1%	70 21.1%	34 10.2%
My work suffers because of my personal life	83 25.0%	105 31.6%	34 10.2%	72 21.7%	38 11.4%
I find it hard to work because of personal matters	72 21.7%	77 23.2%	33 9.9%	88 26.5%	62 18.7%
My personal life gives me energy for my job	68 20.5%	71 21.4%	62 18.7%	89 26.8%	42 12.6%
My job gives me energy to pursue personal activities	66 19.9%	60 18.1%	40 12.0%	110 33.1%	55 16.9%
I am at better mood at work because of my personal life	66 19,9%	69 20,8%	38 11,4%	92 27,7	67 20,2%
I am at better mood because of my job	98 29,5%	89 26,8%	41 12,3%	70 21,1%	34 10,2%

The data above reflect that n=105 (31.6%) of respondents strongly agreed that their personal life suffered because of their job, followed by n=91 (27.41%) respondents who disagreed that their personal life suffered because of their job. 76 (22.9 %) respondents agreed that their personal life suffered because of their job. 38 (11.4%) respondents strongly disagreed that their personal life suffered because of their job. 22 (6.7%) participants, which is the smallest group, were not sure whether their personal life suffered because of their job.

Also, 96 (28.9%) of the respondents indicated that they were too tired to be effective at work, followed by 95 (28.6%) respondents who strongly agreed that they were also too tired to be effective at work. 7 (21.1%) participants disagreed that they were not too tired to be effective at work. 31 (11.11%) were not sure if

they were too tired to be effective at work or not, while 34 (10.2%) of the participants strongly disagreed that they were too tired to be effective at work.

From the data above, 98 (29.5%) of the respondents agreed that they were in a better mood because of their job, followed by 89 (26.8%) participants who strongly agreed that they were better mood because of their job. 70 (21.1%) respondents disagreed that they were in a better mood because of their job. Also, 41 (12.3%) respondents were not sure if they were in a better mood because of their job. Lastly, 34 (10.2%) respondents strongly disagreed that they were in a better mood because of their job.

Table 4:14: Respondents' rates for ER

Items	Respondents level				
	Always	Often	Sometimes	Seldom	Never
I will probably look for a new job soon.	100 30.1%	101 30.4%	37 11.1%	62 18.7%	32 9.6%
At the present time, I am actively searching for another job in a different organisation	93 28.0%	103 31.0%	37 11.1%	69 20.8%	30 9.1%
I do not intend to quit my job.	76 22.9%	62 18.7%	52 15.7%	83 25.0%	59 17.7%
It is likely that I will actively look for a different organisation to work for in the next year	56 16.9%	75 22.6%	37 11.1%	105 31.6%	59 17.8%
I am not thinking about quitting my job at the present time	39 11.7%	67 20.3%	37 11.1%	89 26.8%	100 30.1%

The above table displays the respondents' ratings of ER. n=101 (30,4%) of the respondents indicated that they would look for new job soon, followed by n=100 (30.1%) respondents who indicated that they will always look for new job opportunities. 62 (18.7%) of the respondents stated that they seldom will look for

new job soon. 37 (11.1%) indicated that they sometimes will look for a new job. 32 (9,6%) participants, which was the smallest group, indicated that they will never look for a new job soon.

Also, 100 (30.1%) respondents indicated that they never thought about quitting their job at the present time, followed by 89 participants (26.8) who seldom thought about quitting their job at the present time. 67 (20,3%) participants indicated that they often not thinking about quitting their present job. 39 (11.7) participants indicated that always not thinking about quitting their jobs at the present time, while 37 (11,1%) participants indicated that they sometimes do not think about quitting their present job.

#### **4.7. CORRELATION OF THE VARIABLES OF THE STUDY**

The general purpose of the study is to investigate the relationship between POS, WLB and ER at a selected HEI. To this end, the study used the Pearson Product Correlation Analysis to determine the relationship. To determine the correlation between the variables, the formulated research hypotheses were tested.

The Pearson product moment correlation coefficient, abbreviated “r”, is an instrument that can statistically measure the linear correlation between two variables (Schober et al., 2018). Furthermore, Schober et al. (2018) proffer that r between 0.1 and 0.3 indicates a weak positive relationship, while r between 0.3 and 0.5 indicates a moderate positive relationship and r between 0.5 and 1.0 indicates a strong positive relationship. In addition, r equal to -0.1 to -0.3 indicates a weak negative relationship, while r equal to - 0.3 to -0.5 indicates a moderate negative relationship and r equal to -0.5 to -1.0 indicates a strong negative relationship.

