

**CORRELATES OF EMPLOYEE TURNOVER IN  
THE COMPLEX LABOUR MARKET OF THE  
NIGER DELTA OIL & GAS INDUSTRY:  
AN EMPIRICAL ASSESSMENT.**

by  
Esther Inyang  
B.Sc., Chemistry, The University of Calabar, 1990.  
M. Tech., Chemical/Petrochemical Engineering, Rivers State University of Science &  
Technology, 1995.

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF  
DOCTOR OF BUSINESS ADMINISTRATION

In  
Faculty of Humanities and Social Sciences

THE UNIVERSITY OF LIVERPOOL

October 2015

© Esther Inyang, 2015

## **Declaration**

I confirm that my thesis has been prepared in accordance with the University's guidelines on the presentation of a research thesis. The work presented in this thesis is entirely original and my own. This thesis has not been submitted for a degree at any other university.

## **Acknowledgements**

This research would not have been completed successfully without the expertise and support morally and otherwise of many people whom I acknowledge below.

I would like to thank my supervisor, for her great support, critical insight, continuous push and persistence to ensure that the research progresses as planned. My sincere thanks for your guidance and valuable contributions throughout this work.

I would also like to acknowledge my second supervisor for his detailed review of the work. I appreciate the insightful steers and constructive criticisms of the structure and content of the work.

My thanks also go to Dr. Uwem Ite, who spent time reviewing this work and providing steers on how to improve the quality based on his experience and knowledge. The suggestions and excellent feedback are highly appreciated.

I would like to acknowledge my DBA cohorts whose support and general encouragement throughout the DBA program has been helpful in seeing this work to a successful conclusion. The research participants (survey participants and learning set participants) are also acknowledged for their contributions, responses, and patience, especially during the learning set discussions.

I would like to thank my parents for the support and encouragement they have provided me throughout my educational life. My father always encouraged me to be the very best that I could be. My mother has also never ceased to provide encouragement and her unconditional support. Acknowledgment also goes to my brothers Uwem, Ime, and Iboro for their continuous support and encouragement.

My thanks to my lovely sons Inifo and Azino, who have supported me in their own way through distractions which ensure that I have a life outside work on my thesis. Finally, very special thanks go to my husband Ejiro for his continuous support and encouragement through the highs and lows of the DBA program. Thanks dear for putting up with so much during this time. Your love and patience have been exemplary.

## Table of Contents

Declaration.....	1
Acknowledgements.....	2
Abstract.....	10
1 Introduction.....	14
1.1 Introduction.....	14
1.2 Turnover Intentions, Voluntary/Involuntary turnover .....	14
1.3 Complex Systems, environments.....	15
1.4 Rationale for the research .....	16
1.4.1 The Research Background .....	16
1.4.2 Niger Delta Oil and Gas Industry – A Complex System .....	17
1.4.3 Justification for the Research.....	20
1.5 Organizational context .....	21
1.6 Conclusion .....	23
2 Review of employee turnover intention literature .....	25
2.1 Introduction.....	25
2.2 Factors Affecting Employee Turnover Intentions.....	25
2.2.1 Psychological Factors .....	25
2.2.2 Personal Factors .....	33
2.2.3 Demographic Factors .....	38
2.3 Research Focus, Questions/Objectives .....	41
2.3.1 Research Focus .....	41
2.3.2 Research questions/objectives.....	43
2.4 Conclusion .....	44
3 Conceptual Framework & Research Hypothesis .....	46
3.1 Introduction.....	46
3.2 Conceptual Framework.....	46
3.3 Research Hypotheses .....	47
3.4 Conclusion .....	57
4 Methodology.....	59
4.1 Introduction.....	59
4.2 Research Design.....	59
4.2.1 Research Strategy.....	59
4.2.2 Research Approach .....	61
4.2.3 Selection of Research Method .....	62
4.2.4 Action Research Implementation.....	68
4.2.5 Validity and Rigour.....	69

4.3	Data generation sources and methods of communication .....	72
4.3.1	Research Participants .....	72
4.3.2	Data Collection .....	73
4.4	Interviews.....	74
4.4.1	Sample.....	74
4.4.2	Interview design.....	74
4.4.3	Administration .....	75
4.4.4	Analysis.....	75
4.5	Questionnaire and measure development.....	75
4.5.1	Information sought.....	75
4.5.2	Type of questionnaire and method of administration .....	76
4.5.3	Individual question content.....	77
4.5.4	Forms of response .....	77
4.5.5	Question wording.....	78
4.5.6	Question sequence.....	79
4.5.7	Physical questionnaire characteristics.....	79
4.5.8	Re-examination and revision of the questionnaire.....	80
4.5.9	Pre-test and revise .....	80
4.5.10	Research Variables.....	81
4.5.11	Sampling Considerations .....	81
4.5.12	Data Analysis and Statistical Approaches Used .....	82
4.6	Learning Set Discussions .....	83
4.6.1	Sample.....	84
4.6.2	Learning Set Structure .....	84
4.6.3	Analysis.....	85
4.7	Research Constraints.....	85
4.8	Conclusion .....	86
5	Action Research Cycle One - Data Analysis .....	88
5.1	Introduction.....	88
5.2	Data Screening .....	88
5.2.1	Missing data and data verification .....	89
5.3	Factor Analyses.....	90
5.3.1	Positive Affectivity .....	90
5.3.2	Negative Affectivity.....	93
5.3.3	Organizational Commitment.....	95
5.3.4	Organizational Identification .....	97

5.3.5	Perceived Organizational Support.....	99
5.3.6	Pay Satisfaction.....	101
5.3.7	Turnover Intention .....	103
5.4	Hypothesis Testing.....	105
5.4.1	Impact of Psychological Determinants .....	105
5.4.2	Impact of Personal and Psychological Determinants .....	109
5.4.3	Demographic Determinants .....	112
5.4.4	Predictors of Turnover .....	113
5.4.5	Negative Affectivity Perspectives.....	114
5.4.6	Positive Affectivity – Pay Satisfaction - Turnover Intention Relationship.....	119
5.4.7	Integrated turnover model.....	120
5.5	Updated Model.....	121
5.6	Reflections – Cycle One .....	122
5.6.1	Discussion of Results.....	123
5.6.2	Researcher Reflections.....	126
5.7	Conclusions.....	127
6	Action Research Cycle Two – Emerging Results .....	129
6.1	Introduction.....	129
6.2	Validation of Results by Research Participants .....	129
6.2.1	In-organization Learning Sets (Research Participants as Subject Matter Experts).....	130
6.2.2	Learning Set Perspectives .....	130
6.3	Improvement and Change Actions.....	136
6.3.1	Organizational Commitment.....	137
6.3.2	Perceived Organization Support .....	138
6.3.3	Pay Satisfaction.....	139
6.4	Implementation of Actions.....	139
6.4.1	Background and Setting .....	140
6.4.2	Implementation Plan .....	140
6.5	Observations following Implementation (Findings from cycle two).....	142
6.6	Reflections – Cycle Two.....	145
6.6.1	Researcher Reflections.....	145
6.6.2	Learning Set Reflections and Learning.....	147
6.7	Conclusions.....	149
7	Implications.....	151
7.1	Introduction.....	151
7.2	Theoretical Implications .....	151
7.3	Methodological Implications .....	153

7.4	Practical Implications.....	154
7.4.1	Positive Affectivity .....	154
7.4.2	Organizational commitment.....	155
7.4.3	Perceived Organizational Support.....	156
7.4.4	Pay Satisfaction.....	156
7.4.5	Other Practical Implications.....	157
7.5	Conclusions.....	158
8	Limitations and Recommendations.....	161
8.1	Introduction.....	161
8.2	Limitations and Recommendations.....	161
8.3	Conclusions.....	163
	References.....	166
	Appendices.....	200
	Appendix 1: Existing Practice Issue – Turnover statistics.....	200
	Appendix 2: The Final Questionnaire.....	201
	Appendix 3: Ethics Committee Approval.....	208

## List of Figures

Figure 3.1 A conceptual framework of positive affectivity, organizational identification, organizational commitment, and turnover intentions.....	46
Figure 3.2 Research Hypotheses to be tested.....	48
Figure 4.1 Integrated research strategy used for study .....	61
Figure 4.2 Action research spiral model adapted from Kemmis and McTaggart (2000) .....	64
Figure 5.1 Action Research Cycle One.....	88
Figure 5.2 Positive Affectivity Effect on the Relationship between Pay Satisfaction and Turnover Intention.....	120
Figure 5.3 Updated turnover intention model.....	121
Figure 6.1 Action Research Cycle Two.....	129
Figure 6.2 Impact of improvement strategies on Organizational Commitment.....	142
Figure 6.3 Impact of improvement strategies on Perceived Organizational Support .....	143
Figure 6.4 Impact of improvement strategies on Pay Satisfaction.....	143
Figure 6.5 Impact of improvement strategies on Turnover Intention .....	144

## List of Tables

Table 5.1 Missing Data Analysis .....	90
Table 5.2 Correlation Matrix, Factor Loadings and Communalities .....	92
Table 5.3 Descriptive Statistics: Positive Affectivity .....	93
Table 5.4 Factor Loading and Communalities.....	94
Table 5.5 Descriptive Statistics: Negative Affectivity.....	95
Table 5.6 Factor Loading and Communalities.....	96
Table 5.7 Descriptive Statistics: Organizational Commitment.....	97
Table 5.8 Correlation Matrix, Factor Loadings and Communalities .....	98
Table 5.9 Descriptive Statistics: Organizational Identification .....	99
Table 5.10 Correlation Matrix, Factor Loadings and Communalities .....	100
Table 5.11 Descriptive Statistics: Perceived Organizational Support.....	101
Table 5.12 Correlation Matrix, Factor Loadings and Communalities .....	102
Table 5.13 Descriptive Statistics: Pay Satisfaction.....	103
Table 5.14 Factor Loading and Communalities.....	104
Table 5.15 Descriptive Statistics: Turnover Intention .....	105
Table 5.16 Regression analysis for the effect of positive affectivity on affective, continuance and normative commitment .....	107
Table 5.17 Regression analysis for the effect of positive affectivity on perceived organizational support .....	107
Table 5.18 Regression analysis for the effect of positive affectivity on organizational identity .....	108
Table 5.19 Regression analysis for the effect of positive affectivity on pay satisfaction .....	108
Table 5.20 Regression analysis for the effect of perceived organizational support on affective, continuance and normative commitment .....	110
Table 5.21 Regression analysis for the effect of perceived organizational support, organizational commitment and pay satisfaction on organizational identification.....	111
Table 5.22 Regression analysis for the effect of perceived organizational support on pay satisfaction .....	112
Table 5.23 Regression analysis for the effect of age and tenure on turnover intention .....	113
Table 5.24 Regression analysis for the effect of organizational commitment, organizational identity and pay satisfaction on turnover intentions.....	114

Table 5.25 Regression analysis for the effect of positive and negative affectivity on organizational commitment .....	116
Table 5.26 Regression analysis for the effect of positive and negative affectivity on perceived organizational support.....	116
Table 5.27 Regression analysis for the effect of positive affectivity and negative affective on organizational identification .....	117
Table 5.28 Regression analysis for the effect of positive affectivity and negative affective on pay satisfaction .....	118
Table 5.29 Regression analysis for the effect of positive affectivity and negative affective on turnover intention .....	118
Table 5.30 Regression analysis for the effect of all predictor variables on turnover intention.....	121
Table 5.31 Hypothesis tests standardised path coefficients and t-values.....	122

## **Abstract**

This thesis examines the turnover phenomenon in the oil and gas industry in the Niger Delta area with specific focus on three of the top oil and gas organizations in the area, these being The Shell Petroleum Development Company of Nigeria, Nigerian Agip Oil Company and the Nigerian Liquefied Natural Gas Company, in order to ascertain the factors that encourage high turnover rates in these organizations as well as establish ways in which human resources practices can be improved in order to enhance retention.

While several studies exist on employee turnover, these are mostly studies with a focus on Western and Asian organizations, cultures and contexts, with a lack of similar focus on developing countries, and particularly none in the oil and gas industry of the Niger Delta. Additionally, this current study incorporates the understanding of employee's personal characteristics and psychological state and how it influences the relationships between diverse factors and turnover.

Over the past three to five years, there has been significant turnover of key technical staff in the organizations of interest, despite the knowledge that these organizations are high paying organizations in the area in question. These key technical staff who are the backbone of the organization also take away with them the knowledge and experience gathered over the years, leading to the organizations having to re-invest in attracting, employing and training new staff to replace the leaving staff. In addition, this loss of knowledge and lack of experience is coming at a time when it most required, i.e. at a time the industry is on a growth path. It therefore becomes important to understand all the possible factors that underpin an employee's decision to leave.

Nigeria is a large country of over 170 million people, with a land area of ~924,000 square kilometres covering several geographic zones, one of which is the Niger Delta area. The Niger Delta area, situated in the southern part of the country covers ~1/8th of Nigeria's total surface area and is bounded on the East by Cameroun and to the South and West by the Atlantic Ocean. The country's main source of income is the export of crude oil, and as at 2015, it is the largest producer of oil and gas in Africa, the 7<sup>th</sup> largest producer of oil within the Organization of Petroleum Exporting Countries (OPEC), as well as the 13th largest producer of oil in the world. Oil and gas production are Nigeria's major source of earnings

and government financing, with the GDP Annual Growth Rate averaging ~6% over the past three years.

The oil and gas industry in Nigeria began with the exploration for oil and gas in Western Nigeria in 1908. This was further extended in 1937 to cover the whole of Nigeria, with exploration success recorded by Shell D'Arcy in the Niger Delta with the discovery of commercial volumes of oil and gas in Oloibiri in 1956. Production of oil first started in 1958 and by 1970 had risen to a peak of 2.4 million bbl/d. By 2015 oil production from Nigeria stands at ~2 million bbl/d, with several oil and gas international and independent having joined the production. While the oil and gas industry has continued to grow over the years; insecurity has gradually set in due to agitation of the Nationals for a bigger share of the oil and gas resources, making the environment a tough and challenging one not only for the organizations to operate in, but for employees to work.

Having identified from the review of literature that affectivity plays an important role in the relationship between an employee's satisfaction and their decision to stay or leave, as well as understanding that some psychological and personal elements play a role in the employee's satisfaction and commitment to the organization, five main research questions have therefore been addressed in this thesis, these being: 1) What impact does positive affectivity have on affective, continuance and normative commitment? 2) What impact do affective, continuance and continuance commitment have on organizational commitment and ultimately on turnover intentions? 3) What impact does positive affectivity have on Perceived Organizational Support? 4) What impact does Perceived Organizational Support have on Pay Satisfaction and Organizational Identification? 5) Do pay satisfaction and organizational identification have an impact on turnover intentions in the Niger Delta Oil and Gas Industry?

This research was therefore conducted in an exploratory manner and included an e-mail survey of employees within the participating organizations as well as learning set discussions with subject matter experts as research participants to validate the findings from the action research cycle one, i.e. the e-mail survey. This exercise enabled a better understanding of employees' reasons for either deciding to leave or stay, as well as the factors that could make them minimize or eliminate any turnover intentions.

Following the discourse and observations in action research cycles one and two, the key variables found to have a strong impact on turnover intention were organizational

commitment (specifically continuance commitment), perceived organizational support, pay satisfaction and positive affectivity both directly and indirectly. Several improvement strategies were identified and implemented in a pilot study mode in one of the participating organizations and was found to record the expected improvements and lower turnover intentions over a period of observation.

**CHAPTER ONE:**  
Introduction

# **1 Introduction**

## **1.1 Introduction**

The overview of this study is presented and discussed in this chapter. The context of the research and background which covers the oil and gas industry in the Niger Delta area is first presented, following which an explanation of the various forms of turnover is discussed, with a focus on voluntary employee turnover which is the identified practice problem of this research.

The significance of the research and rationale for selection of the topic is also discussed. Several employee turnover intention studies have been carried out worldwide, but none has so far been identified in the particular setting and culture of the Niger Delta area in Nigeria.

Three organizations have been selected to participate in this study, and the organizational context is also provided here. Finally, the objectives of the research and research questions are listed.

## **1.2 Turnover Intentions, Voluntary/Involuntary turnover**

Employee turnover is a topic that has been researched in various contexts according to Shaw, Delery, Jenkins and Gupta (1998). Employee turnover as described by Abassi and Hollman (2000) is a situation where organizational members rotate around the labour market, moving between jobs and organizations. This movement encompasses the entire process of voluntary or involuntary termination of employment and the consequent process of filling the resulting vacancy (Shaw, Delery, Jenkins and Gupta, 1998) as well the replacement process where a new employee is recruited and trained in the wake of said departing employee (Woods, 1997).

The intention to quit by an organizational member is not the same as actual turnover; as such members may or may not eventually quit for various reasons (Mobley, Griffeth, Hand and Meglino, 1979). In most cases where there is an intention to quit, the actual turnover is high, as the relationship between intention and actual turnover is stronger than the relationships between other factors and turnover (Mobley, Griffeth, Hand and Meglino, 1979). For organizational members with the intention to quit who ultimately do not quit, Bowen (1982)

suggests that there may be some unintended negative consequences of this. He argues that such organizational members may begin to display negative job behaviours that ultimately lead to poor performance and being fired.

Voluntary employee turnover is occasioned by movement across the boundaries of an organization initiated willingly by the employee, and such movements can be further split into those that leave even though they are satisfied with the organization, e.g. employees leaving due to pregnancy and the resulting need to stay at home; and those that leave because they are dissatisfied with the jobs, e.g. those leaving for better opportunities (Ferguson and Ferguson, 1986), or those who complain of burnout on the job (Donoghue and Castle, 2006). Involuntary turnover on the other hand is the movement of organizational members out of an organization in a manner not of their choice; examples of which include death, dismissals and retirements (Ferguson and Ferguson, 1986). Another level of involuntary turnover is one where the exit is initiated by the employee but is not done of their volition, with the example of an employee choosing to resign in order to accompany their spouse to a different location (Ferguson and Ferguson, 1986). Another example is when an organization has to downsize, cut costs or restructure their portfolio leading to turnover that the employee has no control over (Bratton and Gold, 2003).

### **1.3 Complex Systems, environments**

A complex system is one in which activities are unpredictable and non-linear in nature, i.e. due to the nature of the system, components of the system or the events taking place it becomes difficult to establish what will happen next (Doolittle, 2014). Perkins and Grotzer (2000) cited in Hmelo-Silver and Pfeffer (2004) further add that the cause and effect in a complex system cannot be directly related, additionally, the properties of the system are based on the interactions of the diverse elements and cannot be predicted based on the properties of the individual elements.

According to Doolittle (2014); Stonier and Yu (1994), a complex system is characterised by diverse elements or individual agents which interact with the environment, elements within and outside the environment and also with other agents within the system in random ways, compared to what applies in a non-complex system. Intuition, according to Wheatley (2006) is an important part of complex systems, where agents tend to listen more, watch and pick up

clues about things going on in the environment and can define some regularity from the random nature of the system. The agents learn from the interactions and clues picked up and are therefore able to organize themselves and adapt based on their particular interests and emerge with a perspective of future behaviours, events and therefore actions (Doolittle, 2014).

A complex system would then be one in which the agents that are part of the system re-organize in various ways based on their experiences and interactions within the system. Such interactions and experiences could then affect the way an employee adapts or react to issues, which may be quite different to reactions and perspectives of employees in non-complex or standard systems.

## **1.4 Rationale for the research**

### **1.4.1 The Research Background**

The Niger Delta oil and gas industry is a major contributor to both the Nigerian and global economies due to its considerable volume of proven oil and gas reserves, estimated at 37 billion bbls and 180 Tscf, with oil and gas production from the region at ~2 million bbl/d and 1.1 Tscf/d respectively (US Energy Information Administration, 2013), making it the largest oil and gas producer in Africa, the 7th largest producer of within the Organization of Petroleum Exporting Countries (OPEC, 2015), as well as the 13<sup>th</sup> largest producer of oil in the world (US Energy Information Administration, 2013). The Niger Delta oil and gas industry also contributes ~94 percent of the export revenue to the Nigerian economy, and contributes ~70 percent to the Nigerian government's annual income, making it an important source of government financing (PricewaterhouseCoopers, 2015). At an average oil price in 2015 of ~US\$50/bbl and with average 2015 oil production from Nigeria of ~2 million bbl/d, oil production earns the Nigerian government ~ US\$ 88 million a day, based on the agreed split of the barrel and Memorandum of Understanding signed by the Government and oil companies in the country. With the bulk of the oil and gas production from Nigeria going to the European and US markets, the Niger Delta oil and gas industry is an important contributor to the local and global economies (OPEC, 2015).

The global energy market is expected to see an increase in energy consumption growth, particularly from new markets, with natural gas and diverse forms of renewable energy also

being in demand (Finley, 2012). Energy consumption is also expected to grow over the next 20 years, with income growth and population being the two major drivers underpinning the increased demand for energy (Finley, 2012). Over the next 20 years, there is a likelihood of increased global integration as well as a faster paced growth of medium and low-income economies, leading to increased demand for energy (Finley, 2012). Additionally, with a projected population increase of ~1.4 billion people and income increase of ~100% over the coming 20 years, energy consumption per capita and demand are also expected to increase at an accelerating rate (Finley, 2012). This picture of increasing external and global demand for oil and gas provides the opportunities for the Niger Delta oil and gas industry to develop and implement its substantial long-term growth and development plans. Part of this includes the renewal of oil mining leases to existing companies and issuance of new leases to several oil and gas companies (Okafor, 2012).

#### **1.4.2 Niger Delta Oil and Gas Industry – A Complex System**

According to Perkins and Grotzer (2000) cited in Hmelo-Silver and Pfeffer (2004), a complex system is one characterized complex elements and sources, where there are intermediate steps or phases that come between cause and effect which are not linear in nature.