The P-value is a technique for determining the significance of study findings in comparison to the null hypothesis, according to Prion and Haerling (2014). They further state that a statistically significant P-value of less than 0.5 represents strong evidence against the null hypothesis. The P value larger than 0.05 implies strong evidence that the null hypothesis is false but is not statistically significant.

#### 4.7.1. Correlation between POS and ER.

Table 4:15: Correlation between POS and ER

		POS	ER
POS	Pearson Correlation	1	
	Sig. (1 tailed)		
	N	332	
ER	Pearson Correlation	.052	1
	Sig. (1 tailed)	.345	
	N	332	332

The above presents the relationship between POS and ER. The results show that  $r$  equals to 0.052 and P-value equals to 0.345, which means that there is a statistically insignificant weak relationship between POS and ER, given that  $P > 0.05$ . This finding is in line with hypothesis; “*Ha1: There is a significant relationship between POS and ER.*” The findings explain that an increase in a positive POS is not necessarily related to a decrease in turnover intention. Therefore, the hypothesis is not accepted.

#### 4.7.2. Correlation between WLB and ER

Table 4.16: Correlation between WLB and ER

		WLB	ER
WLB	Pearson Correlation	1	
	Sig. (1 tailed)		
	N	332	
ER	Pearson Correlation	.316	1
	Sig. (1 tailed)	.000	
	N	332	332

Table 4:16 above presents the relationship between WLB and ER. The results show that  $r$  equals to 0.316 and P-value equals to 0.000, which means that there is a statistically significant but moderate positive relationship between WLB and

ER, given that  $P < 0.05$ . This finding is in line with hypothesis; “*Ha2: There is a significant relationship between WLB and ER.*” The findings explains that an increase in a positive work-life is related to improved turnover intention. Therefore, the hypothesis is accepted.

#### 4.7.3. Correlation between POS and WLB

Table 4.17: Correlation between POS and WLB

		POS	WLB
POS	Pearson Correlation	1	.020
	Sig. (1 tailed)		.718
	N	332	332
WLB	Pearson Correlation	.020	1
	Sig. (1 tailed)	.718	
	N	332	332

The above indicates the relationship between POS and WLB. The results shows that  $r$  equals to 0.020 and  $P$ -value equals to 0,718, which means that there is a statistical and weak positive relationship between POS and WLB, given that  $P > 0.05$ . This finding is in line with hypothesis; “*Ha3: There is a significant relationship between POS and WLB.*” The findings explains that an increase in POS is not necessarily associated with WLB, but the relationship is weak and non-significant. Therefore, the hypothesis is not accepted.

#### 4.8. SUMMARY OF HYPOTHESES TESTING RESULTS

Table 4.18: Summary of the hypotheses results

Hypotheses	Results
<b>Ha1:</b> There is a significant relationship between POS and ER	Not Accepted
<b>Ha2:</b> There is a significant relationship between WLB and ER	Accepted
<b>Ha3:</b> There is a significant relationship between POS and WLB	Not Accepted

The table 2.18 above provides a summary of the results relating to hypotheses testing. The aim of the study was to explore whether POS and WLB contribute to ER of academic staff members in a selected HEI. To further support the summary, the literature review discussed the following.

**Ha1:** *There is a significant relationship between POS and ER.*

Various scenarios have examined organisational support, and it has been discovered to be connected to performance outcomes (Arasanmi & Krishna, 2019). Previous studies have demonstrated that organisational support can increase employees' affective commitment and emotional involvement (Bentley et al., 2016). Organisational support is thought to influence employees' commitment to remain with an organisation, as observed in prior studies (Wachyuni & Purba, 2020). Terera and Ngirande (2014) assert that commitment is a synonym for employee loyalty and is related to ER. Based on this, it is hypothesised that: POS and ER have a significant relationship.

**Ha2:** *There is a significant relation between WLB and ER*

Researchers such as Shockley et al., (2017) believe that WLB influences behavioural intentions and actual turnover through mediating variables (such as job sharing, flexitime, and part-time work). As explained earlier, WLB is anticipated to elicit high levels of engagement, which in turn contribute to a decrease in withdrawal behaviour and turnover intentions. This anticipation is in line with current turnover theory (Hashim et al., 2016). Therefore, it is anticipated that POS will act as a mediator between WLB and turnover intents. Therefore, it is hypothesised that: There is a significant relationship between WLB and ER.

**Ha3:** *There is a significant relationship between POS and WLB.*

Research has shown that organisational support is one of the most important predictors of WLB (Thakur & Kumar, 2015). Amazue and Onyishi (2016) argue that employees who are supported by and perceive their organisation as supportive are likely to have a good WLB. This could lead to highly productive employees and great well-being. Therefore, it is hypothesised that: There is a significant relationship between POS and WLB.

#### **4.9. CONCLUSION**

The chapter presented and discussed the results emanating from the data collected from the respondents. The quantitative data were analysed using the Statistical Procedure for Social Science (IBM-SPSS) version 25 software. Variables were correlated and interpreted to determine the nature of the relationship between the variables in the study. To ensure that the instruments used to collect the data were valid and reliable, internal consistency was measured using Cronbach's alpha. A summary discussion of the results, conclusions, and limitations follows in the next chapter.



## **CHAPTER 5**

### **SUMMARY, RECOMMENDATION AND CONCLUSION**

#### **5.1. INTRODUCTION**

This chapter discusses the findings and the summary of the analysis that was conducted in the previous chapters. The study's limitations are also discussed. Conclusions and recommendations are drawn from the findings presented in Chapter 4 of this study. The main objective of this study was to discover the relationship between POS, WLB and ER of academic staff at a selected institution of higher learning. To achieve this, the current study consolidated and confirmed the findings of the study on POS, WLB and ER.

The goal of this closing chapter is to present the study's findings in summary. As a result, the study's findings and how they relate to the pertinent ideas are also provided. Theoretical and practical ramifications are also examined in light of the study's findings. The chapter also contrasts the key research findings with earlier findings that are comparable to those of the current study, as well as their implications for future research. The chapter also discusses the study's weaknesses and offers suggestions for additional research.

#### **5.2. CONCLUSION**

The main objective of the study was to investigate the relationship between POS, WLB and retention of academic staff in selected HEI. The study was quantitative in nature and collected primary data using standard closed-ended questionnaires from the target population. The findings of this study are consistent with many other previous studies on POS, WLB, and ER, although differing in contexts.

Organisational support has been examined in a variety of settings and linked to performance results (Arasanmi & Krishna, 2019). Previous studies have demonstrated that organisational support can increase employee's retention (Bentley et al., 2016). It is thought that organisational support influences employees' commitment to remain with a company as an aspect of employer

branding (Wachyuni & Purba, 2020). Terera and Ngirande (2014) claim that commitment is a synonym for employee loyalty and is connected to ER.

In addition, previous researchers such as Shockley et al., (2017) claim that WLB influences behavioural intentions and actual turnover through mediating variables (such as job sharing, flexitime, and part-time work). As explained earlier, WLB is expected to elicit high levels of engagement, which in turn leads to a reduction in disengagement behaviour and turnover intentions. This expectation is consistent with modern turnover theory (Hashim et al., 2016). Thus, organisational support can be expected to mediate the relationship between WLB and turnover intentions.

Accordingly, research has found that organisational support is one of the most important predictors of WLB (Thakur & Kumar, 2015). Amazue and Onyishi (2016) argue that employees who are supported by and perceive their organisation as supportive are likely to have a good WLB. This could lead to highly productive employees and great well-being.

According to debates in the literature, it can be concluded that employees' subjective views about the workplace, notably their WLB and turnover/retention intentions, depend on how positively or negatively they perceive OS procedures. The SET method was employed in this study, and POS was suggested as a predictor of employees' WLB and ER. The most loyal employees are those who have high degrees of dedication, a strong emotional bond, and a sense of belonging. An organisation's support of its employees helps to promote this kind of devotion (Cropanzano et al., 2017).

An employee's general perception of how much their employer values and cares about their contributions is known as POS (Eisenberger et al., 1986). POS reveals how employees evaluate their employer's level of care, concern, and appreciation (Shah & Asad, 2018). POS strengthens employees' adaptability to the organisational environment. According to earlier research, POS boosts workers' dedication and sense of duty to the company (Alzahrani & Javed, 2021). As a result, POS can increase employees' propensity to stay with a company through their dedication and engagement (Kerdpitak & Jermisittiparsert, 2020).

The overall results of the study confirm the existence of a relationship between the variables in the study. These findings have both theoretical and practical implications, and some methodological limitations should be noted.