The Niger Delta is an area situated in the Gulf of Guinea and is one of the largest wetlands on the African continent measuring about 110,000 square kilometres of a mix of land and mostly swampy terrain (Emoyan, Akpoborie and Akporhonor, 2008). The area covers nine states of the Country and has a population of ~20 million people, with high levels of poverty considered a pervasive problem in the area. A World Bank Study conducted in 2014 (World Bank, 2014) indicates that the per capita Gross National Index in the region is extremely low at US\$ 2,970 compared to US\$55,200 and US\$42,690 in the US and the UK respectively.

The Niger Delta area is the most significant oil producing area in Africa, with the largest volume of natural gas resources, and as at 2012 the world's fourth largest marketer of liquefied natural gas (US Energy Information Administration, 2013). It is also the main contributor to the Nigerian economy with significant plans for growth over the next five to ten years. The US Energy Information Administration (2013) lists several plans for growth for the three companies in focus (SPDC, NAOC and NLNG) over the next few years, adding ~1.5 million bbl/d of oil production to its current production of ~ 2 million bbl/d, and

expected increase of ~75%. Additionally, Okafor (2012) mentions that several oil mining leases will be extended for oil and gas companies operating in the area in support of the growth of the industry. This indicates an upcoming period of growth for the organizations in question and the industry in general. It therefore becomes essential that these organizations have the relevant resource pool to support the growth plans and ultimately maintain their competitive advantage in the area. Murlis and Schubert (2001); Colletti and Chonko (1997) opine that employees have the relevant knowledge and skills to deliver the expected business outcomes and as such are considered the main support of an organization. It therefore becomes important to identify measures to address employee turnover concerns within the industry.

#### **1.4.2.1 Environmental issues**

Ite (2004) adds that the past 40 years have witnessed oil exploitation in the area with little or no development of the area by either the Government or the organizations operating in the area or recompense for environmental degradation. This perceived deprivation and neglect have led to high levels of mistrust and bred a hostile environment characterized by various forms of conflict and vandalism (Frynas, 2001 cited in Ite, 2004). Zandvliet and Pedro (2002) cited in Idemudia and Ite (2006a) add that other sources of the conflict in the Niger Delta a struggle for resource control with the Government as well as conflicts within the communities over claims to land ownership of areas where oil fields are located and the attendant benefits.

#### **1.4.2.2 Security issues**

According to the US Energy Information Administration (2013), the level of insecurity in the area increased quite significantly by ~2005, with kidnappings and increased destruction of pipelines and various facilities of the oil and gas companies operating in the area. The destruction of oil infrastructure has led to extensive shutdown periods leading to loss of production and in several cases, declaration of force majeure on shipment of oil ultimately impacting negatively on the profit margins of the affected organizations (US Energy Information Administration, 2013). In addition to the vandalism, the security concerns have

been significant enough to make expatriate families pull out of the region, and in some smaller oil companies have also had to disengage and pull out of the country.

Compared to other areas where employee turnover has been studied, this paints a picture of a difficult and complex system and terrain to work in, and in addition to the hostile relationships with the host communities, there are security challenges and it will need to be seen if these factors or the peculiar nature of the environment have an impact on employee turnover and what strategies will be most effective in enhancing retention.

#### **1.4.2.3 Oil and Gas Industry Emerging Competition**

The Niger Delta oil and gas industry is home to several major international oil companies, smaller international oil and gas companies, as well as local oil and gas companies (The US Energy Information Administration, 2013). Some of the bigger international players include Shell (SPDC), NAOC, Exxon Mobil, Total and Chevron, while the smaller international and local oil and gas companies that operate in the sector are Statoil, Addax, First Petroleum, Petrobras, ConocoPhillips, Oando, Seplat, South Sea Petroleum, Dubri Oil, Pan Ocean, Monipulo, Continental Oil and Gas amongst others.

According to Idemudia and Ite (2006b), these companies can also be split along generational lines, depending on when they began operations in the sector, with some of the bigger international companies such as SPDC and NAOC classified as First generation having started their operations between the 1930s and 1970s. Other smaller international companies and local oil and gas companies are classified as “second” generation companies, having started their operations later in the 1990’s. They further add that the first generation oil and gas companies produce ~90% of the country’s crude oil resources, however, over time they have divested their portfolio leaving these for the second generation oil and gas companies. The US Energy Information Administration (2013) suggests that the First generation companies have divested and focused more on their Deepwater assets, leaving the bulk of the Onshore assets to the second generation companies. This leaves a picture of emerging competition within the Niger Delta oil and gas industry where they increasingly require high quality and experienced resources to manage their acquired assets, and the tendency has been to get these resources from the “first” generation companies.

### **1.4.3 Justification for the Research**

The renewal and issuance of leases allow for more participation in the industry particularly from new players who may want to get established quickly. The implication of the increasing industry growth is that knowledgeable, experienced and exposed human resources are required to not only keep the business going but to ensure growth. There is however currently no commensurate influx of knowledgeable and experienced human resources to support the increasing number of companies and deliver the growth plan. There is therefore expected to be a keen competition for the seemingly stretched talent pool in the country.

In addition to the quickly growing and expanding industry, the environment has its attendant environmental, social, and political and security challenges that make it complex to work in for both employing organizations and employees. The growth opportunities combined with challenges within the environment makes it crucial to ensure that employees are retained and have minimal turnover intentions.

Employee turnover intention in this economy and complex environment is therefore an important area to be researched, as the older established organizations in the region will desire to understand how they can retain their high-in-demand work force. According to Staw (1980), when employees leave an organization, there are consequences of such moves. Amongst some of the negative consequences of turnover, are the costs associated with replacing such employees which include the associated costs of re-hiring and re-training the new employee (Staw, 1980). He further adds that in some cases due to employee lay-off, there may be a downward turn in the standard of services and products offered to customers. Morrell, Loan-Clarke and Wilkinson (2004) further add that negative consequences of employee turnover could include loss of organizational memory, pressure on the employees left behind, as well as low staff morale as employees see former colleagues departing. This view is supported by Mueller and Price (1989) who argue that in the event of increased employee turnover, there is a negative impact on behavioural commitment, with the remaining employees questioning their continued stay in the organization or work unit. This may lead to even more turnover, or in the case where additional employees do not move on, would mean losing friends and colleagues, as well as having to bring on board new colleagues, putting pressure on the normative patterns of the work unit. Organizations therefore need to understand the factors that keep employees committed despite the higher pay packages or other attraction elsewhere.

From the literature, employee affectivity has been found to play a role in the relationships between pay satisfaction, continuance and affective commitment and employee turnover (Panaccio, Vandenberghe and Ayed, 2014). Additionally, organizational structure and job characteristics are seen to play a strong role in employees' job satisfaction and organizational commitment (Katsikea, Theodosiou, Perdikis and Kehagias, 2011). This study therefore seeks to deepen the understanding of how positive and negative affectivity impacts on the relationship between pay satisfaction and turnover intentions in a complex system. It also seeks to establish the relationship between other personal and psychological factors such as perceived organizational support, organizational identification, organizational commitment and turnover intention.

### **1.5 Organizational context**

Three organizations have been chosen for this research as these are some of the top oil and gas companies in the Niger Delta area, and are big enough to provide a rich source of data for this study. The organizations selected for use in this research are The Shell Petroleum Development Company of Nigeria (SPDC), Nigerian Liquefied Natural Gas Company (NLNG) and Nigerian Agip Oil Company (NAOC). These organizations will henceforth be identified as SPDC, NLNG and NAOC respectively. According to Ite (2004), SPDC is the biggest oil and gas company with operations in the Niger Delta area 40% and 53% of Nigeria's oil production and oil/gas resource base respectively. Additionally, according to (Odumugbo, 2010) the NLNG is the largest and most ambitious liquefied gas project in Nigeria, processing about 400 million scf of liquefied natural gas per day, with plans underway to further increase its processing capacity.

Over the past five years, the organizations in focus have grappled with employee turnover issues, as several high performing staff employee have left their jobs and moved on. The turnover rate was ~5 – 7% per annum (Appendix 1) which was a cause for concern and needed to be addressed. In this period there were also important changes in the business environment (increased lack of security; the emergence of smaller independent oil and gas companies amongst others), and it would be helpful to see how these changes may have contributed to the employee turnover situation and how it can be addressed in spite of the business environment. Considering that these organizations control a significant percentage of hydrocarbon production and resource base which in turn contribute majorly to the

country's economy, it is essential to ensure that the employee turnover concerns are addressed.

SPDC is one of the Shell Companies in Nigeria, and it first started hydrocarbon exploration activities in Nigeria in the 1930s under the name Shell D'Arcy, which was later changed to Shell-BP in a venture financed on equal terms between British Petroleum and Royal Dutch Shell. Following sustained exploration activities, the company eventually struck oil in commercial quantities in 1956 in the heart of the Niger Delta – Oloibiri. SPDC has a massive operation in the Niger Delta, covering ~31,000 Km<sup>2</sup> onshore and swamp terrain with over 6,000 Km<sup>2</sup> of flowlines and pipelines, ~90 flowstations, 8 gas processing facilities as well as 1,000+ wells currently producing (Shell, 2014). According to Idemudia and Ite (2006b), SPDC produces about half of Nigeria's daily oil production. SPDC over 4,500 directly employed staff, with a significant number (95%) being Nigerians, and ~5% being expatriates (Shell, 2014). This work will therefore focus on the Nigerian population of the human resource base.

The NLNG was established in Nigeria in 1989 to maximize the value out of the country's huge natural gas resource base, as well as to produce natural gas liquids and liquefied natural gas for the export market (Shell, 2014). With six production trains already in operation by 2007, the company has a massive operation which accounts for ~11% of the global LNG capacity, with plans to build a 7<sup>th</sup> production train and further expand its operations (Shell, 2014).

NAOC is an ENI (Agip) Company in Nigeria founded in 1962. The company has a significant operations base in the Niger Delta covering ~8,500 Km<sup>2</sup> of onshore, swamp and deepwater activities with oil and gas production of over 170,000 Boe/d with expectations to increase this in the short to medium term by ~120,000 Boe/d following the completion of several ongoing projects (ENI, 2014).

The scope of this work is constrained to the Engineers in the organizations listed above, as these are the main group of employees within the organization that significantly contribute to the identification of and drilling for the oil/gas resources, as well as the installation of the facilities as part of the growth projects to be embarked upon by these organizations. The study will also be limited to the Nigerian Engineers, as they form the bulk of the human resource base in the listed organizations.

## **1.6 Conclusion**

This introductory chapter provided a succinct overview of the research. It presented and discussed the different forms of employee turnover, while focusing on the specific form of turnover (voluntary) which is relevant to this research.

The chapter also gave a view of the existing research on voluntary employee turnover in different locales (Western and Northern Nigeria) and industries (e.g. banking and education), identifying some of the factors that could influence employee turnover intentions. None of these previous works however cover the oil and gas industry in the South-South Niger Delta area which is one of the top industries in the country compared to others where the reasons for turnover might be different.

The organizational contexts of the three oil and gas companies in the area selected to participate in this research were also discussed in this chapter, and in addition, the research questions to be addressed during the study were discussed.

**CHAPTER TWO:**  
Review of literature and theoretical framework

## **2 Review of employee turnover intention literature**

### **2.1 Introduction**

This chapter outlines the findings following a review of existing literature on employee turnover intentions.

Employees are considered the key contributors to an organization's success and should be an area of focus (Spitzer, 1995; Wagar and Rondeau (2006); Griffeth and Hom, 2001). Boxall and Purcell (2011) however opine that this focus should be on the key employees who contribute to the organization's success, i.e. on organizational members with the necessary competencies and skills.

Employee turnover means different things to different people depending on the context according to McKeown (2002). He argues that this may cover a range from identifying why organizational members leave an organization to establishing the strategies such organizations require to improve the retention of employees.

### **2.2 Factors Affecting Employee Turnover Intentions**

#### **2.2.1 Psychological Factors**

Cotton and Tuttle (1986) acknowledge that behavioural intention or dispositional traits are some of the top personal characteristics that influence employee turnover intentions. Chiu and Francesco (2001) go on to define dispositional traits as a point of view or perspective through which people appraise situations and react to them using steady and consistent ways of feeling, thinking of issues and behaving.

Following a review of available literature, some of the psychological factors have been identified that impact on turnover intentions and these include positive and negative affectivity, organizational commitment (affective, continuance and normative commitment) and organizational identification.

### **2.2.1.1 Negative Affectivity**

Watson, Clark, and Carey (1988) define negative affectivity as negative mood-states which border on distress, anxiety, fear, scorn, hostility and disgust. They argue that typically employees with negative affectivity can express sadness and loneliness. Negative affectivity according to Watson, Clark, and Carey (1988) is a predisposition with influences on the employee's view of the world, self-concept, and cognition.

Panaccio, Vandenberghe and Ayed (2014) further add that employees with negative affectivity have a pessimistic view of the world, and tend to react to negative or unfavourable cues in the environment, reacting more to stressors and strain than an employee with positive affect.

Prior studies carried on the impact of negative affectivity on employee turnover indicates that typically employees with negative affectivity have a higher tendency for turnover, as when unhappy, they will want to change the aspects of their lives causing them the unhappiness (Bernardin, 1977). A study by Necowitz and Roznowski (1994) also validates this finding, as they showed that individuals with high negative affectivity were found to be more likely to have turnover intentions and in some cases actual turnover. They argue that high negative affectivity links positively to employee turnover.

A review of the literature on turnover indicates that employees with negative affect react more towards negative or unfavourable cues in the environment, and also react more to stressors.

The empirical study of Panaccio, Vandenberghe and Ayed (2014) shows how negative affectivity impacts on the relationships between satisfaction with pay, continuance and affective commitment and turnover. No attempt was made to establish how negative affectivity impacts on the relationship with pay satisfaction, normative commitment (one of the main components of organizational commitment) and turnover.

Considering this gap, and knowing that the Niger Delta environment is one with numerous challenges (social, security, environmental, political, etc.) as earlier mentioned, this study will test to see for employees in that environment which of the components - love for the job, fear of job loss in view of the social issues, or sense of obligation to stay – has a higher impact on turnover intentions. This information would be useful to the newer organizations

who may be recruiting employees as they may want to consider the risk of such employees leaving early, i.e. higher turnover rates.

Negative affectivity has therefore been included in the conceptual framework and will be tested separately to establish how it impacts on the relationship between organizational commitment, pay satisfaction, and turnover intentions.

#### **2.2.1.2 Positive Affectivity**

Chiu and Francesco (2001) describe positive affectivity as a personality trait that reflects positive self-awareness, self-concept, and emotionality, measuring the extent to which an employee is inclined to be happy. They add that employees that have a high level of positive affectivity perceive themselves to be active; well engaged on an interpersonal level; and are self-efficacious.

According to Lyubomirsky, King and Diener (2005), positive affectivity is a personal characteristic which predisposes one to positive feelings and emotions. Such people they argue tend to be optimistic, accomplished and successful in whatever they set out to do. Lyubomirsky (2001); Elliot & Thrash (2002) and Lyubomirsky, King and Diener (2005) argue that people with positive affectivity are mostly successful because they act, feel and think in ways which enhance the building and broadening of resources at their disposal that enables them to achieve goals.

Chiu and Francesco (2001) further add that employees with high positive affectivity behave and think in ways that support positive emotions and have the propensity to experience affective states that are positive over a period and in diverse situations. Some examples of these high positive affective states include excitement, joy, exhilaration, enthusiasm, and alertness to the environment and ongoing activities (Chiu and Francesco, 2001). Chiu and Francesco (2001) suggest that employees with high positive affectivity tend to be more proactive about their circumstances and make a move to change aspects of their work or lives that they consider unsatisfactory. Employees with low positive affectivity on the other hand they argue are prone to unpleasant disengagements and a poorer sense of well-being. Some of the low positive affective states that could be experienced by such employees include lethargy, listlessness, apathy and sluggishness on assigned work tasks (Chiu and Francesco, 2001).

Fredrickson (1998, 2001) add that for people with positive affect, they are better able to expand their resources, network, and circle of friends which in turn allows them to identify and make use of emerging opportunities to enhance their skills for future application. The implication of this is that employees with such traits in an organization would tend to see the opportunities for growth, development and success and more likely have fewer turnover intentions.

Lyubomirsky, King, and Diener (2005) argue that employees with positive affectivity can effectively cope with stress and challenges that arise; are original, highly flexible, open to new ideas and willing to approach and address issues or opportunities rather than avoid them. Lyubomirsky, King, and Diener (2005) suggest that it is these attributes that encourage involvement with the surrounding environment and a desire to pursue and achieve set goals.

An empirical study by Cropanzano, James and Konovsky (1993) who have researched the impact of positive affectivity on employee turnover, indicates that happy, alert and energetic employees have a higher organizational affective commitment and hence lower desire to leave their jobs and lower risk of turnover. Another study by Judge (1993) however indicates that where employees have high positive affectivity, being that they are energetic and on the look-out for opportunities, there is a tendency for quit if they are unsatisfied with their jobs. While several studies have tested the relationship between positive affectivity and turnover intentions, none can be identified that has tested the relationship with organizational commitment, pay satisfaction, and turnover. Considering this gap, this study will address positivity affectivity and attempt to identify its impact on turnover particularly in the complex environment of the Niger Delta.

Understanding how positive affectivity will impact on turnover intentions in the Niger Delta oil and gas industry region is important, as positive affect employees are deemed to focus on the positive elements of their jobs. This study will test to know if they are better able to manage the stresses in the environment, and can ignore the challenges around them and focus on creating and continuously sustaining work motivation.

The impact of positive affectivity on turnover intentions has mostly been tested in stable environments, yielding particular outcomes as discussed above. Testing this in a harsh and complex environment in the developing world like the Niger Delta oil and gas industry will

be helpful to establish to what extent the findings will still hold true in a complex environment. This is a gap in existing literature which this research will attempt to address.

Positive affectivity has therefore been included in the conceptual framework and will be tested separately to establish how it impacts on the relationship between pay satisfaction, organizational commitment, and turnover intentions.

### **2.2.1.3 Organizational Commitment (Affective, Continuance & Normative Commitment)**

There are three components of organizational commitment – affective, continuance and normative, and are interlinked rather than separate to reflect better and highlight the uniqueness of each employee's commitment relationship with the organization (Meyer and Allen, 1991; Allen and Meyer, 1990).

Affective commitment according to Agarwal, DeCarlo and Vyas (1999) is a firm acceptance of and belief in the goals and values of one's organization, as well as a willingness to put in additional effort for the benefit of the organization. This form of commitment is developed through the emotional connection to the organization which is built on the employee's involvement with the organization (Wallace, de Chernatony and Buil, 2011; Kimpakorn and Tocquer, 2009; Burmann, Zeplin and Riley, 2009; and Meyer and Allen, 1991). Meyer and Allen (1991); Mowday, Porter and Steer (1982) argue that due to the psychological nature and emotional element, affective commitment is one of the strongest forms of employee commitment with respect to organizational outcomes. The emotional attachment as argued by Mowday, Porter and Steer (1982) reflects the organizational members' sense of belonging, pride, loyalty and identification with the organization. Meyer and Allen (1991); Allen and Meyer (1990) conclude that in the case of affective commitment, the organizational members choose to stay on with the organization not because they feel compelled to do so, but because they want to do so.

Continuance commitment on the other hand is less emotionally inclined and is based on the effects of the considered costs of leaving the organization, compared to the cost of staying on (Meyer and Allen, 1991; Allen and Meyer, 1990). An organizational member becomes more committed to the organization and considers remaining with the organization when it becomes more profitable to stay than to leave (Meyer and Allen, 1991; Allen and Meyer,

1990). Allen and Meyer (1990) further add that in the case of continuance commitment, the bond between the employee and organization is mostly based on the investments the employee has made over time while working in the organization. Such investments are termed “sunk costs” and include effort, time, money, training in a particular skill area that may not be considered useful elsewhere, social relationships, benefits, salary and other aspects of organizational life which may decrease in value or be completely lost if the employee left the organization (Allen and Meyer, 1990). With the feeling of being “locked in” or compelled to stay on (Meyer and Allen, 1991; Allen and Meyer, 1990), there is a question about how much commitment employees would have to improve the organizational performance.

The third tranche of organizational commitment known as normative commitment is the reflection of an organizational member’s feeling of being dutifully or morally bound to continue in the employment (Meyer and Allen, 1991). Organizational members with a sense of normative commitment stay on in the employment of an organization because they feel it is the right thing to do morally, with such members having a sense of responsibility not only to the organization but also to co-workers, team members, etc. (Allen and Meyer (1990).

In some studies carried out on organizational commitment, it has been shown that normative and affective commitment are in most cases positively related to citizenship behaviour, while continuance commitment is negatively connected with behaviours such as turnover intentions (Hackett, Bycio, and Handsdoff, 1994; Shore and Wayne, 1993). Within the Nigerian context, an empirical study of employee turnover in the Civil Service of Ondo State was conducted by Popoola (2005). The objective of the study was to ascertain the impact of job satisfaction and organizational commitment on intentions to quit. Findings indicated that a lack of job satisfaction would lead to lack of commitment to the organization and ultimately to high turnover intentions. Recommendations included a need to revamp the conditions of service in order to limit turnover intentions of the employees. Popoola’s (2005) study was however not clear on the specific component of organizational commitment – normative, continuance or affective had the most impact on turnover intentions.

It is evident from the literature that an employee can have strong affective commitment to the organization, meaning they desire to stay on, however they may not need to do so, implying that their continuance commitment to the organization is low. A different organizational member may also have strong normative and continuance commitment to the organization,

but low affective commitment, i.e. they stay on due to a sense of responsibility and not really because they desire to do so. Yet another employee could have high continuance commitment to the organization, but low levels of normative and affective commitment. Allen and Meyer (1990) suggest that in assessing an employee's commitment to the organization, researchers should take into consideration the three tranches of commitment instead of tagging employees with a specific type. They posit that workers have some measure of the three commitments, and not only one to the organization.

Following from these findings, it is important for organizations in such complex environments to establish employees' patterns of commitment and develop strategies aligned with organizational goals to reduce turnover intentions. In a study of turnover amongst blue collar workers, Meyer and Allen (1991) found that some of the factors which predict organizational commitment and job satisfaction include promotion opportunities, job characteristics as well as extrinsic and intrinsic exchanges and rewards.

Considering this gap, and knowing that the Niger Delta environment has the social, security, environmental, and political challenges to contend with, this study will test to see which of the organizational commitment components – affective, continuance or normative - has an impact on turnover intentions in that environment and by how much.

This study will, therefore, establish if despite the challenging environment the positive affect employee can remain engaged, attached, committed and involved. The study will also ascertain what factors underpin their being engaged, attached, committed and involved and provide same to retain them. For the negative affect employee, can they be committed enough to ignore the challenges and negative cues within their environment and combat any external pull? This study will test to understand which specific factors or combination of factors needs to work well for the negative affect employee to minimize turnover intentions in such an environment. These are additional gaps in the literature which this research will attempt to address.

In this study, the different elements of organizational commitment, these being affective, continuance and normative commitment will be included in the conceptual framework and tested to establish the impact they have on employee turnover intentions.

#### **2.2.1.4 Organizational Identification**

Organizational identification was first described by Patchen (1970) who highlighted some interwoven elements as being constituent parts of the organizational phenomena. These constituent parts he argued are essentially the feelings of unanimity and oneness with the organization, shared virtues with other organizational members, as well as the support of the organization. Patchen (1970) argued that the organizational identification is underpinned by the perspective that employees have a sense of affinity and community with other workers on the organizational goals, objectives and interests. These feelings of solidarity and oneness with the organization give emphasis to and highlight the value of employees' sense of belonging to the organization (Patchen, 1970). From the perspective of the organization, the element of support is based on feelings of allegiance, duty, and dependability on the ability to defend and work towards the delivery of organizational goals (Patchen, 1970).

In more recent studies, organizational identification is described by Ashforth, Harrison and Corley (2008) as the knowledge of membership and employees feelings of belonging. They add that there is an emotional significance, and value attached to the membership. Ashforth, Harrison and Corley (2008) suggest that the organization is seen as a group to which employees can identify with. This identification they argue occurs when employees sense openness and acceptance from the organization, as well as the feeling of belonging to the organization. According to Ashforth and Mael (1989), organizational identification is the extent to which an employee defines themselves concerning their membership of the organization.

Cheney (1983) further links organizational identification to employee behaviours, work attitudes, commitment to shared goals, results that support the organization and employee interaction. This feeling of belonging according to Ashforth, Harrison and Corley (2008); Ashforth and Mael (1989); Cheney (1983) has the potential to bring about numerous advantageous outcomes for both the organization and employee. Some of which include employee satisfaction, improved employee and organizational performance, a sense of well-being, behaviour at work and ultimately reduction in turnover intention.

Ashforth, Harrison and Corley (2008); Ashforth and Mael (1989) also argue that organizational identification can influence outcomes that which have a positive effect on the organization's objectives. They contend that organizational identification has an impact on an

employee's attitude, knowledge, and behaviour as it has to do with the organization's objectives, and where the employees strongly identify with the organization their perspectives and conviction with the organization tends to become more positive.

Researchers have suggested that employees that identify with their organization are not only aligned with organizational goals, objectives, and interests but also have a sense of affinity with other workers in the organization.

Noting that there is an emotional significance to employees' identification with the organization, a review of the available literature indicates that there is no study that has researched the relationship between an employee's affectivity and organizational identification, organizational commitment and turnover intentions.

Considering this gap in the available literature, this study will examine the extent to which identification with one's organization has an impact on their turnover intention, and if or how the employee's affectivity impacts on turnover intentions. Would an employee with negative affectivity have affinities strong enough with the organization and other employees to minimize turnover intentions?

The identification with the organization will be included in the conceptual framework as an important psychological factor and tested to evaluate the impact it has on employee turnover intentions.

## **2.2.2 Personal Factors**

Personal factors are factors typically unique to each organizational worker, and in this research, the personal factors identified following a review of available literature are pay satisfaction and perceived organizational support.

### **2.2.2.1 Pay Satisfaction**

A few authors agree that pay is one of the top factors that contribute to employee turnover especially in the Nigerian context (Mallam, 1994; Gberevbie, 2010a,b; Akinyemi, 2012), however Smith (2001) argues that good salaries may be sufficient to attract workers to an organization, but it is not enough to keep them there. This view is supported by Ashby and Pell (2001) and Harris and Brannick (1999) who agree that while a good pay contributes to an

employee's satisfaction, it may not be the main motivator for their decision to either remain with an organization or to move on. Pfeffer (1989) indeed argues that several organizations have succeeded in managing their turnover concerns without resorting to the use of pay. Porters and Steers (1973) however add that it is not just good pay that would make an employee want to stay on, but rather an employee's perception of fairness of the pay. The pay, they argue might be significant, but if it is not commensurate with the effort put in or work done, then it may not have a positive effect as expected. This is an important point to consider in the context of the Niger Delta oil and gas industry, where the pay is higher than those of other industries. It will be useful to understand if these turnover issues are due to perceived misalignment with the work done or effort put in. In the Nigerian context (Mallam, 1994; Gberevbie, 2010a,b; Akinyemi, 2012), pay was considered a top factor impacting on employee turnover and retention, irrespective of the nature of the industry (teaching, banking and civil service etc.) or the locale (North, South, Middle belt etc.) in which the study was conducted with recommendations to upgrade the pay schemes of such organizations.

In an empirical study carried out on employee turnover by Gberevbie (2010a) within the banking industry in Nigeria, Zenith Bank was chosen as the Bank of focus as it is one of the foremost Banks in the country with shareholders' fund of ~USD 600 million (Zenith Bank Online, 2006 cited in Gberevbie, 2010a). The findings from the study indicated that employees desired to have enhanced pay packages, more involvement and contribution to decision-making, as well as better treatment of staff.

A turnover study by Mallam (1994) in the educational sector in Nigeria focused on polytechnics and Colleges of Education in the country, specifically the Polytechnic in Plateau State (middle belt of Nigeria) and in the Yaba College of Technology (South of Nigeria). Findings from the study indicated that there are two main factors that contribute to employee turnover in the institutions, these being pay and lack of opportunities for promotion. Other factors included the work in general, co-workers and supervision (Mallam, 1994). Recommendations for enhancement of retention amongst faculty members included improvement of employee remuneration, and the opportunities for faculty members to be involved in negotiating rewards and benefits (Mallam, 1994). A similar study on turnover within Nigerian Universities was carried out by Nwadiani and Akpotu (2002) following a high rate of turnover of teaching staff and brain-drain from the Universities. Findings from the study indicated that the more senior and experienced faculty members had the highest

tendency to leave due to the perceptions of their skills and experience being highly sought after in the industry. The study recommended an enhancement of the remuneration and welfare packages in order to attract the best hands (Nwadiani and Akpotu, 2002).

Panaccio, Vandenberghe and Ayed (2014) suggest that affectivity can have an impact on the relationships between pay satisfaction and voluntary turnover. This is however in a stable working environment without the challenges experienced in the Niger Delta area. Considering this gap, this study will test to see if employee affectivity can impact on the relationship between pay satisfaction and turnover intention in a complex environment. Additionally, it will test to see if pay alone without the other personal elements such as perceived organizational support and organizational identification would be sufficient to minimize employee turnover.

Pay satisfaction has therefore been included in the conceptual framework and will be tested separately to establish how it impacts on the relationship with other personal factors, as well as the relationship with turnover intentions.

#### **2.2.2.2 Perceived Organizational Support**

According to Eisenberger, Huntington, Hutchison and Sowa (1986), perceived organizational support is the belief by an employee of an organization's value of their input and contributions, as well as concern for their welfare. They add that where employees believe that the organization is supportive of them and is concerned about their well-being, they are more likely to put in more effort to achieve the goals of the organization and less likely to display absenteeism or have turnover considerations.

Shore and Shore (1995) suggest that there are some significant antecedents to perceived organizational support, such as conditions of the job; organizational perceptions concerning politics and justice; the employee's personality; support of the supervisor as part of the organization; and the prevailing human resource practices. They add that where an organization's human resource policies and practices show recognition for the employee's contributions as well as indicate adequate investment in employees; these will signal to employees that the organization desires to build and embed a social exchange relationship with its workforce and is supportive of them.

Telly, French and Scott (1971) suggest that if there is any perception of inequity by an organizational member, they may feel exasperated and unable to give their best efforts in achieving the organizational goals. In a further study of sales personnel, Firth, Mellor, Moore and Loquet (2004) identified job stressors such as job ambiguity or work overload to be the key factors that set off a sequence of psychological states impacting the relationship with the supervisor which ultimately lead to an employee's decision to quit.

In a recent study by Katsikea, Theodosiou and Morgan (2015) on export sales workers, they found that organizational support in the form of formalisation of job roles, clarity of roles, minimization of role conflict leading to general satisfaction on the job were essential factors in ensuring that the organizational workers do not have turnover intentions. The study revealed that there was a strong positive relationship between support factors and job satisfaction, and a strong negative correlation between the resulting job satisfaction and turnover intentions.

A similar study carried out by Akinyemi (2012) on the commercial banks in South West of Nigeria indicated that there is a very strong relationship between the HR development strategies and employee turnover, with a recommendation to provide an enabling climate with the appropriate management support, and one that fosters team spirit and openness.

A study of employee turnover carried out by Gberevbie (2010b) on the Federal and State Civil Service indicated that the Civil Service was behind other sectors in providing the relevant incentives to retain its workforce. Recommendations included the need to focus on employee recognition as well as on rewards to enhance performance and improve retention. Some of the incentives and rewards expected by employees include performance awards to organizational members; housing and car loan opportunities; educational scholarships for employees children; timely payments of gratuities when due; as well as policies that support employees job security (Gberevbie, 2010b).

Porters and Steers (1973); Steers and Rhodes (1978) support the view that company incentives and rewards go a long way to improving employee turnover. They, however, suggest that it is not enough for leadership to develop a reward and incentive scheme for employees, but the employees themselves want to be involved in the development of such schemes. Porters and Steers (1973) cite the studies of Lawler & Hackman (1969) and Schefflen, Lawler, & Hackman (1971) which indicate that where work units were allowed to

develop their own reward and incentive program, there was a decrease in absenteeism, and no significant improvement in attendance where work units did not participate in the development of the reward scheme. While employees expect some form of support from the organization, it is also evident that for it to be considered equitable and accepted enough to reduce turnover, employees would like to contribute to the definition of the support or reward for the work done.

Eisenberger, Huntington, Hutchison and Sowa (1986) indeed opine that perceived organizational support is one of the key factors that impact on organizational commitment. Based on their empirical study, Currie and Dollery (2006) further add that perceived organizational support is an important factor impacting on both the normative and affective commitment of an employee. Their results indicated that employees with a higher perception of organizational support were more likely to have a greater commitment to the organization. They, however, did not find any significant relationship between perceived organizational support and continuance commitment, implying that even though an employee perceived that the organization was supportive of them, this would not necessarily make them want to stay on with the organization.

Equity and social exchange theories (Adams, 1963; Homans, 1958, 1961) suggest that organizational members may feel obliged to contribute to those who have supported them. Within an organization where an employee perceives organizational support, it is expected that such perceived organizational support will encourage the need to repay the support with the employee's increased identification with the organization, i.e. affective commitment, as well as feelings of obligation to the workplace, supervisor, and other work colleagues, i.e. normative commitment. Following from this, it is therefore expected that such employees would have low turnover intentions, as one of the key ways for an employee to repay the organization is to remain in the employ of the organization and continue to contribute to and deliver organizational goals (Eisenberger, Huntington, Hutchison and Sowa, 1986).

A recent empirical study by Arshadi and Hayavi (2013) in the oil and gas related drilling industry in Iran also indicates that Perceived Organizational Support has a strong positive effect on Affective Commitment and ultimately on Job Performance. In a review of the literature, noting that elements of organizational commitment, such as affective commitment have to do with emotional attachment to the organizational and also noting that a perceived lack of support can set off a sequence of psychological states that culminate in the decision to

stay or leave (Firth, Mellor, Moore and Loquet, 2004), it is surprising that limited research attention has been focused on understanding how employee affectivity will impact on the relationship between the various elements of organizational commitment and turnover intentions.

Considering this gap in the existing literature, this study will examine how the affectivity of an employee impacts on the relationships between perceived organizational support and the different elements of organizational commitment and ultimately on turnover intentions.

Given the above, and from an equity and social exchange perspective, it is expected that perceived organizational support in all forms will play a significant role in determining whether an employee has turnover intentions. Where such employees perceive strong organizational support, they would be less likely to have turnover intentions. It is, however, unclear the role the employee's affectivity will play. Will an employee's psychological makeup affect their perception and acceptance of the support provided by the organization? To address this, perceived organizational support will be included in the conceptual framework and will be tested separately to establish how it impacts on the relationship with other personal factors, as well as the relationship with turnover intentions.

### **2.2.3 Demographic Factors**

Two key demographic factors have been identified as possible determinants of turnover intention from the preliminary review of the literature. These factors are the age of the employee and the number of years invested in the organization by the employee.

#### **2.2.3.1 Age**

Differences in age and the impact on organizational outcomes has been studied by a number of researchers (Burke, 1994; Rhodes, 1983), with several agreeing that employees of different age groups have different values concerning the workplace, which may become evident in their expectations and behaviours in the organization.

These investigations have also revealed some characteristics of the younger organizational members, such as their being better educated, more technology savvy, less hierarchical, more

collaborative and used to working in teams. They are also considered more entrepreneurial than their older colleagues, and hence are predisposed to and have the ability and capacity to move easily from one job to another (Burke, 1994). The implication of this is therefore that where the younger employees display a low level of commitment to the organization compared to their older colleagues, the expectation is that turnover and turnover intentions will be higher with this group.

Older organizational members, on the other hand, more often than not have stronger commitments to their organizations than their younger colleagues (Rhodes, 1983). Rhodes (1983) in his study found a stronger positive relationship between an organizational member's increased age and commitment to the organization, than the commitment of the younger employees to the organization.

The younger generation apparently wants to know how their contributions make an impact in the bigger scheme of things, they expect honest and timely feedback from supervisors, and they desire flexibility in how they work especially with regards to work-life balance. They would also like clear responsibilities spelt out, want recognition for the work they have done as well as opportunities for creativity and innovation (Sujansky and Ferri-Reed, 2009). With the younger generation, there are high expectations of good working conditions and pay satisfaction, and where these are not met there is a high tendency for turnover intention and actual turnover (Sujansky and Ferri-Reed, 2009).

The older generation, however, has a different set of values according to Glass (2007). Considering the peculiar nature of the Niger Delta environment, other factors which the older generation may take into consideration in deciding to remain with an organization includes the need to earn more money, opportunity to work hard and receive the just rewards over time, recognition by the organization and colleagues for their work, respect for their experience, as well as an understanding of their hierarchy in the workplace. Typically, these are the elements (e.g. respect for their experience, and acknowledgement of their place in the organizational hierarchy) that the older employees are more likely to find in their current organization rather than in a new organization if they move on to another job, and in view of this the older employees are more likely to want to remain with the organization rather than move on, compared with the younger employees. It will be necessary to know if these assumptions hold true in this environment or if all age groups are similarly impacted due to the nature of the environment.

Considering that this is an important aspect, few studies have however evaluated the relationship of psychological factors such as affectivity on age and turnover intentions. This study will, therefore, seek to establish if there is any particular age group that is at risk of turnover in this environment, but more importantly will provide the opportunity to understand the factors that impact on turnover intentions for all the age groups in the organization and form an input to the organization's retention strategies. Age will, therefore, be included in the conceptual framework and tested as a factor to establish the strength of the relationship with an employee's turnover intentions.

### **2.2.3.2 Tenure**

Tenure in employment has also been discussed by several researchers as one of the factors that have an impact on turnover and turnover intentions. Mobley (1982) and Steers (1997) in their studies find that there is a negative relationship between tenure in the organization and turnover. Specifically, Mobley (1982) suggests that there is a higher turnover rate among the newer employees in the organization compared with those that have been in the employment of the organization for longer.

The tenure of an employee within an organization is also a co-variant of age, as the impact of tenure – job satisfaction – turnover intention relationship is similar to the impact age has on this relationship (Ferris, Bedeian and Kacmar (1992). There are however instances where this relationship is not exactly directly proportional to each other. Considering that the younger employees are more likely to move or change jobs more often, it is possible that some employees may have had quite a few job changes, such that their tenure within any organization is quite short, irrespective of the employee's age.

Concerning longer tenured employees, the higher the employment tenure of an organizational member, the benefits such as promotions, compensations, pensions, status among inexperienced and younger employees, recognition, etc. also increases (Hellman, 1997). These are elements which are typically acquired over a long period of working in an organization, and given these, it is less likely for employees with longer tenure to leave the organization or have turnover intentions for fear of losing these benefits which may not be easy to secure upon leaving the organization, and re-entering a job market which is competitive with a need to establish their value in the new workplace.

Cohen (1991) suggests that there are different career stages in an employee's life (early, middle and late career stages), and the responsibilities at each of these stages guide their actions and decisions to either stay or leave the organization. In the early career stage he argues that organizational members are typically keen to establish themselves in their chosen careers, however if there are issues between the organizational member and the employment circumstances, then such members may choose to leave the employment and relocate to a more convenient job. In the middle career stages organizational members are more likely to have commitments other than their careers, such as family, community etc. which they would also need to be considerate of in any decisions to either leave or stay, while in the late career stage, organizational members are more keen to consolidate and settle down and are therefore less likely to either leave or have turnover intentions (Cohen, 1991).

Similar to age, few studies have evaluated the relationship of psychological factors such as affectivity on tenure and turnover intentions. This study will establish if employees at different stages in their careers or different lengths of tenure have an impact on turnover intentions, and which groups are at risk of turnover, particularly in the complex Niger Delta environment. Tenure will be included in the conceptual framework and tested as a factor to establish the strength of the relationship with an employee's turnover intentions.

## **2.3 Research Focus, Questions/Objectives**

### **2.3.1 Research Focus**

Following a detailed review of extant literature, some research gaps in the field of turnover intentions were identified in the context of taking the employee perspective, as well as viewing it from the setting of a complex system such as the Niger Delta oil and gas industry and these have been identified in the previous section. These gaps have ultimately defined the areas of focus for this research distinct from other studies and are discussed below:

Having reviewed the literature, it was found that most studies that have been carried out on employee turnover have taken an organizational perspective to see whether or not their strategies have been effective. Research into turnover intentions from the perspective or perceptions of the employee is required because the solutions proffered will be more tailored to the needs of the employee rather than the do-ability of the organization. The studies of Panaccio, Vandenberghe and Ayed (2014); Katsikea, Theodosiou, Perdikis and Kehagias

(2011) suggest that there is a gap in understanding the relationship between certain personal factors or other critical psychological states and how they relate to other constructs in the job characteristics and job satisfaction models. This research therefore further extends these studies and addresses the identified gap by using positive affectivity to calibrate levels of pay satisfaction.

Several studies have been carried out worldwide on employee turnover and retention, with most of these focused on the Western world, Asia and Africa in different cultures, contexts and situations different from those that obtain in developing countries (Masaiti and Naluyele, 2011; Netswera, Rankhumise and Mavundla, 2007; Bhatnagar, 2007). Whilst Shaw, Delery, Jenkins and Gupta (1998) agree that turnover has been a much-studied phenomenon worldwide, Cotton and Tuttle (1986), however, caution that the outcomes of such studies may not be applicable in other settings such as the Niger Delta scenario due to the dissimilarities in cultural, social and economic values. This is, therefore, an identified gap that will be addressed in this research.

Additionally, while a few turnover intention studies have been carried out in Nigeria, most of these have been carried out in relatively stable parts of the country, with none carried out in the complex and highly critical area of the Niger Delta, hence the focus on this area. The Niger Delta area is an important region in Nigeria as it is a major contributor to the local and global economy while at the same time it contends with a myriad of issues (Ite, 2004; Idemudia and Ite, 2006b). Barrick and Zimmerman (2005) opine that a key means of managing voluntary turnover is to ensure that this is done at the start of the employment process, i.e. by selecting candidates that display the right commitment. The challenge they argue however is that such commitment may change over time, leading to turnover intentions or eventual turnover. It will therefore be interesting to see what sort of commitment and what level of commitment will have an impact on employee turnover intentions in this complex system and environment, particularly as suggested by Wilensky and Resnick (1999) cited in Hmelo-Silver and Pfeffer (2004) that complex systems may have emergent properties that cannot be predicted from the behaviours of the components of the system.

A review of the work of Panaccio, Vandenberghe and Ayed (2014) highlights that the factors that impact on employee turnover may vary as a function of the organizational characteristics such as industry or size and that people differ in how they calibrate their levels of satisfaction with various elements such as pay. While some existing studies on employee retention have

covered different industries such as the hospitality industry, banking, transportation and teaching (Chapin, 1999; Arbab Khan, Mahmood, Ayoub and Hussain, 2011), this research will seek to address this gap as it will be based on a different industry (oil & gas industry). Additionally, the organizations in this research are bigger in size than the organization used in the original study on the association of human resource management professionals located in Eastern Canada by Panaccio, Vandenberghe and Ayed (2014).

Boxall, Mackay and Rasmussen (2003) acknowledge that the factors that determine if employees stay on or leave can be multi-dimensional and also context dependent, hence there is no single factor that could be proffered as the reason for a job change. This research will, therefore, focus on the specific area of the Niger Delta and, in particular, the oil and gas industry and attempt to bridge the existing gap in the literature. It is essential that an identified problem is correctly evaluated and analysed as it ensures that the accurate response or solution is identified (Grint, 2005).