Hypothesis 1 was tested. *Ha1: There is a significant relationship between POS and ER.* The results show that  $r$  is equal to 0.052 and  $P$  value is equal to 0.345, which means that there is a statistically significant and strong positive relationship between POS and ER, considering that  $P > 0.05$ . Therefore, it can be drawn from the study results and literature discussion that there is a relationship between the variables. Therefore, the hypothesis is not accepted.

The results show that  $r$  equals to 0.316 and  $P$ -value equals to 0.000, which means that there is a statistically significant but moderate positive relationship between WLB and ER, given that  $P < 0.05$ . This finding is in line with hypothesis; "*Ha2: There is a significant relationship between WLB and ER.*" The findings explain that an increase in a positive work-life is related to improved turnover intention. Therefore, the hypothesis is accepted.

The results show that  $r$  equals to 0.020 and  $P$ -value equals to 0,718, which means that there is a non-statistically insignificant but a weak positive relationship between POS and WLB, given that  $P > 0.05$ . This finding is in line with hypothesis; "*Ha3: There is a significant relationship between POS and WLB.*" The finding explains that an increase in a POS is associated with WLB. Therefore, the hypothesis is accepted.

### **5.3. RECOMMENDATIONS FOR FUTURE HR PRACTICE**

The study recommends that the management, especially HR, take a hard look at their HR practices and policies to improve much-needed overall employee support. Additionally, businesses may increase employee commitment by penetrating deeply into workers' psyches, comprehending their wants, and developing and putting into practise procedures that better cater to their needs, such as enabling them to participate in organisational decision-making. improved employee commitment may provide favourable organisational results, including improved levels of productivity and service quality, among other things. For

enhancing the outcome variable, this research will aid practitioners in understanding the significance of the constructions considered. Additionally, this would make it easier for practitioners to adopt procedures that guarantee higher WLB for workers, increasing employee engagement. Their theoretical grasp of the research's POS and WLB antecedents and their significance for improving outcomes, particularly employee conduct towards positive channels, will be strengthened by this study. The results of this research are also crucial for managers and policymakers in the banking sector to comprehend and satisfy workers' requests for maximising organisational outcomes, particularly the significance of improving workers' WLB and ER for higher organisational success.

Additionally, this would assist the practitioners in implementing procedures that guarantee increased WLB of employees, leading to greater employee loyalty. Their theoretical grasp of the research's POS and WLB antecedents and their significance for improving outcomes, particularly employee conduct towards positive channels, will be strengthened by this study. Additionally, the results of this research are crucial for managers and policymakers in the banking sector to comprehend and satisfy workers' needs for maximising organisational outcomes, particularly the significance of improving workers' WLB and OC for improved organisational performance.

The world of work has changed so much with the recent global pandemic that there is a need to revise most policies such as work schedules and implement flexible work schedules and remote work to provide employees with a more flexible workspace and convenience. Below are some of the recommended incentives to different stakeholders:

### *HEIs*

Universities should reconsider their employee retention plans by looking for additional elements that might contribute to positive outcomes. employee satisfaction. In addition, the higher education sector should start offering rewards and salary structures for academic staff who engage in projects such as

community engagement. Training programs for emotional and financial awareness are also crucial retention factors. To increase overall retention rates at institutions, these training programs should instruct management and leaders in suitable recognition techniques with quantifiable and obvious performance outcomes. Below are among some of the initiatives that HEI should adopt to provide support to its employees and realise WLB.

#### *Recognition, pay, and promotions.*

In the organisational theory, favourable incentive opportunities help to express a positive assessment of employees' efforts, which supports POS, according to Renko et al., (2012). In other research, workers were asked to judge how fair their results were in comparison to a control group. These comparisons were probably formed inadvertently in other research when workers were only asked to assess the benefits of outcomes without a particular reference group.

#### *Job sharing*

When two or occasionally more employees share a full-time role, their responsibilities and working hours are divided or shared, according to Marchetti (2013). When there are few opportunities for part-time work or other alternatives, job sharing may be a practical solution. Job sharing not only has the apparent advantage of giving employees more time for other commitments, including family responsibilities, but it may also promote relationship development where job sharers can exchange knowledge and support with one another. Additionally, it may benefit firms by enhancing productivity, retaining more personnel, and giving staff members a greater variety of abilities in a single role. Some of these arrangements can also offer more coverage at busy times and guarantee coverage continuity when a partner is unwell or away (Williamson et al., 2015).

#### *Telework*

Allen et al., (2015) claim that people are increasingly doing at least portion of their job from home rather than in the office. Employees can adjust their workdays to their personal and family demands, lower work-related expenses, cut down on commute time, and operate in a less stressful and disruptive atmosphere thanks

to this type of arrangement, which is also known as telecommuting. If an employee is unable to leave the house because of a disability, it may also be useful.