### **2.3.2 Research questions/objectives**

To progress this study, some research questions have been formulated as indicated below:

- 1. What impact does employee affectivity have on affective and continuance commitment?*
- 2. What impact do affective, normative and continuance commitment have on turnover intentions?*
- 3. What impact does employee affectivity have on Perceived Organizational Support?*
- 4. What impact does Perceived Organizational Support have on Pay Satisfaction and Organizational Identification?*
- 5. Do pay satisfaction and organizational identification have an impact on turnover intentions in the Niger Delta Oil and Gas Industry?*

The research questions lead to the following research objectives:

- *Following empirical studies of turnover in the Niger Delta oil and gas industry, establish if and how positive affectivity as a personal characteristic impacts on the relationship between various personal and psychological factors and turnover.*
- *Identify effective means of establishing turnover intentions before they become actual turnovers.*
- *Develop an effective retention strategy to ensure that turnover is minimized and retention enhanced.*

The first objective seeks to understand better the link between an employee's personal characteristics and the turnover situation in the organizations of focus. The second objective attempts to identify and manage turnover intentions promptly, while the third objectives seeks to develop a long-term strategy to retain the key talent the organizations need to meet their business objectives.

## **2.4 Conclusion**

Three theories (Equity theory, social exchange theory and social identity theory) which underpin employee turnover have been presented in this chapter.

This chapter also discussed the findings from the review of extant literature concerning employee turnover intentions. The review provided a good understanding of the concept of employee turnover intentions. It also highlighted some of the factors – psychological, personal and demographic that could influence employee turnover intentions.

The gaps in literature concerning psychological and personal factors and how they impact on turnover intentions in a complex environment were also identified with a view to addressing them in this study. Previous studies have researched turnover intentions from the perspective of the organization while this research will review the identified factors from the perspective of the employee. The next chapter describes the conceptual framework as well as develops the hypothesis to test and close the identified gaps in literature.

**CHAPTER THREE:**  
Conceptual Framework & Research Hypothesis

### 3 Conceptual Framework & Research Hypothesis

#### 3.1 Introduction

Following a review of the literature and identification of the relevant theories underpinning the factors that affect employee turnover in the Niger Delta area, this chapter will incorporate the salient and relevant elements of the theories in establishing the conceptual framework for the research as well as to develop the hypotheses that will guide the research and ultimately develop the research model.

The conceptual model will incorporate the various elements and factors that have been identified to impact on employee turnover intentions. The interaction effects of the different elements and the impact on turnover intentions will also be captured in the conceptual model. The key elements of the model will also be used as the key constructs in subsequent chapters of this study.

#### 3.2 Conceptual Framework

Below is a conceptual model that has been developed to highlight the relationships between the various factors that could affect employee retention and turnover in the Niger Delta area based on the review of the literature.

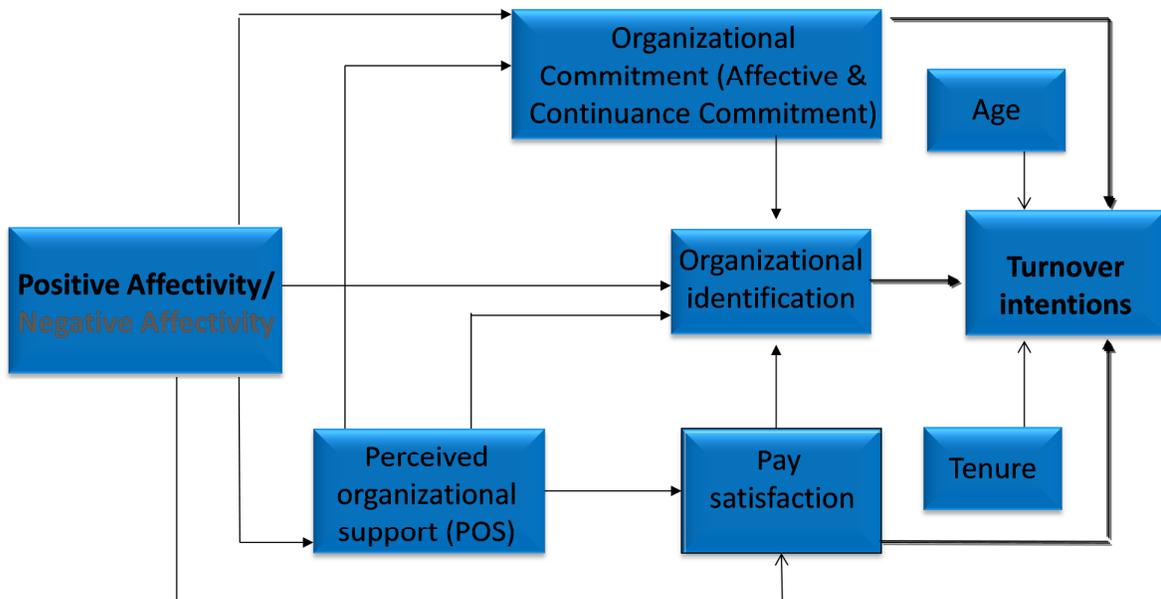


Figure 3.1 A conceptual framework of positive affectivity, organizational identification, organizational commitment, and turnover intentions

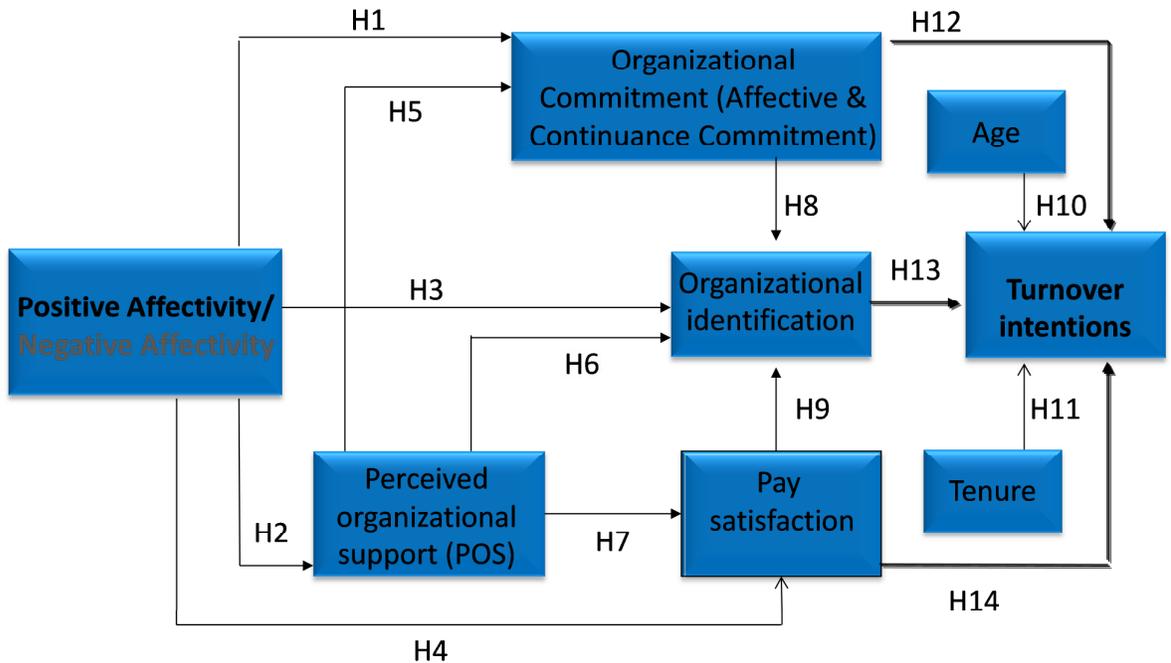
According to Stommel and Wills (2004), a conceptual framework is one that incorporates inter-related concepts in a manner that they provide an understanding of the issues, as well as an ability to frame the research problem. The conceptual frameworks they argue provide important explanations in key subject areas and also provide the relevant context to the evidence. This perspective is supported by Houser (2008) who argues that a conceptual model describes the concepts impacting on a phenomenon as well as an understanding of the relationships amongst those concepts. Some frameworks may be depicted in a simple manner, highlighting only a few concepts and describing the relationships between them, while others may be multi-faceted and complex.

The conceptual framework presented as part of this research is a simple one and attempts to provide an explanation of the connection between several personal and psychological factors and turnover.

The conceptual framework lists key variables such as affective and continuance commitment, organizational commitment, organizational identity, perceived organizational support and pay satisfaction as having an impact on employee turnover. The framework suggests several relationships that will need to be tested, such as the relationship between positive affectivity of the employee, organizational identity and turnover intentions. Perceived organizational support is also linked to organizational identity, organizational commitment, pay satisfaction and turnover intent. The affectivity of the employee also impacts their perceived organizational support and affective and continuance commitments.

### **3.3 Research Hypotheses**

Following a review of the literature, this research will seek to refute or confirm several hypotheses with regards to turnover of employees in the Niger Delta Oil and Gas Industry.



**Figure 3.2 Research Hypotheses to be tested**

As argued by Chiu and Francesco (2001) employees with high positive affectivity behave and think in ways that support positive emotions and have the propensity to experience affective states that are positive over a period and in diverse situations. Such employees tend to be more proactive about their circumstances and make a move to change aspects of their work or lives that they are unsatisfied with (Chiu and Francesco, 2001). Cropanzano, James and Konovsky (1993) contend that employees with high positive affectivity have a greater organizational affective commitment and hence lower desire to leave their jobs and lower risk of turnover.

Agarwal, DeCarlo and Vyas (1999) describe affective commitment as a high acceptance of and belief in the goals and values of one’s organization, as well as a willingness to put in the additional effort for the benefit of the organization. This commitment as argued by Meyer and Allen (1991); Allen and Meyer (1990) is formed through the emotional connection to the organization which is built upon the employee’s identification and involvement with the organization. On the other hand, continuance commitment is based on the effects of the considered costs of leaving the organization, compared to the cost of staying on, and where the employee thinks it more profitable to remain with the organization they then become committed rather than leave. In the Niger Delta environment with its challenges as earlier

mentioned, is an employee's positive affectivity sufficient to maintain an affective and continuance commitment with the organization? This research will establish the strength of this relationship.

*H1: There is a strong positive relationship between positive affectivity and affective and continuance commitment.*

Perceived organizational support is described by Eisenberger, Huntington, Hutchinson and Sowa (1986) as employees' belief that the organization they work for is concerned about their well-being and appreciates their contributions to the organization. This belief according to Eisenberger, Huntington, Hutchinson and Sowa (1986) leads to organizational workers being increasingly obligated and committed to work towards helping the organization meet its business goals. Some authors (Watson and Clark, 1984; Witt and Hellman, 1992) however suggest that dispositional tendencies and personality traits play a significant role in how employees perceive the treatment received from the organization, i.e. as either being humane and kind or malevolent. They further suggest that an employee's personality or disposition might affect perceived organizational support in such a way that it affects the employees' behaviour and hence their treatment by the organization. According to Costa, McCrae and Dye (1991), an employee with positive affect might display friendly and expansive attitudes which could lead to them making favourable impressions on both co-workers and supervisors, resulting in better, more efficient and happier working relationships. They further add that such employees with positive affect who tend to seek out opportunities could be more conscientious in their jobs, leading to improved job performance and ultimately better treatment and support by the organization. This study will attempt to understand the strength of the relationship between an employee's positive affect and the perceived organizational support in the Nigeria Delta to determine how best to deploy this in Human Resource practices in the region.

*H2: Employee positive affectivity is strongly related to perceived organizational support.*

According to Chiu and Francesco (2001), high positive affectivity employees tend to behave and think in ways that promote positive emotions and are more likely to experience affective states that are positive over a period and in diverse situations.

Ashforth, Harrison and Corley (2008) further suggest that the circumstances under which organizational members display and show identification with the organization are typically positive, e.g. joy, pride, excitement, and love. This they add is because the organizational members desire to feel positive concerning their membership of the organization and would most times find sources of positive emotion as it relates to the organization. According to Ashforth, Harrison and Corley (2008), employees with positive affect may seek to create a positive environment around them which they take pride in and want to identify continuously with. There is an emotional significance and value which employees attach to their knowledge of membership of the organization according to Ashforth, Harrison and Corley (2008), and these feelings of belonging are continuously reinforced during the membership due to the employees desire to create a and maintain a positive environment. Tajfel and Turner (1979) further add that this connection is due to employees' preference for a positive self-image and will, therefore, identify with the organization which provides that opportunity to enhance their self-image and esteem. This study will seek to find out the strength of the relationship between an employee's positive affect and identification with the organization.

*H3: Employee positive affectivity can be strongly correlated with organizational identification.*

Understanding how employees' level of positive affectivity as a personal characteristic is helpful in impacting on the relationship between pay satisfaction and turnover if any is one of the key aspects of this research.

Some of the main theories that underpin the pay satisfaction of organizational members are equity theory (Adams, 1965) and social exchange theory (Homans, 1958, 1961; Blau, 1964). Adams (1965) points out the desire of organizational members to be equitably rewarded for their input on the job, and this point is buttressed by Homans (1958, 1961) and Blau (1964) who argue that with social exchange theory, individuals enter into relations and maintain them expecting that it will be rewarding. This is the characteristics of the positive affect employee, whose expectations on the job are mostly positive (Chiu and Francesco, 2001).

This study will, therefore, seek to find out the strength of the relationship between an employee's positive affect and pay satisfaction in the organizations and locale in scope.

*H4: Employee positive affectivity can be strongly correlated with pay satisfaction.*

Eisenberger, Huntington, Hutchinson and Sowa (1986) describe perceived organizational support as the extent to which organizational workers believe that the organization is concerned about their well-being and appreciates their contributions to the organization in the process fulfilling their socio-emotional needs. They add that when employees feel that the organizations cares about them and values their input, they become increasingly obligated and committed to work towards helping the organization meets its business goals. Mowday, Porter and Steer (1982) suggest that where such commitment is emotionally and psychologically, then this is what is known as affective commitment. They add that when organizational members perceive that their needs are being met by the organization, they feel valued and respected, leading to the formation of an emotional attachment to the organization. Another form of organizational commitment as described by Meyer and Allen (1991); Allen and Meyer (1990) is a non-emotional one where employees weight the cost of leaving and staying and decide to stay due to the high cost of moving on, i.e. they have invested so much in the organization and staying on would be a better option than leaving. Given the above, I hypothesize that where there is perceived organizational support and enabling conditions for an employee within the organization; this will result in a strong affective and continuance commitment of the employee.

*H5: There is a strong positive relationship between perceived organizational support and affective and continuance commitment.*

According to Rhoades and Eisenberger (2002), employee believe that there are numerous ways in employers can show favourable treatment to employees, such as adequate supervisor support, fair treatment, and appropriate rewards, which when received will have positive effects on the workers by increasing their level of job satisfaction and enhancing positive moods. They further posit that employees greatly value being held in high regard by the organization, as this meets their needs for approval and self-esteem. According to Hatch and

Schultz (2002), for an organization with positive attributes which also generates positive feelings from employees, the employees are better able to identify with such organizations as they perceive and think about their organization positively and align with the positive identity. Ashforth, Harrison and Corley (2008) also add that identification with the organization by employees arises when they sense openness and acceptance from the organization, as well as the feeling of belonging to the organization. From the above, I hypothesize that employees with perceived organizational support will have a strong organizational identification.

*H6: There is a strong positive relationship between perceived organizational support and organizational identification.*

Perceived organizational support is the extent to which organizational workers believe that the organization is concerned about their interests and welfare, leading to increased employee motivation to contribute to the organization and expectations that their contributions are appreciated (Eisenberger, Huntington, Hutchinson and Sowa, 1986). One of the ways in which employees expect organizations to recognize their contributions includes tangibles such as pay (Blau, 1964).

The empirical study of Stringer, Didham and Theivananthampillai, (2011) confirm that there is a strong relationship between employee motivation and pay satisfaction, however depending on the nature of the motivation i.e. either intrinsic or extrinsic motivation the relationship with pay satisfactions could either be positive or negative.

Given this, I hypothesize that the stronger the perceived organizational support, the stronger the employee's sense of pay satisfaction, as it is felt that the organization has been fair in the support and reward given. This study will test the strength of the relationship between perceived organizational support and pay satisfaction in the Niger Delta.

*H7: There is a strong positive relationship between perceived organizational support and pay satisfaction.*

The organizational commitment of an employee can be correlated with the employee's identification with the organization according to Whyte (1956). He argues that the amount of

effort expended by the employee on the job as well as their positive feelings for the job underpins both commitment to the organization and identification with the organization. He further posits that there are two aspects of the worklife of an employee, these being the employee are working conditions and the nature of work performed, both of which develop organizational identification and ultimately lead to commitment to the organization.

Whyte (1956) who formulated the concept of the organization man argues that the organization man is one who is not only committed to the organization but one with feelings of belonging psychologically and identification with the organization. Given these perspectives, I hypothesize that there is a strong positive relationship between organizational commitment and organizational identification. Meyer and Allen (1991) define organizational commitment as having three components, these being affective, continuance and normative commitment. This hypothesis will be tested against these elements.

*H8: Organizational commitment can be strongly correlated with organizational identification.*

The study by Efraty and Wolfe (1988) indicates that there is a positive relationship between organizational identification and one of the principal organizational indices, this being pay. They argue that the higher the pay of an organizational member, the more such members are able to identify with the organization.

According to Patchen (1970), an employee identifies with the organization when there are shared values and feelings of oneness, based on the support provided by the organization. This perspective is supported by the empirical works of Kreiner and Ashforth (2004); Van Knippenberg and Van Schie (2000) who argue that employee identification with an organization affects their behaviours and general attitude to the job, and has also been found to have a positive impact on work outcomes such as job satisfaction. One of the key elements of job satisfaction according to Organ and Konovsky (1989) is pay satisfaction. Pay at expected levels is therefore hypothesized in this research to have a strong positive relationship with organizational identification.

*H9: Pay Satisfaction can be strongly correlated with organizational identification.*

Age is one of the key factors of employee turnover intention studied by several authors (Burke, 1994; Aquino, Allen and Hom, 1997; Ferres, Traveglione and Firms, 2002). These authors suggest that the higher the age of an employee, the lower the turnover intentions of such employees. Ferres, Traveglione and Firms (2002) suggest that the younger organizational members are more experimental at the start of their careers and hence have the propensity to want to move on in search of newer opportunities. The older employees they opine have a shorter time to recoup any turnover associated costs and hence the desire to move on is lower with the increase in age.

These observations are supported by Aquino, Allen and Hom (1997) who find that younger employees have a lower commitment to the organization compared with older employees, and the intention to turnover is stronger with the younger group. Aquino, Allen and Hom (1997); Burke (1994) suggest that this is because the younger employees are more collaborative, entrepreneurial and see more opportunities, hence the likelihood of moving more frequently between jobs, positions and organizations.

Ferres, Traveglione and Firms (2002) also posit that younger organizational members are more willing to accept a new employment psychological contract compared with the older members, which ultimately increases the turnover intentions of this group. The older members they suggest may also be considerate of family responsibilities particularly in the event there is no immediate alternative job opportunity, leading to lower turnover intentions with this group compared to the younger employees. I hypothesize that younger organizational members have higher turnover intention.

*H10: Younger organizational members have higher employee turnover intention.*

Several researchers (Griffeth and Hom, 2001; Price, 1977; Cotton and Tuttle, 1986) have studied the impact of tenure on employee turnover intention, and support the view that tenure has a relationship with turnover intention.

According to Viscusi (1980), tenure within an organization represents the human capital investment of the employees, where they learn the characteristics of the job with the intention of improving the attractiveness of their positions.

Following from the outcome of these studies, it is proposed that organizational members with a longer tenure of service will take into account their significant and extensive service to the organization, and the rate of turnover or turnover intention amongst this group will be low, compared to shorter tenured employees who have no such investment. This research, therefore, hypothesizes that the shorter the tenure of an employee, the stronger the relationship with turnover intention.

*H11: Shorter tenured organizational members have higher employee turnover intention.*

According to Meyer and Allen (1991); Allen and Meyer (1990) affective commitment is one in which an organizational member has an emotional attachment to the organization, identifying with and being very involved within the organization. Continuance commitment, on the other hand, they describe as being based on the view of the underlying cost associated with the termination of the employees' work. Meyer and Allen (1991); Allen and Meyer (1990) argue that employees with a strong sense of affective or continuance commitment tend to work harder and are more conscientious in their jobs compared to employees who have weaker affective and continuance commitment.

From the studies of Meyer and Allen (1991); Allen and Meyer (1990), they conclude that affective and continuance commitment has an adverse impact on turnover intentions as the organizational members are focused on working towards organizational goals. Additionally, they suggest that organizational members with affective commitment would typically have a positive outlook on change and be more willing to accept and work on changes within the organization. Given the above I hypothesize that employees with a strong sense of affective and continuance commitment can be correlated with low turnover intentions.

*H12: Affective and continuance commitment are negatively related to turnover intentions.*

Patchen (1970) explains that organizational identification is a phenomenon that is based on the perspective that employees have a sense of affinity and community with the organization and other employees with respect to the organizational goals, objectives, and interests. Ashforth, Harrison and Corley (2008) further add that identification with the organization is as a result of the knowledge of membership and feelings of belonging the employee has.

Dutton, Dukerich, and Harquail (1994) suggest that where there is a strong identification of organizational members with the organization, the organizational members barely see any difference between their personal identities and the organizational identity, as any separating lines become blurred. The merging of identities allows the organizational members imbibe into their self-concepts the enduring and distinctive attributes and values that define and distinguish the organization, such that any failures or successes of the organization as seen as personal successes or failures, resulting in the organizational members engaging in behaviours and actions to ensure the organization achieves its goals (Dutton, Dukerich, and Harquail, 1994). Given the above, I hypothesize that for employees with a strong sense of organizational identification; there will be low turnover intentions.

*H13: Organizational identification is negatively related to turnover intentions.*

Oshagbemi (2000) explains that pay is a means of compensation to employees by the employing organization on a periodic basis based on an existing contract of work done and reward. The satisfaction with this pay is therefore defined by Miceli and Lane (1991) as the positive feelings which employees display towards the pay they have received for the work done. Milkovich and Newman (2008) further add that the satisfaction of organizational members with their pay is typically hinged on any discrepancies between what the organizational members believe they should be paid and how much they are paid. They suggest that where the actual pay is as expected based on work done, then employees tend to experience satisfaction with the pay, but where there is this is not the case, then pay dissatisfaction is experienced. This perspective is shared by several authors (Berger and Schwab, 1980; Dreher, Ash and Bretz, 1988) who show from their studies that levels of pay typically have an impact on pay satisfaction. Further to this, Heneman and Judge (2000) contend that employees' dissatisfaction with pay can have undesirable and unpleasant outcomes for the organization. Greenberg (1990); Miceli and Mulvey (2000) add that such dissatisfaction by employees can lead to decreased commitment to the organization which could ultimately lead to turnover. This study will seek to establish if there is a lack of pay satisfaction in the Niger Delta oil and gas industry despite the pay level, as well as ascertain the strength of the relationship between a lack of pay satisfaction and employee turnover intention with the hypothesis below.