### *Compressed work weeks*

Compressed workweeks, according to Spicer and Lyons (2022), entail employees working longer shifts in return for fewer workdays (e.g., on a weekly or biweekly basis). Additionally, it permits employees to take advantage of additional days off (such as "mini vacations" on long weekends) and allows companies to increase their daily operating hours without having to resort to overtime. Compressed workweeks might be advantageous for employees who desire to reduce the number of days per week they spend at work but cannot afford to do so.

The study suggests that ongoing organisational support assessment and monitoring be implemented as this is thought to be useful in identifying service characteristics that require improvement. It is likely to strengthen organisational support and have a good effect on both the individual and the organisation if the work environment is improved to provide a backdrop that is congruent with institutional staff members' ambitions. This is corroborated by Fila et al., (2017), who state that it is critical for businesses to track employee satisfaction and put in place measures to inspire employees and achieve other goals.

### *Government*

Additionally, the government should increase budgetary resources for the higher education sector and promote equity to close the gap between top-ranked and low-ranked universities, to prevent employees from switching institutions to receive additional benefits not provided at their own institution, and to encourage employees to remain at one institution for a longer period. Government should also encourage partnerships with HEIs to assist these institutions in a sustainable manner and help them build their capability. Additionally, the state should raise research funds for these institutions, which would act as a financial boost and promote the development of their research.

#### **5.4. RECOMMENDATIONS FOR FUTURE RESEARCH**

Regardless of where the institution is located, the study can be carried out at other universities for comparative purposes to examine if the outcomes are different or the same as those of other universities. Future study could also think about using qualitative interviews to get respondents' more in-depth and individualised comments. The study strongly recommends that future research focus on retention measures and general HR practices that provide more support to employees and minimise turnover intentions. In addition, future research should incorporate factors such as location to determine if employees are only staying with the institution where they are employed because it is far from their home or if they are looking to relocate to be near their families.

#### **5.5. CONTRIBUTION OF THE STUDY AND FUTURE RESEARCH**

The research advances scientific understanding and adds to the body of knowledge about POS, WLB, and ER in HEIs. It enhances and confirms the information already offered by earlier researchers and serves as a barometer for organisations to measure and ascertain the relationship between POS, WLB, and ER. It also forms a base for similar studies towards the development of POS strategies and policies that will advance and promote a balanced work-life and reduced turnover intention.

#### **5.6. LIMITATIONS OF THE STUDY**

It is worth mentioning that there is no study without limitations.

- As indicated earlier, the researcher distributed 400 questionnaires to the participants, a sufficient 332 were returned and found suitable for analysis. Therefore, the limitation is that not all distributed questionnaires were returned. Participants were unwilling to participate, as they often would

complain that the questionnaire was too long to read, and that they were busy.

- The target population of the study was academic staff. These are employees who are not in their offices every day, as some only come to campus if they should deliver a lecturer. Therefore, the major limitation was finding them as most of them held online classes and worked from home.
- The COVID-19 global pandemic was a major limitation to the study in that data collection was not easy, the researcher had to adhere to the regulations and access to the participants was strictly regulated.
- The results of the study cannot be applied to all HEIs or to other sectors because it was only carried out at one HEI in South Africa, because of this, it's possible that the findings from the University of Limpopo cannot be applied to other universities in Africa or the rest of the world.
- The researcher found dishonesty among the participants in that when they filled out the questionnaire, they gave the impression that they filled it out just for the sake of filling it out, as they answered contradictory questions with the same answer, resulting in answers that lacked logic.
- Financial constraint was also a major limitation to the progress of the study. The researcher had to travel to campus two to three times a week to reach the participants.

## **5.7. IMPLICATIONS FOR FUTURE RESEARCH**

Based on the ideas and conclusions, more study is required, especially on POS, WLB, and ER at HEIs in South Africa. Most of the earlier research on these factors was done in the private sector. It might be prudent to consider about extending the study to other sectors for future research. It is best to employ a broader, more representative regional and national sample, which means looking into more than one South African institution. This study only used a sample of 400 people from one HEI. Rerunning the study with greater follow-up to get a higher response rate is a crucial step that must be taken.