*H14: There is a strong positive relationship between a lack of pay satisfaction and employee turnover intention.*

A study by Mohanty (2007) identified the relationship between the positive attitude of organizational members and the ability to earn more money. Noting that positive affectivity employees tend to seek out opportunities in their jobs (Costa, McCrae and Dye, 1991), leading to improved job performance and ultimately better pay, it is expected that there will be an impacting relationship between positive affectivity, pay satisfaction and turnover intentions. According to Emmons (1986), organizational members high in positive affectivity are more likely to set high goals for achievement and are not likely to reverse these goals or adjust them downward. Staw, Bell and Clausen (1986) further add that with high positive affectivity organizational members, low pay may constitute a clear departure from their expectations that all aspects of their lives will go well and hence they may desire to seek for other opportunities to enable them to achieve their goal of significant lifetime pay (Emmons, 1986; Custers and Aarts, 2005). These perspectives have led to the hypothesis below on pay.

*H15: The pay satisfaction-turnover intention relationship is stronger for higher positive affect employees.*

### **3.4 Conclusion**

In this chapter, a conceptual framework for the research was developed based on the relevant theories identified from the review of available literature. Three theories (equity theory, social exchange theory and social identity theory) were considered relevant to the focus area, and key elements were incorporated into the conceptual framework. These theories were considered relevant based on the insight they provided to understanding how and why various personal and psychological factors would have an impact on employee turnover intentions.

The proffered insight was helpful in developing the fifteen hypotheses to be further analysed during this study. In support of this, the next chapter discussed the research methods to be deployed, as well as the philosophical perspectives of this work.

# **CHAPTER FOUR:**

## Methodology

## **4 Methodology**

### **4.1 Introduction**

The description of the methodology deployed in research is an important part of the research, and this chapter discusses the key steps used in carrying out the research in detail. It includes a discussion on the research design which allows for the identification of the essential factors that directly impact on employee turnover intentions, as well as provides an opportunity to establish the influence of positive affectivity on important personal and psychological variables.

The chapter also discusses the utilization and combination of multiple approaches such as action research and quantitative methods to adequately address the research questions and provide deeper insights into what is happening and why.

To achieve this, a detailed discussion of the procedures used, population and sample selection is also provided.

### **4.2 Research Design**

#### **4.2.1 Research Strategy**

The strategy deployed in research is essentially the conceptual connection between the research philosophy and the research method to be adopted in practice (Easterby-Smith, Thorpe and Lowe, 2002; Bryman and Bell, 2011). Additionally, the first element to be considered is the choice between the use of qualitative or quantitative research or the application of both (Easterby-Smith, Thorpe and Lowe, 2002; Bryman and Bell, 2011). In this study, a combination of both research methods was applied in what is known as mixed-methods research (Tashakkori and Teddlie, 2003). This mixed-methods was integrated into the action research process where the collection, analysis and interpretation of both qualitative and quantitative data in either concurrent or sequential mode in order to examine one's own practice with a view to implementing changes for improvement, and the new method termed Mixed Action Research (Onwuegbuzie and Dickinson, 2007). The strategy used to carry out the mixed action research in this study is described for the different phases

(indicative, comparative and contextual) of the study below, and also presented schematically in figure 4.1 (Wooley, 2009).

#### **4.2.1.1 Indicative phase**

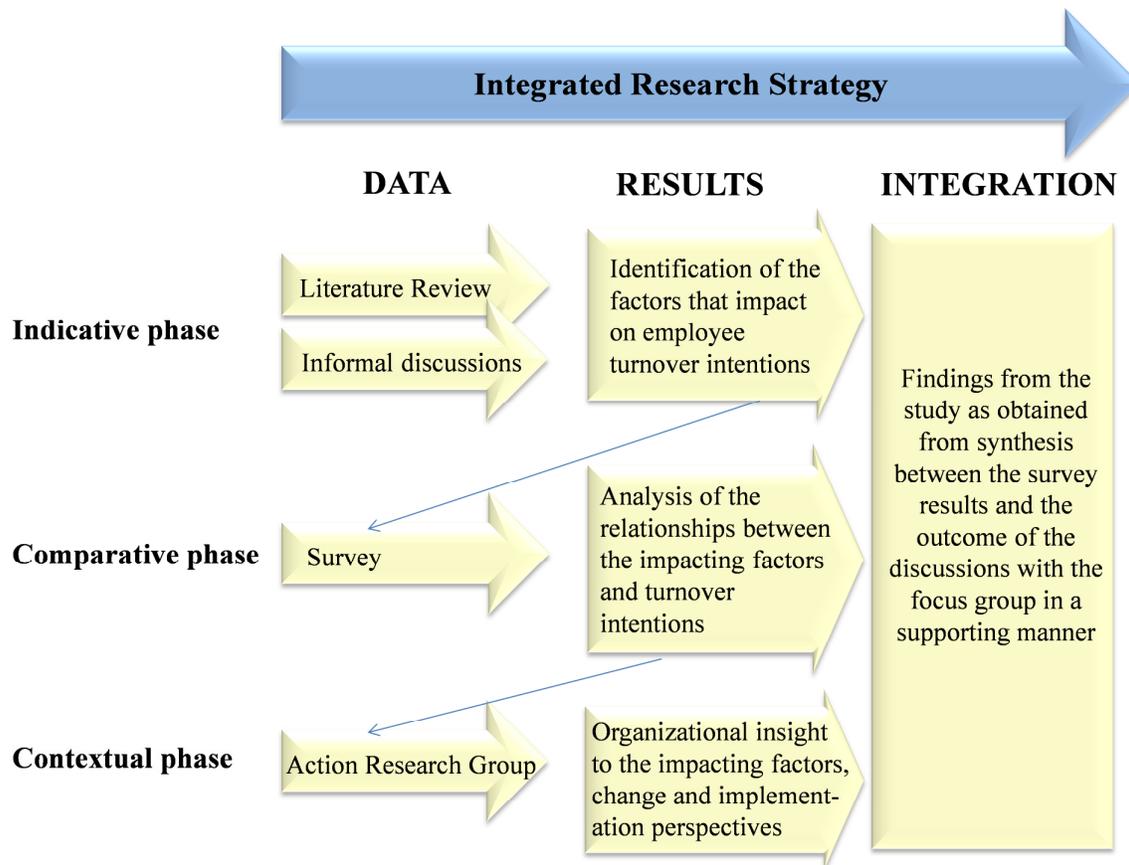
This phase included data gathering by literature review as well as by discussions (informal interviews) with employees to identify which factors had an impact on employee turnover intentions.

#### **4.2.1.2 Comparative phase**

The comparative phase of the research utilised the results from the indicative phase to gather more insightful data, and better understand the relationships between the various factors. The factors identified were used in a survey questionnaire and the data gathered was used to establish the relationships and strength of the relationships between the various factors and turnover intentions.

#### **4.2.1.3 Contextual phase**

As part of the action research process, in the contextual phase, the understanding of the relationships and impact on turnover intentions were then presented to an action research group for further discussion to validate the findings, as well as incorporate perspectives on how the issues can be addressed, and how the recommendations can be implemented within the organization to bring about the desired change.



**Figure 4.1 Integrated research strategy used for study**

#### **4.2.2 Research Approach**

There are different types of research approaches that can be applied in studying diverse phenomena, these being the deductive and inductive research approaches (Hair Jr, Black, Babin and Anderson, 2010).

With the mixed method action research being deployed in this study, a hybrid of both the inductive and deductive approaches was applied, with the deductive approach taking prominence and being supported by the inductive approach.

In the deductive approach deployed, there were some hypotheses inferred from theory, following which there was an analysis of the finding/observation and conclusions/confirmations made. This approach was supported during various stages by the inductive approach which consisted of the gathering of data in the form of words during discussions with participants and analysis of the data for themes (Creswell, 2012). The

inductive process was implemented in the first phase of this research, where participants were interviewed informally to understand the extent of the issue of employee turnover and the factors that have an impact on turnover in the industry. The information gathered and themes extracted were used in the construction of the conceptual framework, hypothesis and survey questionnaires. During the Action research cycle two where discussions were held with the learning sets, the inductive approach was also deployed by extracting and emphasising the key areas of focus for improvement.

This hybrid approach was selected based on the research problem that needed to be addressed. The data from the inductive process was helpful in establishing the set of variables to be examined, and the deductive approach was beneficial in determining which of the variables had an impact on turnover intentions as well as the strength of the impact.

### **4.2.3 Selection of Research Method**

The research method used in this study was action research incorporating mixed methods in a complementary manner to gather and analyse the data, i.e. the survey method facilitated and triangulated by the qualitative methods such as interviews and learning set discussions. This is further described in the following sections.

#### **4.2.3.1 Action Research**

Action research is a research process in which practical knowledge is developed while in the pursuit of human purposes (Reason and Bradbury (2008). It is underpinned by a participatory worldview and attempts to combine theory and practice, action and reflection as well as the participation of other important stakeholders in the identification of practical solutions to pressing issues or challenges in a community (Reason and Bradbury, 2008).

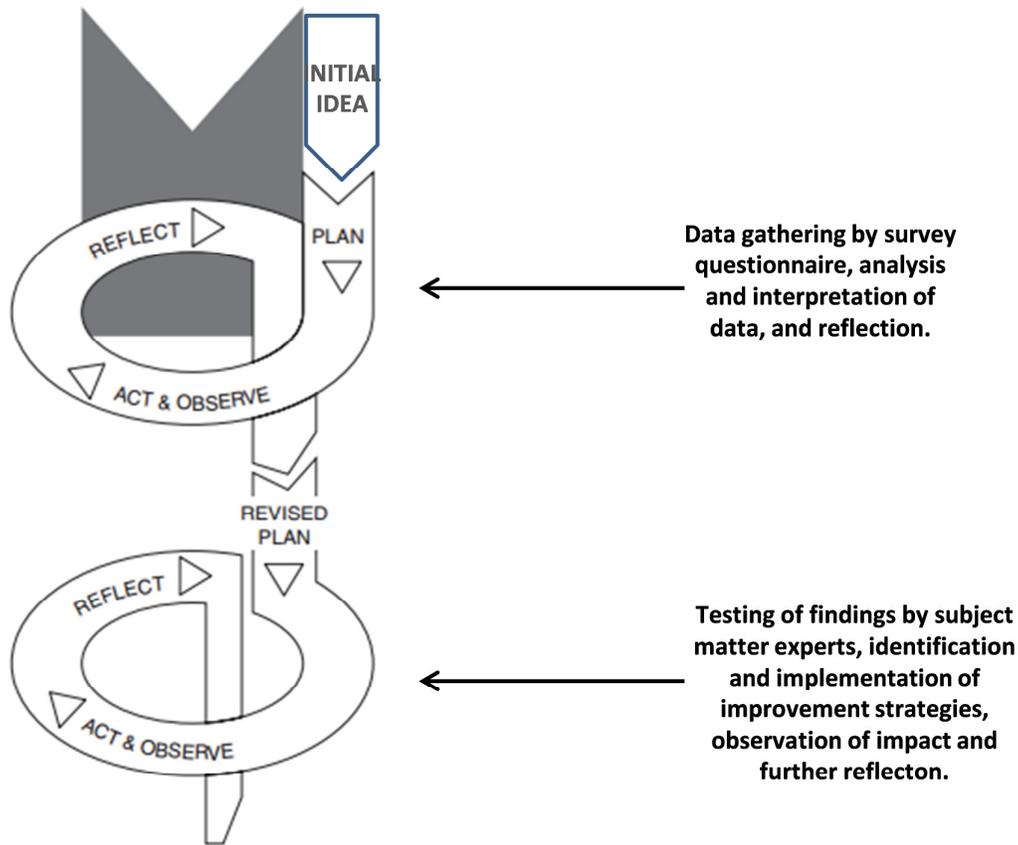
The action research process was deployed in this study over the traditional research process because it offered the opportunity to address practical concerns of the organizations by the people concerned with the issue and also gather data in a manner that clearly guides the future and allows for identification of a sustainable solution (Parkin, 2009; Reason and Bradbury, 2008; Greenwood and Levin, 2007). Being a process which allows the necessary

change to be implemented within an organization for the betterment of the people and social situation (Parkin, 2009; Somekh, 2006; Meyer, 2000); it was the logical tool to be deployed to address the practice problem in this research.

#### **4.2.3.1.1 Action Research Model Implemented**

Action research is a form of research in which a recursive process is applied, i.e. the research goes through a cyclical process of planning, acting on the plan, reflecting on the outcomes, implementing the change and further re-planning (Coghlan and Brannick, 2014). In some cases, the cycles may not be as rigid, and some of the stages may either overlap or become obsolete given the experience learned (Kemmis and McTaggart, 2000). Concerning the number and duration of the cycles, the duration can vary with some ranging from as much as two years to as little as a few months involving as many cycles that can be accommodated within that period (Waterman, Tillen, Dickson and de Koning, 2001).

In this research, the Kemmis and McTaggart (2000) model depicted in Figure 4.2 was implemented with the formulation of the initial study idea as the first step in cycle one, followed by a stage of planning the study and deciding what methods to apply. The plan in the first cycle was followed by data collection and analysis and in the reflect phase a review and discussion of the results were carried out. The second cycle kicked off with a revised plan to implement the findings within the organization to bring about a change in the act and observe phase, following which there was further reflection on the impact of the instigated action.



**Figure 4.2 Action research spiral model adapted from Kemmis and McTaggart (2000)**

#### **4.2.3.1.2 Philosophical Worldview of Action Research**

The action research philosophical worldview will be discussed in light of the underpinning foundations, i.e. ontology, epistemology, theory, reflexivity and the role of the researcher.

##### **4.2.3.1.2.1 Ontology and Epistemology**

Ontology refers to the assumptions and claims that individuals make about social reality, i.e. what they look like, if they exist, what they are made up of and what the interactions between the various elements are (Blaikie, 2000; Johnson and Duberley, 2000). These can be either objectivist or subjectivist (Johnson and Duberley, 2000), and my ontological position in this research was majorly objectivist with support from the subjectivist perspectives. Epistemology, on the other hand, is the diverse means in which knowledge of the existing

social reality can be acquired, and for the action researcher this is important in understanding the possibilities and conditions for creating new insights (Blaikie, 2000).

In this research, I have a desire to understand the truth in a clear and straightforward manner, i.e. clearly defining the issues to identify better the improvement strategies. I also, however, note that with action research, while the objective truth needs to be known, it is also not possible to be fully objective as the researcher needs to be part of the process, i.e. introducing elements of subjectivity. This research, therefore, took the objective-subjective position, which drove the inclusion of the qualitative and quantitative data gathering methods in the first cycle of the action research and the further qualitative data collection methods in the second cycle of the research. This integration aligned the research with the pragmatic paradigm, i.e. the incorporation of multiple perspectives and viewpoints in a positive manner (Johnson and Onwuegbuzie, 2004; Creswell, 2003; Tashakkori and Teddlie, 2003). It also incorporated a participative worldview, since the researcher and concerned stakeholders participated in the research through action, reflection, learning and desired change in an integrated manner to address the issues of concern to them (Reason, 1998). The epistemological position of this research was, therefore, a pragmatic-participative one.

#### **4.2.3.1.2.2 Theory from Action Research**

Action research is a process in which new knowledge is informed by and developed from practice (Stringer, 2004). Theory is formulated in action research when the research participants develop the relevant knowledge concerning their situation, i.e. by use of a group of critical stakeholders or research participants who formulate the theory based on their practice issues and the researcher who uses these as research questions (Genat, 2009).

In this study, theory was generated in the action research cycle with the participation of the impacted employees as research participants from across the three participating organizations. They were the key stakeholders in the process and were subject matter experts in the various aspects and practice issues discussed in the learning sets in order to identify and validate the key factors impacting on turnover intention in the industry and ultimately develop a theory based on which the retention practices of the organizations in the area could be improved.

#### **4.2.3.1.2.3 My Role as Action Researcher and Reflexivity**

One of the important elements of action research is the researcher who defines the research agenda and additionally benefits from it, especially in an insider research scenario (Reason and Torbert, 2001). Knowing this, as the researcher, I was closely involved in several aspects of the research throughout the various phases and not a detached bystander or observer. Being the insider-researcher, I also had an active role in the research in implementing and bringing about the desired change as a change agent (Coghlan and Casey, 2001), as the pilot project to implement the findings and improvement strategies from the learning set were carried out in the team I lead.

This closeness with the research as an insider researcher necessitated the incorporation of reflexivity which included the awareness of my impact on the research process and exploration of the relationship between me, the research participants and the various elements of the research (Johnson and Duberley, 2000; Steedman, 1991) was a key aspect of the research in order to ensure the trustworthiness and transparency of the research. This was implemented throughout the project at different stages and phases.

Concerning the influence of the research on the researcher, topic selection was made in such a way that the outcomes would be widely impacting, i.e. focus was not only on my organization but a practice problem affecting the industry, with employees from three organizations participating in the research. As an insider researcher, my influence on the participants during data gathering and data analysis/interpretation were also considered, and these were managed by ensuring participation from more than one organization (i.e. including other organizations where there was no direct influence) in order to challenge and question assumptions and incorporate diverse views and perspectives on the issue; implementing three learning sets and encouraging in-depth discussion and understanding of the issues; as well as teasing out a rich basket of improvement strategies for implementation to ensure the desired change.

#### **4.2.3.1.3 Mixed Methods Research**

The mixed-method research is based on the pragmatic paradigm, that allows the opportunity to incorporate multiple points of view following a process which could have both biased and unbiased components, i.e. it permits the application of both qualitative and quantitative

methods embracing methods that are appropriate and using findings in a positive manner (Johnson and Onwuegbuzie, 2004; Creswell, 2003; Tashakkori and Teddlie, 2003). In this research the mixed method was deployed in order to take advantage of the strengths of each method, offsetting their different limitations in the process, and providing more exhaustive and complete responses to research questions, since it extends beyond the restrictions of any single approach (Johnson and Onwuegbuzie, 2004; Tashakkori and Teddlie, 2003; Migiro and Magangi, 2011).

The mixing of methods in this study was done in multiple ways, i.e. a mix of epistemologies or paradigms, where observations and group discussions with participants were combined with surveys to gather the required data. Additionally, analysis of the data included both statistical and qualitative methods (Tashakkori and Teddlie, 2003). The deployment of mixed-method to gather the data was done sequentially starting with discussions with some of the research participants to ascertain the essential elements better construct the survey questionnaire for the study; followed by data gathering using the survey, and finally group discussions to validate the results of the survey and agree on improvement strategies.

The mixed method of data gathering and analysis in an action research setting was used in this study to provide the understanding and insight into the issues concerning turnover in the Niger Delta Oil and Gas industry as it enables a broader range of questions to be addressed during the research. Additionally, since the research is to be conducted from the perspective of the employees, the mixed methods provided a platform for the research objectives to be achieved, i.e. the group discussions with the research participants at various stages of the research. The output from one method formed the input to another method, making the process an integrated one, building on their strengths and limiting any weaknesses (Migiro and Magangi, 2011).

One of the limitations of applying this research method was the longer time it took to gather and analyse the relevant data from the two different methods (Driscoll, Appiah-Yeboah, Salib and Rupert, 2007). This limitation was addressed by allocating sufficient time in the research plan to gather and analyse the data promptly.

#### **4.2.4 Action Research Implementation**

There are various forms of action research such as participatory action research, action learning, classical action research, action science, collaborative management practice, cooperative inquiry, developmental action inquiry, appreciative inquiry, evaluative enquiry, clinical inquiry/research, learning history and reflective practice (Coghlan and Brannick, 2014).

The participatory insider action research approach was deployed in this study, with me being an insider not only in my organization but also in the industry in my locale. The participatory action research approach was selected due to the opportunity to empower the members of the three organizations in scope to act and participate collaboratively to develop their knowledge with respect to the issue and use the gathered knowledge to address the identified practice concern for the betterment of the various stakeholders (Coghlan and Brannick (2014), i.e. employees and employers alike, and the Niger Delta community at large. This approach offered the opportunity to tap into and build on the knowledge, experience and insights of the group and incorporate the diverse perspectives of the research participants.

Additionally, the participatory action research approach with me as an insider offered the opportunity for me to act as a change agent to continuously keep track of the progress of the improvement action and ensure that the desired change occurs and is embedded within the organization. The study involved a step by step process which included modifications to the organization in order to bring about the required change and improvement; and ultimately the opportunity to build theories and actionable knowledge as described in the sections below.

##### **4.2.4.1 Action Research Cycle One**

Cycle one involved several stages, starting with identification of a pressing problem within my organization that needed to be addressed, and one that would have wide-reaching implications on not only my organization but also on the industry in my locale. This stage involved engagement of staff in the organization to identify what were the pressing issues that significantly impacted on them. It also included discussions with Managers to see which of the issues they would most like to see addressed.

This first stage of planning was followed by acting on the plan by formulating some hypotheses as to the cause of the identified issues and the possible relations between the contributing factors. This action involved a review of the literature and engagement of participants as to what the potential factors impacting on the issue could be. This step also included an e-mail survey to gather the relevant information from participants. This step, in particular, included a few cycles of its own, as it involved taking a look at several causative factors before narrowing down to the critical factors relevant to the environment following a pilot survey.

The third stage of this action research project involved collation of the data gathered from the surveys, analysis of the data, reflection on the outcome and inference with the intention of identifying remedial actions for implementation.

#### **4.2.4.2 Action Research Cycle Two**

The next stage of this cyclical action research project involved the implementation and embedment of the improved strategies within the organization to not only test the generalizations but to also bring about the desired change.