Notwithstanding the issue of generalisation, the following things should be considered: To enhance employee support, create a good work-life balance, and reduce employee turnover intentions, the institution should consider the advice stated under that heading. The study's conclusions also suggest that the school should carry out a more thorough climate survey. The most crucial step is to perform a climate survey to determine how employees feel and think about organisational support measures, HR systems, processes, and any other issues that may provide challenges in the future. Consequently, a more thorough survey ought to be carried out in the future.

## **5.8. CONCLUDING REMARKS**

The conclusions, study contributions, study limitations, implications for future research, practice suggestions, and future research were all covered in this chapter. The study's goal was to investigate the connection between POS, WLB, and ER of academic staff at a particular HEI. The study to investigate the relationship between organisational support, WLB, and ER provides valuable information for the institution, the HR department, and practitioners in the field to better understand the concepts and their implementation. The study also raises awareness of HR policies and practices that provide support to employees and reduce turnover intention. Through hypothesis testing and literature review, the following research objectives were achieved:

- To investigate whether POS contribute to ER.
- To investigate the contribution of WLB to ER of academic staff at a selected HEI.
- To investigate the contribution of POS to WLB of academic staff at a selected HEI.

## **5.9. CHAPTER SUMMARY**

This chapter discussed the conclusions drawn from the study, focusing on both the literature review and the empirical results of the study. Recommendations

were made regarding practical suggestions for organisational support and retention, including recommendations for future research.

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## APPENDIX A: CONSENT FORM



### TURFLOOP CAMPUS

Department of Business Management  
(School of Economics and Management)

Private bag X1106, Sovenga, 0727, Tel: 0725611757, Email:  
mashilotshwarelo76@gmail.com

**Consent to participate in the study titled “Perceived organisational support, work-life balance, and employee retention: An exploratory study if academic staff members in selected higher education institution.**

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

Researcher

Mashilo M.T

Respondent

\_\_\_\_\_

## APPENDIX B: QUESTIONNAIRE

I Magatane Tshwarelo Mashilo of student no (201610277), I am registered student in this University. I am studying Master Commerce in Human Resource Management in the Faculty of Management and Law, school of Economics and Management, department of Business Management (HRM). I am conducting a study to complete my dissertation. I am humbly asking you to answer the questionnaire for me which will be used for the purpose of this study. I would appreciate if you respond to each question with honesty. The questionnaire consists of four sections, namely section A, B, C and D. Section A which covers the background and demographic details of the respondents, Section B is designed to gain information about perceived organisational support from the respondents as the first variable of the study, while section C seek to gather information about work-life balance of the respondents and the last section D seeks to gather information on employee retention. Prior to participating in the study, please note the following;

1. Participation is voluntarily
2. All participants are guaranteed the privacy and secrecy of information
3. Participant's culture, values and believes will be respected and not discriminated
4. Participants will not be harmed either emotionally or physically
5. Respondent's names would not be disclosed to the public
6. The information obtained will be used strictly for the purpose of this study

### SECTION A: Demographic details

Please use a tick (✓) on the box corresponding to the most appropriate response in respect to the following:

#### 1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Other	
-------	--

## 2. Age

20-30 years	
30-40 years	
40-50 years	
50-60 years	
60-70 years	

## 3. Educational level

Certificate	
Diploma/ Bachelor's degree	
Honours/ B-Tech	
Masters	
PHD	

## 4. What is your occupation/ Position?

Tutor	
Junior lecturer	
Lecturer	
Senior lecturer	
Associate professor	
Professor	
HOD	
Director	

## 5. Years of experience in institutions of higher learning

Total years of experience in academic environment	2 yrs	4 yrs	6 yrs	8 yrs	10 yrs	10 yrs & above

## 6. Length of service with the current institution

Total years of experience with the current institution	2 years	4 years	6 years	8 years	10 years	10 & above


**SECTION B**

**Perceived organisational support:** Eisenberger et al. (1986)

Answer key:

**D:** Disagree (1) **SD:** strongly Disagree (2) **NT:** Not sure (3) **A:** Agree (4) **SA:** strongly Agree (5)

	Perceived Organisational Support				
	D	SD	NT	A	SA
1. The organisation values my contribution to its well-being					
2. the organisation fails to appreciate any extra effort from me					
3. the organisation really cares about my well-being					
4. Even if I did the best job possible, the organisation would fail to announce					
5.The organisation would ignore any complaint from me					
6.The organisation care about my general satisfaction at work					
7. The organisation shows very little concern for me					
8.The organisation takes pride in my accomplishments at work					

**SECTION C**

**Work-life balance (WLB):** Fisher-McAuley et al. (2003).

Answer keys:

**A:** Agree (1) **SA:** Strongly Agree (2) **NT:** Not sure (3) **D:** Disagree (4) **SD:** Strongly Disagree (5)

Items	WLB				
	A	SA	NT	D	SD
9. My personal life suffers because of work					
10. My job makes personal life difficult					
11. I neglect personal needs because of work					
12. I put personal life on hold for work					
13. I miss my personal activities because of work					



14. My personal life drains me of energy for work					
15. I am too tired to be effective at work					
16. My work suffers because of my personal life					
17. I find it hard to work because of personal matters					
18. My personal life gives me energy for my job					
19. My job gives me energy to pursue personal activities					
20. I am at better mood at work because of my personal Life					
21. I am at better mood because of my job					

**SECTION D**

**Employee Retention (ER)** Bozeman and Perrewé (2001).

Answer keys:

**A:** Always (1) **O:** Often (2) **S:** Sometimes (3) **SL:** Seldom (4) **N:** Never (5)

Items	ER				
	A	O	S	SL	N
22. I will probably look for a new job soon					
23. At the present time, I am actively searching for another job in a different organisation					
24. I do not intend to quit my job. (RS)					
25. It is unlikely that I will actively look for a different organisation to work for in the next year. (RS)					
26. I am not thinking about quitting my job at the present time. (RS)					

*Thank you.*

## APPENDIX C: ETHICAL CLEARANCE



**University of Limpopo**  
Department of Research Administration and Development  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

**TURFLOOP RESEARCH ETHICS COMMITTEE**  
**ETHICS CLEARANCE CERTIFICATE**

**MEETING:** 19 April 2022  
**PROJECT NUMBER:** TREC/62/2022: PG  
**PROJECT:**

**Title:** Perceived Organisational Support, Work-Life Balance and Employee Retention: An Exploratory Study of Academic Staff Members in Selected Institution of Higher Learning.  
**Researcher:** MT Mashilo  
**Supervisor:** Prof TS Setati  
**Co-Supervisor/s:** N/A  
**School:** Economics and Management  
**Degree:** Master of Commerce in Human Resource Management

  
**PROF D MAPOSA**  
**CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE**

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

- Note:**
- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
  - ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
  - iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

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## APPENDIX D: REQUEST FOR PERMISSION TO CONDUCT STUDY

P O Box 547

Glen Cowie

1061

09 June 2022

**To:** Secretary (Retha Balie)

**Cc:** University Registrar (Prof Kwena Masha)

Supervisor (Prof T.S Setati)

**Re: Request for permission to Conduct study**

Office of the registrar

I am Magatane Tshwarelo Mashilo, student number: 201610277, and I am currently registered with the University of Limpopo for a Master of Commerce in Human Resources Management (MCOM). The title of my research study is: Perceived organizational support, Work life balance and Employee retention: An exploratory study of academic staff members in selected institution of higher learning. The general aim of my study is to discover whether perceived organisational support and work-life balance contribute to employee retention of academic staff members. The study has been motivated by the observed high turnover intention of staff members. Therefore, the study will recommend possible mechanism and HR practices that will help to improve organisational support and ultimately reduced turnover. My supervisor is Prof T.S Setati. The research findings and recommendations will be made available to the university community.

Prior to collection of data, respondent's consent will be obtained, and they will be made aware that participation is completely voluntary and there are no known risks in participating as their responses will remain confidential and anonymous. Should you have any questions, please contact me on 0725611757 or email at mashilotshwarelo76@gmail.com. Upon approval, please provide a signed letter acknowledging your consent and permission to conduct the study.

Thank you

Sincerely

Mashilo MT

0725611757

## APPENDIX E: GATE KEEPER PERMISSION TO CONDUCT STUDY



**University of Limpopo  
Office of the Registrar**

Private Bag X1106, Sovenga, 0727, South Africa

Tel: (015) 268 2407, Fax: (015) 268 3048, Email: [Kwena.Masha@ul.ac.za](mailto:Kwena.Masha@ul.ac.za)/[Retha.Balie@ul.ac.za](mailto:Retha.Balie@ul.ac.za)

10 June 2022

MT Mashilo

Email: [mashilotshwarelo76@gmail.com](mailto:mashilotshwarelo76@gmail.com)

Dear MT Mashilo,

### **GATEKEEPER PERMISSION TO CONDUCT RESEARCH**

**TITLE: PERCEIVED ORGANISATIONAL SUPPORT, WORK-LIFE BALANCE AND  
EMPLOYEE RETENTION: AN EXPLORATORY STUDY OF ACADEMIC STAFF  
MEMBERS IN SELECTED INSTITUTION OF HIGHER LEARNING**

<b>RESEARCHER:</b>	<b>MT Mashilo</b>
<b>SUPERVISOR:</b>	<b>Prof. TS Setati</b>
<b>CO-SUPERVISOR/S:</b>	<b>N/A</b>
<b>SCHOOL:</b>	<b>Economics and Management</b>
<b>DEGREE:</b>	<b>Master of Commerce in Human Resource Management</b>

Kindly be informed that Gatekeeper permission is granted to you to conduct research at the University of Limpopo entitled: **"Perceived Organisational support, work-life balance and employee retention: An Exploratory Study of Academics Staff Members in selected Institution of Higher Learning"**.

Kind regards,

**PROF. JK MASHA  
UNIVERSITY REGISTRAR**

Cc. Prof. RJ Singh: Deputy Vice-Chancellor; Research, Innovation and Partnerships  
Prof. RN Madadzhe: Deputy Vice-Chancellor: Teaching and Learning  
Dr. T Mabila, Director: Research Development and Administration  
Prof. D Maposa – Chairperson: Research and Ethics Committee  
Ms M Hulamo – Assistant: Ethics Secretariat  
Ms A Ngobe – TREC Secretariat

*Finding solutions for Africa*

## APPENDIX E: REQUEST FOR POPULATION

P O Box 547  
Glen Cowie  
1061  
10 June 2022

**To:** Chief Human Resource (Mr Moloto)

**Cc:** Secretary (M Malapane)

: Research Supervisor (Prof T.S Setati)

**Re: Request for Population of Academic Staff Members**

Dear Human Resource Office

I am Magatane Tshwarelo Mashilo, student number: 201610277, and I am currently registered with the University of Limpopo for a Master of Commerce in Human Resource Management (MCOM). The title of my research is: **Perceived organizational support, Work life balance and Employee retention: An exploratory study of academic staff members in selected institution of higher learning**. The general aim of my study is to discover whether perceived organizational support and work-life balance contribute to employee retention of academic staff members. The study has been motivated by the observed high turnover intention of academic staff. The study will be conducted at University of Limpopo. The target population of the study is academic staff members of the institution. At this point the **total number** of the targeted population is unknown. For the convenience and reliability of the study, it is important for the research to know the population so that an appropriate sampling method and technique may be employed.

It is for this reason that I am requesting the **current population number (headcount)** of academic staff members across four faculties of the institution for the use in the study. Upon completion of the study, the researcher will recommend possible mechanism and HR practices that will help to improve organizational support and ultimately reduce turnover.

The research findings and recommendation will be made available to the university community.

Thank you

# APPENDIX F: ACADEMICS HEADCOUNT

9/26/22, 12:39 PM

Gmail - Request for Academic Staff Headcounts



Tshwarelo Mashilo <mashilotshwarelo76@gmail.com>

## Request for Academic Staff Headcounts

Mehlape, Bridget <bridget.mehlape@ul.ac.za>  
To: Tshwarelo Mashilo <mashilotshwarelo76@gmail.com>

Thu, Jul 14, 2022 at 12:07 PM

Good day Tshwarelo

The information you requested is as follows:

715 permanent and temporary academic staff members as of July 2022.

Warm regards



[Quoted text hidden]

DISCLAIMER \*\*\* This message and any attachments are confidential and intended solely for the addressee. The following link will display the full disclaimer: <http://www.ul.ac.za/disclaimer.jpg> \*\*\*



<https://mail.google.com/mail/u/0/?ik=059049f603&view=pt&search=all&permmsgid=msg-f%3A1738322191037130434&simpl=msg-f%3A1738322...> 1/1

## APPENDIX G: EDITOR'S LETTER

# UNIVERSITY OF LIMPOPO

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01 February 2023

### TO WHOM IT MAY CONCERN

This letter serves to certify that I have edited a research dissertation titled: **PERCEIVED ORGANISATIONAL SUPPORT, WORK-LIFE BALANCE, AND EMPLOYEE RETENTION: AN EXPLORATORY STUDY OF ACADEMIC STAFF MEMBERS IN SELECTED HIGHER EDUCATION INSTITUTION** by **MASHILO MAGATANE TSHWARELO**. I am an Associate Member of the Professional Editors' Guild in South Africa.

I trust you will find the editing quality in order.

Best regards

*Sebola, M*

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**DR. MOFFAT SEBOLA**