In this cycle, the outcome of cycle one was discussed in three learning sets one each formed in the three participating organizations. The discussions led to consensus on the key factors that strongly influence turnover intentions in the industry, and resulted in the actions and improvement strategies to minimize the turnover intentions. The improvement strategies were implemented in one of the participating organizations as a pilot project to test the effectiveness of the proposed solutions.

The cycle continued with a period of reflection on the outcome of the implementation of the improvement strategies, and a wider plan was established to deploy the successful strategies to other participating organizations.

#### **4.2.5 Validity and Rigour**

It has been suggested that action research lacks the rigour of most other scientific research (Cohen and Manion, 1985) and lacks both external and internal controls (Merriam and

Simpson, 1984), with these gaps preventing material contributions to the body of knowledge. Given these challenges, the following steps were implemented in this research to incorporate rigour and ensure the validity of the outcomes.

#### **4.2.5.1 Incorporating Validity and Quality**

Validity in action research is essentially a question of quality (Stringer and Genat, 2004), and this can be implemented by integrating clarity in the development of a practice or custom of relational participation; reflexive concern for the practical outcomes; diverse means of knowing (propositional, practical, experiential and presentational knowing), such that the findings can be used to advance knowledge on various levels (Reason and Bradbury, 2008). It also includes a significant action research project; and the ability to generate new and enduring change elements (Reason and Bradbury, 2008).

These elements were incorporated into the research design by ensuring that there were some opportunities for participation of the research participants, first at the start of the research in cycle one where they provide suggestions and insight into the important factors that impact on turnover in the industry, and secondly in cycle two following analysis of the data gathered, the research participants were engaged to validate the outcomes and contribute to identifying the improvement strategies to be implemented. Reflexivity as previously discussed was applied throughout the research, noting my role as an insider researcher, to question assumptions and with particular reflection points built into the action research cycle to ensure focus on the practical outcomes. Additionally, three key means of knowing were incorporated in this research, these being experiential by the survey questionnaire and analysis of the data, practical by the implementation of the improvement strategies and monitoring the impact and responses to the change action, and thirdly presentational knowing by writing up in detail this report of my findings. This action research project is significant as it covers several organizations within the most important industry (oil and gas) with global impact in Nigeria today. Concerning the new and enduring change element, the Human Resource subject matter expert was part of the set/group to discuss and agree on the improvement strategies to be implemented, with a plan to fully embed in the organization's human resources practice following the expected success.

This study incorporates some quantitative elements in cycle one, and for those elements, additional validity checks were carried out to ensure that the resulting outcomes can be considered valid. Internal validity and construct validity checks which deploy factor analysis to examine the relationship or linkages between several variables (Roberts and Priest, 2006) were carried out.

#### **4.2.5.2 Incorporating Rigour**

Rigour in action research refers to the way the data is provided, collected and analysed in the numerous cycles of the research, and these can be incorporated by implementation of multiple cycles in the research; introduction of opportunities to test and challenge assumptions and findings; evaluation of diverse views as part of the interpretation of the outcomes and grounding the research outcomes in scholarly theory (Reason, 2006).

Rigor was incorporated in this research by implementing two cycles (plan, action and evaluate) of research as further detailed in the Action Research Implementation section below to obtain the desired information in different ways, and to update the plan of action based on the information gathered. Assumptions and interpretations derived from cycle one were tested in cycle two to ensure that any personal perspectives or assumptions as an insider research were put forward for critique. Diverse views on the issue were incorporated in the two cycles – one by ensuring that information was obtained from a large sample of the population, i.e. in this case 155 participants in cycle one, and secondly, in cycle two a group of subject matter experts from different parts of the organization (technical and human resources) formed the in-organization learning set to discuss the cycle one outcomes and provided contributions to the improvement strategies to be deployed. The outcome was grounded in theory through the in-organization learning set's involvement in the practice issue and development of the relevant knowledge (Genat, 2009).

#### **4.2.5.3 Ethical Considerations**

Adequately managing and addressing any ethical issues or concerns in research is essential (Guillemin and Gillam, 2004; Savenye and Robinson, 2005). In conducting this research, the approval of the ethical committee was sought and obtained. Additionally, confidentiality and

anonymity were maintained during and after the study. In support of confidentiality, participants' names have not been used in the research report, and all survey responses have been kept secure with a password on the researcher's laptop.

Since this research is about creating change and addressing a practice issue with the involvement of the research participants, the participants were given the opportunity to influence the work by allowing their participation and involvement and incorporating their contributions. The work was also made transparent to the participants and the information gathered in the process made available them.

### **4.3 Data generation sources and methods of communication**

#### **4.3.1 Research Participants**

As mentioned earlier, the mixed action research method was used in this study, using quantitative data gathered from the semi-structured surveys, as well as qualitative data based on discussions and interviews with employees at the start of the research and with subject matter experts in the second cycle of the action research where the improvement strategies were distilled.

This study sought to know from an employee perspective what makes employees remain loyal and continue to stay within an organization, as well as to understand the factors that make departing employees leave. The participants for both the quantitative and qualitative phase of this research were Technical staff such as Engineers and Geologists from the three participating organizations in the Niger Delta oil and gas industry (Shell, ENI, and NLNG) as earlier mentioned in Chapter 1.

The quantitative phase involved participants that were still within these organizations to better understand what keeps them engaged and committed to continue working in the organization. The participants were Nigerian employees who work in the region on a longer term basis which include permanent and contract staff. The expatriate employees were however excluded as they are typically on a known and clearly defined short term contract of 3 – 4 years and not expected to stay on beyond the stated duration.

The target population cut across management to entry level Engineers and Geoscientists in the three organizations that are the focus of this research. The age of the participants also cut across from the younger employees to the older employees that have been in the organization for a long time to understand better their reasons for staying on.

The target population also covered both the male and female Engineers and Geoscientists to understand better if there are any gender-specific factors that impact on turnover intentions in the area, as well as to figure out if either gender is more prone to turnover.

### **4.3.2 Data Collection**

Data collection for this study was carried out in three main phases as follows:

#### **4.3.2.1 Phase 1 (qualitative method):**

Informal interviews were conducted at the start of the research to establish the main variables to be studied. Eighteen employees from the population, i.e. across the three participating organizations were selected using the maximum variation sampling method and interviewed during this phase. The data collection method included jotting down of the named variables and selecting those repeatedly mentioned, i.e. those with the highest frequency.

#### **4.3.2.2 Phase 2 (quantitative method)**

This phase consists of data gathering with the use of survey questionnaires, with one hundred and sixty participants responding to the questionnaires sent out. The respondents cut across newly recruited employees to longer tenured employees; male and female; as well as across all the age groups, i.e. the 26 – 35 years to the 46 – 55 years age groups. The data gathered from the sample covered all the relevant groups in the organizations being studied.

#### **4.3.2.3 Phase 3 (qualitative method)**

Phase 3 consisted of data collection using the learning set discussions as part of the action research process. This phase sought to not only validate the results from the quantitative phase but also to provide additional insight the possible improvement strategies that could be deployed, and how best to implement such policies as part of bringing about the desired

change in the organization. Three learning sets were set up, one for each organization and discussions held with the different learning sets. Each learning set consisted of five employees in addition to myself, making it a total of six participants. Some of the learning sets were made up of some of the employees interviewed in phase 1 to ensure internal consistency in the research. The data was collected by taking down notes from the discussion.

#### **4.4 Interviews**

As earlier stated, interviews were conducted at the start of this research to establish clearly the important areas of focus as this research was being conducted from the perspectives of the employee.

##### **4.4.1 Sample**

The sample for this study is from the population earlier described. The total number of those interviewed was eighteen, i.e. six per participating organization, cutting across all age groups, gender and the different Engineering Functions in the three participating organizations. The maximum variation sampling method was used in selecting the participants for the interviews in a manner that ensured all the key groups as mentioned above were included, with the objective of ensuring that a diverse group of people was selected, and their responses would be close to the views of the impacted population. Known colleagues were chosen in this sample as it was assumed easier to get them to participate in an interview on such sensitive issues at the start of the research.

##### **4.4.2 Interview design**

The interview design employed at this stage of the research was the open-ended interview design. The questions were worded and structured in such a way that identical questions were asked of each participant, but the responses were open-ended with each participant able to fully share their perspectives on the issue and provide and contribute as much information as they desired. This method was selected compared to others because especially at the start of the research it offered the opportunity for rich and thick data since participants were able to provide as much detail in their responses as they desired.

#### **4.4.3 Administration**

Before the start of the interview, the topic and the proposed use of the information gathered were explained to the participants seeking their consent to use the collected material. Additionally, it was explained that all information would be confidential, and confidentiality of the participants maintained throughout the research.

Most of the interviews in this phase were conducted face to face for those in the same location as myself as the interviewer, and carried out in a sequential manner, by meeting each of the participants separately and administering the interview questions. This was important to ensure that participants were not influenced in their responses by what they had heard from others. For those in other locations (e.g. in NLNG in Bonny), the interviews were done on the phone. In both cases, the interviews were conducted in a private and quiet place away from interruptions and distractions. For the face to face sessions, notes on the discussion were taken by hand and later copied to Microsoft Word, while for the sessions conducted by phone the notes were made directly in Microsoft Word.

#### **4.4.4 Analysis**

In analysing the interviews, the data gathered was further transferred to Microsoft Excel and used a simple tool in the analysis process. Initial codes were identified, patterns and themes were traced.

Relationships between the patterns and themes were also defined and aligned with findings from the preliminary review of the literature. These themes were then used to construct the conceptual framework for the study as described in Chapter 3 which includes the independent and dependent variables included affectivity, organizational commitment, pay satisfaction, organizational identification, perceived organizational support and turnover intention.

### **4.5 Questionnaire and measure development**

#### **4.5.1 Information sought**

The research hypotheses were used as a guide in determining what information was required for this study, and these, in turn, were used to establish the type of questions to be asked of

the participants and the means by which the questions were to be asked. The information sought was obtained from early discussions with employees within the organization to identify the key issues that could be addressed as part of an action research project. Additionally, a preliminary review of the literature was carried out to establish and focus the project on some of the primary causal variables relevant to the study environment. These variables included affectivity, affective commitment, normative commitment, continuance commitment, pay satisfaction, perceived organizational support, organizational identification and turnover intention.

The survey questionnaire was therefore designed to include measurement scales which had questions related to these constructs or variables to be investigated. The information sought was therefore addressed following the response to the research questions.

#### **4.5.2 Type of questionnaire and method of administration**

The data gathering approach, i.e. the type of questionnaire used and the method of administration was a crucial step in this research, as it ensured that the relevant information was gathered successfully. In support of this, a structured questionnaire was used as it allowed the participants to respond to the same set of questions in the same order. The questionnaire was also structured with a section that allowed for comments or diverse perspectives of how participants understood the issue. This structured approach was also beneficial as it helped to ensure that the time participants spent in completing the survey was controlled and the overall time to gather all the data from participants was manageable (Churchill and Iacobucci, 2005).

In addition to the structured format of the survey, the method of data collection was also considered, and in this case, data gathering by electronics means was deployed as it provided the opportunity to gather the data from several participating employees in the different organizations which are part of the study and are based in different (Port Harcourt and Bonny) locations. The e-mail surveys allowed for easy data collection from the various locations in a manner that was quick and cost effective. The e-mail survey was the preferred means of investigation as opposed to the pen-and-paper or postal surveys, as the participants (Engineers in the participating organizations) were all computer literate and the ease of response was also considered.

### **4.5.3 Individual question content**

The detailed literature review conducted at the start of this research was useful in establishing the set of questions that were used in the survey questionnaire (Hair Jr, Black, Babin and Anderson, 2010).

In putting together the survey questionnaire for this research, some of the considerations included the number of questions to be asked and how necessary they were to elicit the required response. It was important to check that points had been adequately covered by the relevant number of questions. The questions were also presented in a manner that the time and effort to address them were minimal, and it was easy for the participants to provide the information sought.

In designing the questionnaire, these issues were taken into consideration, and a comparison was made with other similar questionnaires to determine if the total number of questions was within reasonable or expected limits. A preliminary questionnaire was put together following the review of the literature and tested with a few organizational members, following which it was slightly modified to ensure focus on the key and impacting variables. The updated questionnaire was further reviewed by my thesis supervisor who has excellent experience in the design/administration of surveys, and it was confirmed that the wording and length of the questionnaire were reasonable and gave the support to be issued to participants. In the questionnaire, the questions about affectivity were obtained from Watson, Clark and Tellegen (1988); the questions about affective commitment, normative and continuance commitment were from Meyer and Allen (1991); and the questions about organizational commitment from Mowday, Steers and Porter (1979). The questions about perceived organizational support were formulated based on the literature of Lynch, Eisenberger, and Armeli (1991); the pay satisfaction questions were from Heneman and Schwab (1985) and the questions about turnover intention from Mobley, Horner and Hollingsworth (1978). A copy of the questionnaire used for the data collection is presented in the Appendix.

### **4.5.4 Forms of response**

The questionnaire used in this study applied a Likert scale as described by Likert (1932).

The Likert scale is one of the more powerful scales for use in statistical analysis and in formulating the questionnaire (Hair Jr, Black, Babin and Anderson. 2010), and one of the key considerations was whether to use a 5-point or 7-point Likert scale. The 7-point Likert scale was considered more reliable than the 5-point Likert scale as it did not allow the respondents to be too neutral in their responses (Nunnally and Bernstein, 1994). The scale which is a form of summated ratings was applied in the formulation of the questionnaire used for this study and participants were asked to provide their views ranging from point 1 which is “strongly disagree” to point 7 which is “strongly agree”.

#### **4.5.5 Question wording**

Content validity could sometimes be compromised when survey respondents have little understanding of the questions (Hall, 1992). Given this, the wording of the questions was considered an important aspect of the questionnaire formulation. The questionnaire was worded in such a way as to ensure that there was no ambiguity and that the questions were not only presented in a simple and easy to understand manner but they were also relevant to addressing the issues.

This study involves participants in multinational organizations with employees located in different areas of the Niger Delta, and where English is not the first language and the language spoken is different in each of the locations. Being multinational organizations, the official business language at all the locations where the participants work is however English, with the Engineers conducting their work and communication in English at work. Based on this alignment the questionnaire was formulated in English, and this eliminated the need to translate the questionnaire from diverse languages as this could have taken time and possibly introduced errors during translation.

In addition to the language considerations, the questions were also worded or phrased in such a manner as to minimise or eliminate non responses and this was helpful during analysis of the data. The questions were phrased and the items on the scale were worded based on the original material to enable comparison with other research where required. The scale items were also presented in a manner that would be understood within the context in which the participants work.

#### **4.5.6 Question sequence**

An important aspect of questionnaire formulation following the decision on response format and phrasing or wording of the questions was the sequence of the questions on the questionnaire (Churchill and Iacobucci, 2005). This element was considered important so as to make certain that the flow of the questions was reasonable and well thought out. The arrangement of the questions was taken into consideration and was one of the elements tested during the pilot of the survey questionnaire and also assessed during the review with the thesis supervisor, as any ambiguity on the respondent's part could invalidate the collected data.

Sequencing of the questionnaire questions was also taken into consideration, with the questionnaire starting with simple, interesting and easy to respond to questions. The funnel approach, where the questionnaire starts on a broad basis and subsequently narrows down as it progresses (Churchill and Iacobucci, 2005) was also applied, taking care to put the sensitive or difficult questions at the back end. The questionnaire was designed by starting with some questions on affectivity, which is based on an understanding of a person's personality or character and was considered to be easy and straight forward to respond to. The dependent variable took up the last section of the questionnaire, followed by a section for additional thoughts and perspectives of the participants and lastly the general details such as name, gender, age and contact information were captured.

#### **4.5.7 Physical questionnaire characteristics**

The physical characteristic and good attributes in the questionnaire were considered important aspects of the questionnaire formulation as they not only encouraged the research respondents to take part in the study, but also encouraged the respondents to complete the questionnaire (Hair Jr, Black, Babin and Anderson, 2010; Bryman and Bell, 2011). Some of the elements incorporated were the font size and the spacing. A solid font type (Time New Romans) with 12 points size was applied, and line spacing of 1.5 lines was also used, allowing the participants to clearly and quickly read the questionnaire, understand the contents and respond to the questions (Bryman and Bell, 2011).

One additional physical element that enabled ease of questionnaire response was the application by e-mail, as this allowed the respondents to open up the questionnaire directly without having to click an additional button to locate the survey on a website for instance.

Other key aspects included a preface to the questionnaire which served to assure participants that well-being, concerns and privacy would be respected and data gathered kept confidential. The preface also contained the name of the University of Liverpool to indicate that this was a study carried out by a respected and well-known institution and this contributed significantly to the participants providing their responses freely and in confidence.

#### **4.5.8 Re-examination and revision of the questionnaire**

Re-examination and revision were important steps in putting together the research questionnaire, as they helped to ensure the structure was right, the questions were clear and there was no ambiguity and also that there were no unintentional errors that could lead to inaccurate responses or no responses at all (Churchill and Iacobucci, 2005). The questionnaire was put through a pre-test by potential participants of the research as part of the re-examination and revision process. This aspect of the research was extremely important and carried out to minimise re-work later on (Churchill and Iacobucci, 2005).

The questionnaire was examined to check for leading questions, eliminate confusion, and, more importantly, to ensure the topic of affectivity which is not a commonly used terminology or discussed topic in the industry was understood.

#### **4.5.9 Pre-test and revise**

The pre-testing of the survey questionnaire was carried out before final use and this allowed the checking and confirmation that the questionnaire worked and was suitable to gather the relevant information. The pre-testing was done in two phases, with phase one including a quick pre-check and test by the thesis supervisor to ensure that the questions were easy to answer and relevant to the topic. The second phase of the pre-test included an effective monitoring of the data gathering process, where the initial feedback gathered from the respondents was reviewed to check for ease of answering the questions. The finding from this

pre-test indicated that some respondents found it difficult to select the preferred option from the Likert scale. The questionnaire was then revised to improve the option selection method, simplify the response/feedback process and introduce some comfort and ease of use for the respondents in the research process.

#### **4.5.10 Research Variables**

The key research direct and indirect variables as highlighted in the conceptual framework are presented below. It should be noted that the research variables were mostly used in the quantitative phase of the research.

Independent variables in research are the variables that have an effect or impact on the dependent variable (Kerlinger, 1986). The independent variables deployed in this study were positive affectivity, affective, normative and continuance commitment, perceived organizational support, pay satisfaction and organizational identification as depicted in the conceptual framework.

Dependent variables, on the other hand, are the variables outcomes or results sought by the researcher (Rosenthal and Rosnow, 1991), and in this study, the main dependent variable highlighted was turnover intention.

#### **4.5.11 Sampling Considerations**

As mentioned earlier, the focus of this research is on the engineers in the three organizations in scope. The total population of engineers in this scope is ~1500, and using Bartlett, Kotrlik and Higgins's (2001, p. 48) table for estimating sample size for continuous data, the sample for this study was established as described below. For this study, alpha was determined to be 0.05 with a corresponding  $t$  of 1.96 (Cochran, 1977). The standard deviation  $s$  which is the variance deviation for the seven-point scale to be used (Cochran, 1977) was estimated to be 1.25. The acceptable margin of error for this study (the product of the margin of error (0.3) and the points on the scale to be used (7)) was calculated to be 0.15 (Cochran, 1977). With the above, the estimated sample ( $n_0$ ) for the study was found to be 110 (Bartlett, Kotrlik and

Higgins, 2001, p. 48). This sample number was estimated to be the minimum number of responses of the survey questionnaire used in the quantitative phase of the research.

To achieve this number, the snowball sampling was deployed in a manner that all the elements (age, gender, tenure, contract/permanent staff, etc.) had an equal or independent chance of being part of the sample. The snowball started with index participants sampled from the researcher's team, with the questionnaires further forwarded by the index participants to participants in other Engineering teams. No incentives were given to potential participants to respond to the survey, as word of mouth from colleague to colleague was expected to achieve the required responses. With the snowball sampling method, since there was no way to clearly establish the exact number of people the survey had eventually been sent to, the response rate was considered good if it were higher than the minimum number of survey responses as estimated above, i.e. 110.

#### **4.5.12 Data Analysis and Statistical Approaches Used**

The data gathered for use in this phase of the research was to a great extent interval data, i.e. the questionnaire scales. It must be pointed out however that the intervals between the values on the Likert scale used cannot be assumed to be equally spaced for all participating respondents. Other data gathered were nominal data such as the demographic information on age, gender and tenure that was collected and organised into categories.

For the interval data, the statistical techniques used in analysing them included the standard deviations, means, regression methods, F and t-tests, analysis of variance, correlation coefficients as well as bivariate and multivariate analyses (Bryman and Cramer, 2011; Kendall, 1965). These techniques were considered as they some of the more powerful and versatile techniques and used to describe the sample and infer to the population (Bryman and Cramer, 2011).

Given the number of variables involved in this research and the interest in the relationships between these variables, the type of statistical technique deployed was also considered. For the hypothesis tests, the bivariate analysis which includes correlation coefficients for the variables, scatter diagrams and cross-tabulations, and the multivariate analysis which includes factor analysis and multiple regression analyses were carried out.

For such statistical analyses where the number of variables is significant, the sample size was an important consideration and the sample size of 155 used in the research was considered adequate to effectively implement the statistical techniques (Bryman and Cramer, 2011).

Inferential data analysis was deployed in this research as it enabled the testing of the hypotheses to infer outcomes and to generalize from my sample (employees from the three participating organizations) to the population - the Niger Delta oil and gas industry (Christensen, Johnson and Turner, 2011; Gay, Mills and Airasian, 2012). The inferential data analysis was used to evaluate the strength of the relationships between the dependent and independent variables, provide deeper insight into the relationships between the variables, and to help establish which aspects of the issues were most important to focus on regarding improvement strategies for the organization (Crawford, 2006).

Regression was used to ascertain if the study variables could be predicted by another. It was used to establish the inter-relationships between the various variables, and determine the strength of the relationship between the outcome variables and intervention, i.e. determine if they were statistically significant relationships, weak and positive or strong and negative relationships (Crawford, 2006). In establishing these relationships, the statistical significance and hence the significance level was important. The statistical significance level was set as 0.05, meaning that there was a high level (95%) of confidence that the results obtained was based on a real situation within the population, i.e. the probability of the study outcome being based on chance was 5% or 0.05. This was helpful, as the outcomes were used to make predictions (Crawford, 2006), which were also used in the discussions to generate effective strategies for managing the identified issues.

The IBM SPSS package which is short for Statistical Package for the Social Sciences was used to carry out the factor analysis, multivariate and bivariate analyses.

#### **4.6 Learning Set Discussions**

As earlier stated, learning set discussions were held following the implementation of action research cycle one to validate the findings from cycle one and identify improvement actions for implementation.

#### **4.6.1 Sample**

The sample for the learning set discussion was a subset of the sample for the survey questionnaire phase of the research.

This was done to validate the findings of the survey, ensuring that the people that filled in the questionnaire recognise and could connect with the findings to identify improvement actions and strategies for the next phase of the research.

The sample consisted of five employees, also cutting across all age groups, gender and the different Engineering Functions in the three participating organizations, with each organization having its learning set. The researcher also participated as the coordinator and learning set facilitator. The selection of the five employees per learning set was carried out using the purposive sampling method. This was done by focusing on those that were more forthcoming in the survey questionnaire (e.g. those providing their contact details and additional information in the comments box), as it was assumed that these participants would also be more forthcoming during the discussions in the learning set sessions.

#### **4.6.2 Learning Set Structure**

In each group, the same set of results was presented with the participants asked to validate the findings from the survey and discuss the possible reasons for the findings.

Since the participants were spread across many different locations and in various organizations in the Niger Delta area, the meetings were held in an asynchronous manner as this was convenient and efficient for all parties.

The meetings were held virtually by e-mail communication and in some cases by phone call. Meeting topics were the findings from the hypothesis testing, and participants had one week to discuss the issue and develop a group opinion and options for the way forward. Having discussed all the topics, an action plan was formulated for implementation in the following cycle.

As facilitator and coordinator of the learning set discussions, the researcher was responsible for encouraging and getting input from all the learning set members. The facilitator was responsible for keeping the discussion going within the set timeliness, taking the notes, verifying or clarifying information, and ultimately analysing, interpreting and sharing the emerging data with the set.

### **4.6.3 Analysis**

Similar to the analysis of the data gathered from the interviews, the data collected from the learning set discussions was transferred to Microsoft Excel and used in the analysis process. Initial codes were identified and the data grouped in units with descriptors assigned to the units.

The identified codes were then grouped into categories, following which patterns and themes were identified. These themes were then discussed again within the learning sets, and improvement actions and strategies were identified to address each of the listed themes.

## **4.7 Research Constraints**

In carrying out the research, a few constraints were identified as described below.

One of the constraints encountered was the reluctance of some respondents to identify themselves in the personal information section of the questionnaire. Some respondents preferred to remain anonymous and not provide information about the name or contact, as “turnover intention” was considered by them to be sensitive and they would not want to be seen by the organization as having turnover intentions. In response to this, the introduction section and preface of the questionnaire requested very clearly that all respondents should answer all questions. The reason for requesting the name or contact information was to ensure that it would be possible to reach the recipient in the event a clarification question was required. This was ultimately not an issue, as the respondents that did not provide their names completed the questionnaire fully and there was no need to have to contact them.

The second constraint was that of pre-understanding by the researcher, as an aspect of the project and data collection method is insider action research. There was an aspect of having had some insight and experience on the issues before conducting the research.

During the action research cycle 2, some of the constraints included the inability of the learning set members to commit to attending all the relevant sessions at a particular time with the rest of the group. In order to address these asynchronous learning set discussions were implemented, with members communicating by email.

Another constraint during cycle 2 of the action research process was the reluctance of some of the learning set participants to discuss openly in a group setting the factors that make employees want to leave an organization. To address this, all discussions within the learning set were considered confidential by all the learning set members and there was no disclosure of individual identities externally.

#### **4.8 Conclusion**

A detailed research design has been presented and justified in this chapter in line with the research questions that need to be addressed. Also presented in this chapter as a follow up to the research design is a presentation of the research philosophy, which incorporates the philosophical perspectives and position of the researcher and links this to the research methodology.

A triangulation of methods is deployed in this research, i.e. mixed methods of both quantitative (factor and regression analysis) and qualitative procedures (interviews and learning set discussions) applied in the action research approach, with each element taking place at different times and feeding into the next as an input.

The specific statistical methods to be deployed in the analysis of the data gathered and to test the various hypothesis and relationships were also discussed in this chapter.

**CHAPTER FIVE:**  
Action Research Cycle One - Data Analysis

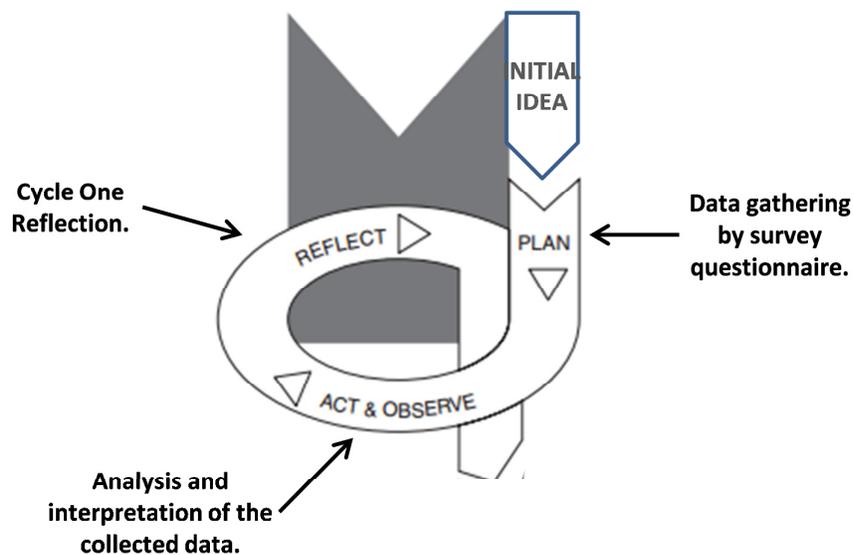
## 5 Action Research Cycle One - Data Analysis

### 5.1 Introduction

Action research cycle one is the first stage of the action research process. Following the identification of the practice problem, cycle one is concerned with the development of the research plan, which includes data gathering by survey questionnaire deployed to the research participants, as well as analysis of the gathered data.

This chapter discusses the analysis of the data to ensure the accuracy of data collected and the validity of the results following the analysis.

Regression analysis is also carried out in this chapter to test and validate fifteen proposed hypotheses and relationships between various identified variables and employee turnover intentions. A reflection of the process and the emerging results is also included in this chapter. This entire process followed in this cycle is depicted in Figure 5.1.



**Figure 5.1 Action Research Cycle One**

### 5.2 Data Screening

It is important to carry out adequate screening of the data collected before carrying out an analysis of the data (Hair, Black, Babin and Anderson, 2010). The data screening performed

included a review of the pattern of missing data; a verification of correct data input as well as descriptive analysis of the data.

### **5.2.1 Missing data and data verification**

Data was gathered from 155 research participants on the survey forms and adequacy of the sample size for the reliability of further analysis was tested. Tabachnick and Fidell (2001) recommend using the formula  $N > 50 + 8 * m$  to calculate the optimum sample size, where “m” in the equation represents the number of independent variables. For this research with eight independent variables (positive affectivity, negative affectivity, affective commitment, continuance commitment, normative commitment, organizational identification, perceived organizational support and pay satisfaction), the minimum sample size required was established to be  $N = 50 + 8 * 8 = 114$ , meaning that with 155 responses the sample size was considered sufficient for further analysis.

Having confirmed adequacy of the sample size for further analysis, the data was migrated to Microsoft Excel and checked for accuracy of the translation, i.e. to ensure there were no inconsistencies or inaccuracies following the migration to Microsoft Excel, and that all the data was captured. This was done by carrying out spot checks on the transferred data in Microsoft Excel and the original survey response to confirm the accuracy of the transfer. Accuracy checks were also done on the data to ensure that there were no errors. Checks were carried out to ensure that there were no values  $< 1$  or  $> 7$  which were the values on the 7-point Likert scale used.

The data was also checked for completeness by first ensuring that all the 155 responses provided were captured in Microsoft Excel. Additional checks were carried out to ensure that of the 155 responses provided, each was complete enough to ensure a meaningful analysis. Two responses had several sections of the questionnaire unanswered, and these were manually deleted and excluded from any further use in the analysis, essentially a list-wise deletion. Additionally, as part of the reliability check of the scale a further analysis of the missing data was carried out and the result is presented in Table 5.1.

For the various other advanced analyses, the missing data, i.e. an unanswered questionnaire item were treated by applying pair-wise deletion. Deletion of missing data pair-wise provides

the most technically consistent approach and one of the best ways to eliminate bias in the analyses (Nunnally and Bernstein, 1994).

An analysis of the missing data indicated that less than 5% of the values were missing for any one scale as shown in Table 5.1, except in the Pay Satisfaction scale which had 7% of missing data.

**Table 5.1 Missing Data Analysis**

	N	Missing data	% of missing data
	Statistic	Statistic	
Positive Affectivity	153	0	0%
Negative Affectivity	147	6	4%
Organizational Commitment	148	5	3%
Organizational Identification	150	3	2%
Pay Satisfaction	143	10	7%
Perceived Organizational Support	151	2	1%
Turnover Intention	152	1	1%
Total Responses	153		

### 5.3 Factor Analyses

Following the screening, further analysis of the data was carried out.

#### 5.3.1 Positive Affectivity

Principle components analysis was applied to the positive affectivity scale of five items to identify and evaluate the underpinning elements of the scale.

As part of the analysis, key criteria were used to extract the factors and determine which were considered crucial for retention. The key criteria used were the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett's test of sphericity, the scree plot, Kaiser's criterion and parallel analysis.

Good factorability was established following the analysis of correlations, where all the items correlated >0.3 with one or more items. The Kaiser-Meyer-Olkin measure of sampling adequacy for this scale was 0.738, which is higher than the recommended level of 0.6

(Tabachnick and Fidell, 2001). Additionally, the Bartlett's test of sphericity was significant at ( $p=.000$ ), based on which factor analysis was considered appropriate. Communalities for four of the five items were above 0.3, except for the item "You are usually determined to get things done when you set your mind to it" which returned a communality of 0.242, suggesting that it did not have a common variance with the other items and was dropped from the scale. Based on these indicators, factor analysis was carried out for four of the five items originally on the scale.

A review of the factor analysis results indicated that 46% of the variance was explained by the first factor, and the second factor which had an eigen value slightly lower than 1.0 at 0.934 explained an additional 18% of the variance. A check of the scree plot to establish the appropriate factor solution indicated one factor above the point of inflection, suggesting that a one-factor solution was optimal. Catell (1966) suggests that factors above the point of inflection should be retained for the analysis, as these are the factors that contribute the most to explaining any variance in the data collected. Additionally, a parallel analysis check was carried out and indicated that only one factor had eigen values greater than the eigen values from the parallel analysis. Hubbard and Allen (1987) recommend carrying out a parallel analysis to compare the size of eigen values obtained from a dataset that has been randomly created. They suggest that only the eigen values from the study which exceed corresponding values from the randomly generated dataset be retained for further analysis, as the scree test tends to over-estimate the number of factors to be extracted. For this research, Watkin's Monte Carlo PCA tool was used for the parallel analysis. The results of these analyses indicated that the one-factor solution was optimal for this scale. A rotation was not carried out as this is not required for a one-factor solution. Table 5.2 shows the factor loading and communalities.

**Table 5.2 Correlation Matrix, Factor Loadings and Communalities**

Correlation	You take pride in the job tasks you deliver at work?	You are easily inspired by successful work colleagues or other ongoing activities at work	You feel enthusiastic about upcoming activities around you.	You pick interest in work activities even though you have very little prior knowledge about them	You are usually determined to get things done when you set your mind to it.	Factor Loadings	Communalities
You take pride in the job tasks you deliver at work?	1.000	0.391	0.335	0.264	0.263	0.666	0.444
You are easily inspired by successful work colleagues or other ongoing activities at work	0.391	1.000	0.431	0.399	0.304	0.775	0.601
You feel enthusiastic about upcoming activities around you.	0.335	0.431	1.000	0.438	0.103	0.712	0.507
You pick interest in work activities even though you have very little prior knowledge about them	0.264	0.399	0.438	1.000	0.212	0.701	0.492
You are usually determined to get things done when you set your mind to it.	0.263	0.304	0.103	0.212	1.000	0.492	0.242

An assessment of the internal reliability of this scale was carried out using Cronbach's coefficient alpha as recommended by Nunnally (1978). Noting that this is a one-factor scale, the analysis revealed a strong alpha of 0.701. The minimum level of reliability as recommended by Nunnally (1978) is 0.7. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted. The scale with the four items was used for further analysis.

A composite score was created for the single factor by evaluating the mean scores for the items in the scale. Tabachnick and Fidell (2001) suggest it is better to use the mean in calculating combined scale scores as this is easier to interpret and to align with the original scale used for the various items. Descriptive statistics for the composite scale is presented in Table 5.3. An analysis of the result indicates a moderately negative skewness for the four items, with kurtosis values ranging from 1.283 to - 0.058 indicating a reasonably good distribution.

In summary, the analyses show that the scale being used is consistent and highly reliable with only one item being deleted, and the data is suitable for use in further parametric statistical analyses.

**Table 5.3 Descriptive Statistics: Positive Affectivity**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
You take pride in the job tasks you deliver at work?	153	4	7	6.30	0.762	-1.112	1.283
You are easily inspired by successful work colleagues or other ongoing activities at work	153	4	7	6.24	0.732	-0.909	1.051
You feel enthusiastic about upcoming activities around you.	153	3	7	5.92	0.892	-0.576	-0.058
You pick interest in work activities even though you have very little prior knowledge about them	153	3	7	5.85	0.979	-0.846	0.506
Valid N (listwise)	153						

### 5.3.2 Negative Affectivity

The negative affectivity scale has five items to which principle components analysis was applied.

As part of the analysis, Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett’s test of sphericity, the scree plot, Kaiser’s criterion and parallel analysis were used to extract the factors and identify which were considered key for retention. Good factorability was established following the analysis of correlations, where all the items correlated >0.3 with two or more items. The Kaiser-Meyer-Olkin measure of sampling adequacy for this scale was 0.605, the Bartlett’s test of sphericity was significant at (p=.000), based on which factor analysis was considered appropriate. Communalities for all five items on the scale were above 0.3, suggesting that all items have a common variance with each other. Based on these indicators, factor analysis was carried out for the five items on the scale. A review of the factor analysis results indicated that 49% of the variance was explained by the first factor, and the second factor explained an additional 21% of the variance. A check of the scree plot to establish the appropriate factor solution, however, indicated only one factor above the point of inflection. A parallel analysis check was also carried out and indicated that two

factors had eigen values greater than the eigen values from the parallel analysis. The results of these analyses showed that a two-factor solution was optimal for this scale. A factor rotation was carried out first using the varimax method, which did not produce a simple solution, and the oblimin method was then applied. The oblimin produced a solution with three items adequately loading on one factor and two items on the second factor. Zwick and Velicer (1986) suggest that the minimum number of items to load per factor is three; hence the component with two items was dropped. Table 5.4 shows the factor loading and communalities.

**Table 5.4 Factor Loading and Communalities**

	Component		Communalities
	1	2	
You are upset when things go wrong at work	.964		.850
You feel irritable if your expectations at work are not met	.812		.697
You feel guilty when you realize you have not met your expectations on the job	.598		.786
You are fearful of what the future holds in times of uncertainty at work		.917	.710
You feel nervous when you think about work-related activities you are not in control of		.762	.428

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.  
a. Rotation converged in 4 iterations.

An assessment of the internal reliability of this scale was carried out using Cronbach’s coefficient alpha. Noting that this is a one-factor scale, the analysis revealed a strong alpha of 0.724. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted. The scale with the three items was used for further analysis.

A combined score was created for the remaining factor by calculating the mean of the scores for the items that successfully loaded. Descriptive statistics for the composite scale is presented in Table 5.5.

An analysis of the result indicates a mostly moderately negative skewness for the items on the scale. Kurtosis values ranged from 1.277 to -0.811 indicating fairly good distributions. In summary, the analyses indicate that the scale being used is consistent and highly reliable, and the data is suitable for use in further parametric statistical analyses.

**Table 5.5 Descriptive Statistics: Negative Affectivity**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
You are upset when things go wrong at work	153	2	7	5.50	1.204	-.891	.811
You feel irritable if your expectations at work are not met	152	1	7	5.30	1.347	-1.128	1.277
You feel guilty when you realize you have not met your expectations on the job	149	1	7	5.64	1.269	-1.175	1.166
Valid N (listwise)	147						

### 5.3.3 Organizational Commitment

Fifteen items are listed on the organizational commitment scale and principle components analysis was applied to extract the key factors which underpin the variance in the data.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett’s test of sphericity were used to establish if factor analysis would be suitable for the data collected. The scree plot, Kaiser’s criterion and parallel analysis were used to extract the factors and identify which were considered key for retention. Good factorability was established following the analysis of correlations, where all the items correlated  $>0.3$  with one or more items. The Kaiser-Meyer-Olkin measure of sampling adequacy for this scale was 0.825, the Bartlett’s test of sphericity was significant at ( $p=.000$ ), based on which factor analysis was considered appropriate. Communalities for all five items on the scale were above 0.3, suggesting that all items have a common variance with each other. Based on these indicators, factor analysis was carried out for the fifteen items on the scale. A review of the eigen values indicated that four factors had eigen values above 1, and the first factor explained 37% of the variance, with the second, third and fourth factors explaining additional 15%, 10% and 8% respectively of the variance. The scree plot was assessed to establish the appropriate factor solution, however, indicated three factors above the point of inflection. A parallel analysis check was also carried out and indicated that three factors had eigen values greater than the eigen values from the parallel analysis. The results of these analyses indicated that a three-factor solution was optimal for this scale. A factor rotation was then carried out using the varimax method, and it produced a solution with eight items adequately loading on factor one, four items loading on factor three and three items loading on factor three. Table 5.6 shows the factor loading and communalities.

**Table 5.6 Factor Loading and Communalities**

	Component			Communalities
	1	2	3	
I feel emotionally attached to this organization	0.829			0.756
I feel like 'part of the family ' in this organization	0.810			0.764
This organization means a lot to me	0.790			0.775
I feel at home in this organization	0.785			0.658
I see the problems of this organization as my own problems	0.772			0.620
I'm proud to tell others that I am part of this organization	0.749			0.688
I find that my values and the organization's values are very similar	0.712			0.713
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	0.619	0.324		0.765
I feel that I lack alternatives and now need to resign		0.827		0.762
It would be difficult for me at this time to continue with this organization	0.366	0.776		0.752
It would take very little change in my present circumstances to cause me to leave this organization		0.613		0.622
I would accept almost any type of job assignment in order to keep working for this organization		-0.479	0.303	0.433
I'm afraid of what might happen if I leave my job without immediately securing a new job			0.847	0.738
Too much would be disturbed in my life if I were to resign now			0.841	0.715
If I quit, I feel it would be difficult to find another job		0.319	0.725	0.644

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 5 iterations.

An assessment of the internal reliability of this scale was carried out using Cronbach’s coefficient alpha. Noting that this is a one-factor scale, the analysis revealed a strong alpha of 0.825. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted. The scale with the five items was used for further analysis.

Combined scores were created for the three factors by calculating the mean of the scores for each item that successfully loaded on each of the factors. Descriptive statistics for the composite scale is presented in Table 5.7. A review of the result indicates a slightly high negative to moderately negative skewness for most of the items and moderately positive skewness for two items on the scale. Kurtosis values ranged between 3.303 and -1.055 indicating fairly good distributions.

In summary, the analyses indicate that the scale being used is consistent and highly reliable, and the data is suitable for use in further parametric statistical analyses.

**Table 5.7 Descriptive Statistics: Organizational Commitment**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
I see the problems of this organization as my own problems	153	2	7	5.44	1.240	-0.899	0.360
I feel emotionally attached to this organization	152	1	7	5.22	1.327	-0.735	0.674
This organization means a lot to me	153	1	7	5.61	1.284	-1.236	1.961
I feel at home in this organization	153	1	7	5.20	1.377	-0.804	0.060
I feel like 'part of the family ' in this organization	153	1	7	4.96	1.455	-0.632	0.033
I find that my values and the organization's values are very similar	153	1	7	5.27	1.294	-0.969	0.905
I'm proud to tell others that I am part of this organization	153	1	7	5.93	1.092	-1.526	3.303
It would be difficult for me at this time to continue with this organization	151	1	7	5.87	1.181	-1.215	1.502
I feel that I lack alternatives and now need to resign	152	1	7	5.93	1.240	-1.445	1.972
If I quit, I feel it would be difficult to find another job	152	1	7	5.57	1.477	-0.905	-0.063
Too much would be disturbed in my life if I were to resign now	152	1	7	4.22	1.761	-0.074	-1.055
I'm afraid of what might happen if I leave my job without immediately securing a new job	151	1	7	3.91	1.732	0.134	-0.979
It would take very little change in my present circumstances to cause me to leave this organization	153	1	7	4.42	1.533	-0.256	-0.668
I would accept almost any type of job assignment in order to keep working for this organization	153	1	7	2.82	1.328	0.705	0.240
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	151	1	7	5.46	1.290	-0.905	0.509
Valid N (listwise)	148						

### 5.3.4 Organizational Identification

Six items were listed on the organizational identification scale and subjected to principle components analysis to identify and evaluate the underpinning factors of the scale.

Several key criteria were used to establish the suitability of the scale for factor analysis and extract the key factors for retention. The key criteria used were the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett's test of sphericity, the scree plot, Kaiser's criterion and parallel analysis.

Good factorability was established following the analysis of correlations, where all the items correlated >0.3 with one or more items. The Kaiser-Meyer-Olkin measure of sampling adequacy for this scale was 0.842, and the Bartlett's test of sphericity was significant at (p=.000), based on which factor analysis was considered appropriate. Additionally, the

communalities for all six items on the scale were above 0.3. Based on these indicators, factor analysis was carried out for all the six items on the scale.

Results of the factor analysis indicated that 64% of the variance was explained by the first factor, and the second factor which had an eigen value much lower than 1.0 at 0.688, and was not considered much further. A check of the scree plot to establish the appropriate factor solution indicated one factor above the point of inflection, suggesting that a one-factor solution was optimal. Additionally, a parallel analysis check was carried out and indicated that only one factor had eigen values greater than the eigen values from the parallel analysis. The results of these analyses indicated that the one-factor solution was optimal for this scale. A rotation was not carried out as this is not required for a one-factor solution. Table 5.8 shows the factor loading and communalities.

**Table 5.8 Correlation Matrix, Factor Loadings and Communalities**

	When someone criticizes my company, it feels like a personal insult.	I am very interested in what others think about my company	When I talk about my company, I usually say "we rather than 'they"	My company's successes are my successes	When someone praises my company, it feels like a personal compliment	If a story in the media criticized my company, I would feel embarrassed	Factor Loadings	Communalities
When someone criticizes my company, it feels like a personal insult.	1	0.539	0.419	0.46	0.59	0.635	0.865	0.562
I am very interested in what others think about my company	0.539	1	0.528	0.642	0.563	0.52	0.786	0.618
When I talk about my company, I usually say "we rather than 'they"	0.419	0.528	1	0.631	0.608	0.56	0.778	0.605
My company's successes are my successes	0.46	0.642	0.631	1	0.762	0.507	0.838	0.702
When someone praises my company, it feels like a personal compliment	0.59	0.563	0.608	0.762	1	0.61	0.75	0.749
If a story in the media criticized my company, I would feel embarrassed	0.635	0.52	0.56	0.507	0.61	1	0.793	0.629

Cronbach's alpha was used to establish the internal reliability of this one-factor scale, and the results revealed a strong alpha of 0.883. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted. The scale with the six items was therefore used for further analysis.

A combined score was created for the single factor by calculating the mean of the scores for each item in the scale. Descriptive statistics for the composite scale is presented in table 5.9.

An analysis of the result indicates a slightly high negative skewness for most of the items on the scale, except for one item “when someone criticises my company it feels like a personal insult”, which indicates a moderately negative skewness. Kurtosis values range from 4.742 to 0.571 for the six items indicating fairly good distributions.

In summary, the analyses indicate that the scale being used is consistent and highly reliable, and the data is suitable for use in further parametric statistical analyses.

**Table 5.9 Descriptive Statistics: Organizational Identification**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
When someone criticizes my company, it feels like a personal insult.	152	1	7	5.32	1.227	-0.748	0.571
I am very interested in what others think about my company	152	1	7	5.64	1.119	-1.200	2.139
When I talk about my company, I usually say "we rather than 'they'"	153	1	7	5.58	1.228	-1.357	1.790
My company's successes are my successes	153	1	7	5.81	1.163	-1.760	4.742
When someone praises my company, it feels like a personal compliment	152	1	7	5.77	1.148	-1.401	3.119
If a story in the media criticized my company, I would feel embarrassed	153	1	7	5.59	1.173	-1.058	1.600
Valid N (listwise)	150						

### 5.3.5 Perceived Organizational Support

The perceived organizational support scale utilized in this study is the short version with three items listed. Worley, Fuqua and Hellman (2009) support the internal consistency and reliability of the short three-item perceived organizational support scale for use in further analysis. Similar to the other scales used in the study, the perceived organizational support scale was also subjected to factor analysis.

Five key criteria were used to establish suitability of the scale for factor analysis and extract the key factors for retention. The criteria used were the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett’s test of sphericity, the scree plot, Kaiser’s criterion and parallel analysis.

Following an analysis of correlations where all the items correlated >0.3 with one or more items, good factorability was established. The Kaiser-Meyer-Olkin measure of sampling

adequacy for this scale was 0.700, and the Bartlett’s test of sphericity was significant at (p=.000), based on which factor analysis was considered appropriate. Additionally, the communalities for all three items on the scale were above 0.3. Based on these indicators, factor analysis was carried out for all the three items on the scale.

Results from factor analysis indicated that 86% of the variance was explained by the first factor, and the second factor which had an eigen value much lower than 1.0 at 0.326, and was not considered much further. A check of the scree plot to establish the appropriate factor solution indicated one factor above the point of inflection, suggesting that a one-factor solution was optimal. A parallel analysis was also carried out and indicated that only one factor had an eigen value greater than the eigen values from the parallel analysis. The results of these analyses indicated that the one-factor solution was optimal for this scale. A rotation was not carried out as this is not required for a one-factor solution. Table 5.10 shows the correlation, factor loading and communalities.

**Table 5.10 Correlation Matrix, Factor Loadings and Communalities**

	My organization strongly considers my goals and values.	My organization really cares about my well-being.	My organization shows a great deal of concern for me.	Factor Loading	Communalities
My organization strongly considers my goals and values.	1.000	0.694	0.769	0.883	0.780
My organization really cares about my well-being.	0.694	1.000	0.884	0.932	0.869
My organization shows a great deal of concern for me.	0.769	0.884	1.000	0.959	0.920

Cronbach’s alpha was used to establish the internal reliability of this one-factor scale, and the results revealed a strong alpha of 0.915. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted. The scale with the three items was therefore used for further analysis.

A combined score was created for the single factor by calculating the mean of the scores for each item in the scale. Descriptive statistics for the composite scale is presented in table 5.11.

An analysis of the result indicates moderately negative skewness for two of the items and a slightly high negative skewness for one item, “my organization really cares about my well-being”. Kurtosis values range from 0.330 to 1.137 indicating reasonably good distributions.

In summary, the analyses show that the scale being used is consistent and highly reliable, and the data is suitable for use in further parametric statistical analyses.

**Table 5.11 Descriptive Statistics: Perceived Organizational Support**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
My organization strongly considers my goals and values.	153	1	7	4.88	1.392	-.738	.330
My organization really cares about my well-being.	152	1	7	5.03	1.378	-1.029	1.137
My organization shows a great deal of concern for me.	152	1	7	4.78	1.392	-.712	.409
Valid N (listwise)	151						

### 5.3.6 Pay Satisfaction

The pay satisfaction scale made up of five items was subjected to principle components analysis to establish the underpinning factors of the scale.

The key criteria used to establish the suitability of the scale for factor analysis and extract the key factors for retention were the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett’s test of sphericity, the scree plot, Kaiser’s criterion and parallel analysis.

Following the analysis of the correlations, good factorability was established, as all the items correlated >0.3 with one or more items. Additionally, the Kaiser-Meyer-Olkin measure of sampling adequacy for this scale was 0.829, and the Bartlett’s test of sphericity was significant at (p=.000), based on which factor analysis was considered appropriate. Additionally, the communalities for all five items on the scale were above 0.3. Based on these indicators, factor analysis was carried out for all the five items on the scale.

Results from factor analysis indicated that 71% of the variance was explained by the first factor, and the second factor which had an eigen value much lower than 1.0 at 0.615, and was not considered much further. A review of the scree plot indicated one factor above the point

of inflection, suggesting that a one-factor solution was optimal. Additionally, a parallel analysis check was carried out and indicated that only one factor had an eigen value greater than the eigen values from the parallel analysis. The results of these analyses showed that the one factor-solution was optimal for this scale. A rotation was not carried out as this is not required for a one-factor solution. Table 5.12 shows the factor loading and communalities.

**Table 5.12 Correlation Matrix, Factor Loadings and Communalities**

	The size of your current salary is satisfactory.	Your benefits package is good.	The raises you have typically received in the past have been very good, and come as expected.	Your raises are determined in a clear and transparent manner.	The organization's pay structure is best in class.	Factor Loading	Communalities
The size of your current salary is satisfactory.	1.000	0.908	0.688	0.609	0.639	0.919	0.845
Your benefits package is good.	0.908	1.000	0.687	0.612	0.636	0.919	0.845
The raises you have typically received in the past have been very good, and come as expected.	0.688	0.687	1.000	0.676	0.495	0.840	0.706
Your raises are determined in a clear and transparent manner.	0.609	0.612	0.676	1.000	0.449	0.786	0.618
The organization's pay structure is best in class.	0.639	0.636	0.495	0.449	1.000	0.752	0.566

Cronbach's alpha was used to establish the internal reliability of this one-factor scale, and the results revealed a strong alpha of 0.896. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted. The scale with the five items was therefore used for further analysis.

A combined score was created for the single factor by estimating the mean of the scores for each item in the scale. Descriptive statistics for the composite scale is presented in Table 5.13.

An analysis of the result indicates moderately negative skewness for four items and moderately negative skewness for one item, “the organization’s pay structure is best in class”. Kurtosis values range from -0.685 to -0.850 indicating reasonably good distributions for the scale.

In summary, the analyses show that the scale being used is consistent and highly reliable, and the data is suitable for use in further parametric statistical analyses.

**Table 5.13 Descriptive Statistics: Pay Satisfaction**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
The size of your current salary is satisfactory.	153	1	7	4.36	1.696	-0.448	-0.689
Your benefits package is good.	149	1	7	4.50	1.731	-0.470	-0.767
The raises you have typically received in the past have been very good, and come as expected.	150	1	7	4.39	1.536	-0.076	-0.850
Your raises are determined in a clear and transparent manner.	150	1	7	4.41	1.618	-0.336	-0.685
The organization's pay structure is best in class.	152	1	7	3.36	1.542	0.044	-0.722
Valid N (listwise)	143						

### 5.3.7 Turnover Intention

The dependent variable turnover intention has a scale of six items to which principle components analysis was applied.

The analysis included a review of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett’s test of sphericity, the scree plot, Kaiser’s criterion and parallel analysis to extract the factors and identify which were considered key for retention. Good factorability was established following the analysis of correlations, where all the items correlated >0.3 with two or more items. The Kaiser-Meyer-Olkin measure of sampling adequacy for this scale was 0.752, the Bartlett’s test of sphericity was significant at (p=.000), based on which factor analysis was considered appropriate. Communalities for all six items on the scale were above 0.3, suggesting that all items have a common variance with each other. Based on these indicators, factor analysis was carried out for the six items on the scale. A review of the factor analysis results indicated that 51% of the variance was explained by the first factor, and the second factor explained an additional 19% of the variance. A check of the scree plot

to establish the appropriate factor solution, however, indicated only one factor above the point of inflection. A parallel analysis check was also carried out and indicated that two factors had eigen values greater than the eigen values from the parallel analysis. The results of these analyses indicated that a two-factor solution was optimal for this scale. A factor rotation was carried out using the varimax method, and it produced a solution with four items adequately loading on one factor and two items on the second factor. Similar to the negative affectivity scale, the factor with two items was dropped. Table 5.14 shows the factor loading and communalities.

**Table 5.14 Factor Loading and Communalities**

	Component		Communalities
	1	2	
I frequently look out for alternative job opportunities?	.894		.801
I often think about quitting my present job	.833		.711
There is a high probability that I will leave the organization in the coming year(s)?	.690	.337	.590
I am likely to accept another job at a higher compensation level should it be offered to me	.599	.415	.531
To a great extent other responsibilities prevent me from quitting my job.		.897	.818
Fear of the unknown prevents me from quitting.		.849	.772

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 3 iterations.

A review of the internal reliability of this scale was carried out using Cronbach’s alpha, and the analysis revealed a strong alpha of 0.809. A review of the item-total statistics did not indicate any material increase in alpha for the scale if additional items were deleted, and the scale with the four items was used for further analysis.

A combined score was created for the scale by evaluating the mean of the scores for each item that successfully loaded. Descriptive statistics for the composite scale is presented in table 5.15.

An analysis of the result indicates mostly approximately symmetric skewness for the items on the scale. Kurtosis values range from -0.564 to -0.856 indicating reasonably good distributions for the scale.

In summary, the analyses indicate that the scale being used is consistent and highly reliable, and the data is suitable for use in further parametric statistical analyses.

**Table 5.15 Descriptive Statistics: Turnover Intention**

	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
I often think about quitting my present job	153	1	7	4.73	1.548	-.220	-.856
I frequently look out for alternative job opportunities?	153	1	7	4.59	1.624	-.188	-.788
I am likely to accept another job at a higher compensation level should it be offered to me	153	1	7	3.43	1.629	.277	-.564
There is a high probability that I will leave the organization in the coming year(s)?	153	1	7	4.08	1.705	.092	-.715
Valid N (listwise)	152						

## 5.4 Hypothesis Testing

Regression analysis was carried out to test and validate the proposed hypotheses for this research. The analysis was performed out on the identified variables positive affectivity, negative affectivity, organizational commitment, organizational identity, perceived organizational support and pay satisfaction on employees' turnover intentions.

For each relationship tested, checks were carried out on the possibility of multicollinearity, by checking to ensure a correlation coefficient larger than + or -0.7, and that variance inflation factors are less than 10.0. Hair, Black, Babin and Anderson, (2010) recommend the maximum level of variance inflation factor suitable for analysis as 10, as high levels of VIF tend to impact negatively on regression analysis results.

### 5.4.1 Impact of Psychological Determinants

Four hypotheses were tested to better understand the effect of the psychological determinants. While this research is to evaluate an employee's level of positive affectivity as a personal characteristic and its influence on the relationships between pay satisfaction and turnover, the impact of negative affectivity is also assessed.

*H1a: There is a strong positive relationship between positive affectivity and affective commitment.*

*H1b: There is a strong positive relationship between positive affectivity and continuance commitment.*

*H1c: There is a strong positive relationship between positive affectivity and normative commitment.*

Regression analyses were carried out to evaluate the effect of positive affectivity on the three elements of organizational commitment (affective, continuance and normative commitment) as identified during the factor analysis. The result of these analyses is presented in Table 5.16. The coefficient for positive affectivity is 7.892 and is significant with a p-value of 0.000, which is smaller than 0.05. The results also show that positive affectivity has a significant effect on affective commitment with a Beta  $\beta=0.540$ , supporting hypothesis H1a. The  $R^2$ , which indicates how much of the total variation in affective commitment can be explained by positive affectivity was reported as 0.292, implying a fair fit of the model.

For continuance commitment, the results showed a coefficient for positive affectivity of 3.044 and is significant with a p-value of 0.003, which is smaller than 0.05. Continuance commitment was also shown to be materially impacted by positive affectivity with a Beta  $\beta=0.240$ , also supporting hypothesis H1b. The  $R^2$  was reported as 0.058.

The results also indicated that positive affectivity is positively and significantly correlated with normative commitment, implying that the higher the positive affectivity, the higher the normative commitment to the organization. The regression model produced  $R^2 = .028$  and  $t = 2.063$  at a p-value of 0.041 which is smaller than 0.05 and considered significant. The results also show a Beta  $\beta=0.166$ , indicating support for hypothesis H1c.

The results also indicate that for every increase in positive affectivity the most impacted element of organizational commitment is the affective commitment, with a B of 0.884, compared to 0.311 and 0.367 for continuance and normative commitment respectively.

**Table 5.16 Regression analysis for the effect of positive affectivity on affective, continuance and normative commitment**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.014	.684		.021	.984	-1.337	1.365		
Pos Affect	.884	.112	.540	7.892	.000	.662	1.105	1.000	1.000
a. Dependent Variable: Affective Commitment									
(Constant)	2.865	.623		4.597	.000	1.634	4.096		
Pos Affect	.311	.102	.240	3.044	.003	.109	.512	1.000	1.000
a. Dependent Variable: Continuance Commitment									
(Constant)	2.336	1.087		2.149	.033	.188	4.484		
Pos Affect	.367	.178	.166	2.063	.041	.016	.719	1.000	1.000
a. Dependent Variable: Normative Commitment									

*H2: Employee positive affectivity can be correlated strongly with a perception of organizational support.*

Table 5.17 features the results of the regression analysis for the effect of positive affectivity on perceived organizational support. The coefficient for positive affectivity is 6.233 and is significantly different from 0 because its p-value is 0.000, which is smaller than 0.05. The results also show that positive affectivity has a significant effect on organizational commitment with a Beta  $\beta=0.451$ , supporting hypothesis H2.

The  $R^2$ , which indicates how much of the total variation in perceived organizational support can be explained by positive affectivity was reported as 0.205, implying a fair fit of the model.

**Table 5.17 Regression analysis for the effect of positive affectivity on perceived organizational support**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-.826	.922		-.895	.372	-2.648	.997		
Pos Affect	.941	.151	.452	6.233	.000	.643	1.240	1.000	1.000

a. Dependent Variable: Perceived Organizational Support

*H3: Employee positive affectivity can be strongly correlated with organizational identification.*

The results indicate that positive affectivity is positively and significantly correlated with organizational identification, implying that the higher the positive affectivity, the higher the employee’s identification with or ability to identify with the organization. The regression model produced  $R^2 = .178$  and  $t = 5.446$  at a p-value of 0.000 which is smaller than 0.05 and considered significant. The results also show a Beta  $\beta=0.409$ , indicating support for hypothesis H3.

**Table 5.18 Regression analysis for the effect of positive affectivity on organizational identity**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	11.437	4.121		2.776	.006	3.295	19.580		
Pos Affect	.919	.169	.409	5.446	.000	.585	1.252	1.000	1.000

a. Dependent Variable: Organizational Identification

*H4: Employee positive affectivity can be strongly correlated with pay satisfaction.*

The results of the regression analysis for the effect of positive affectivity on pay satisfaction are presented in Table 5.19. The results show the coefficient for positive affectivity as 3.302 which is significant with a p-value of 0.001, i.e. it is less than 0.05. The results also show that positive affectivity has a significant positive effect on pay satisfaction with a Beta  $\beta=0.259$ , supporting hypothesis H4. The  $R^2$ , which indicates how much of the total variation in pay satisfaction can be explained by positive affectivity was reported as 0.067, implying a good fit of the model.

**Table 5.199 Regression analysis for the effect of positive affectivity on pay satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.660	1.076		.613	.540	-1.465	2.785		
Pos Affect	.581	.176	.259	3.302	.001	.234	.929	1.000	1.000

a. Dependent Variable: Pay Satisfaction

## 5.4.2 Impact of Personal and Psychological Determinants

Additional hypotheses were tested to understand better the impact of the personal determinants.

*H5a: There is a strong positive relationship between perceived organizational support and affective commitment.*

*H5b: There is a strong positive relationship between perceived organizational support and continuance commitment.*

*H5c: There is a strong positive relationship between perceived organizational support and normative commitment.*

A linear regression analysis was carried out to establish the relationship between perceived organizational support and the three elements of organizational commitment (affective, continuance and normative commitment). Table 5.20 summarizes the results of the analysis.

The results indicate that perceived organizational support is positively and significantly correlated with affective commitment, implying that those with a higher perception of organizational support tend to have a higher affective commitment to the organization. The regression model produced  $R^2 = .422$  and  $t = 10.490$  at a p-value of 0.000 which is smaller than 0.05 and considered significant. The results also show a Beta  $\beta=0.649$ , indicating support for hypothesis H5a.

Perceived organizational support is also shown to be positively and significantly correlated with continuance commitment, with the regression model producing an overall model fit of  $R^2 = 0.177$  and  $t = 5.689$  at a p-value of 0.000 which is smaller than 0.05 and considered significant. The results also show a Beta  $\beta=0.420$ , indicating support for hypothesis H5b.

The regression analysis also provided support for hypothesis H5c, with the model showing Perceived organizational support to be positively and significantly correlated with normative commitment. The regression model produced an overall model fit of  $R^2 = 0.030$  and  $t = 2.168$  at a p-value of 0.032 which is smaller than 0.05 and considered significant. The results also show a Beta  $\beta=0.174$ , indicating

The results show that for every increase in perceived organizational support the most impacted element of organizational commitment is the affective commitment, with a B of 0.510, compared to 0.261 and 0.185 for continuance and normative commitment respectively.

**Table 5.20 Regression analysis for the effect of perceived organizational support on affective, continuance and normative commitment**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	2.887	.246		11.733	.000	2.401	3.373		
POS	.510	.049	.649	10.490	.000	.414	.606	1.000	1.000
a. Dependent Variable: Affective Commitment									
(Constant)	3.476	.232		14.990	.000	3.018	3.934		
POS	.261	.046	.420	5.689	.000	.170	.351	1.000	1.000
a. Dependent Variable: Continuance Commitment									
(Constant)	3.662	.432		8.476	.000	2.808	4.515		
POS	.185	.085	.174	2.168	.032	.016	.354	1.000	1.000
a. Dependent Variable: Normative Commitment									

*H6: Perceived organizational support can be strongly correlated with organizational identification*

*H8: Organizational commitment (affective, continuance and normative commitment) can be strongly correlated with organizational identification*

*H9: Pay Satisfaction can be strongly correlated with organizational identification*

A multiple regression analysis was conducted to assess the relationship between organizational identity and some predictors such as perceived organizational support, organizational commitment, and pay satisfaction. Table 5.21 presents the analysis results. In this analysis, the Variance inflation factors (VIF) are all lower than 10, indicating a lack of multicollinearity, i.e. the multiple correlations with other variables is low.

The multiple regression model with the three predictors produced  $R^2 = 0.560$ ,  $F(5, 146) = 37.105$ ,  $p = 0.000$ . Each of the predictors is positively correlated with organizational identity

indicating that for any increase in these elements the employees will identify with the organization more. The analysis, however, indicated a  $p = 0.439$  for pay satisfaction respectively, which is much larger than 0.05, indicating that this is not statistically significant, and hence, the relationship did not contribute to the model. The significance for perceived organizational support was also higher than 0.05 at  $p = 0.390$  and did not contribute to the model. The organizational commitment elements of affective, continuance and normative commitment were the only predictors to return significant results with affective commitment having the most statistically significant impact at  $p = 0.000$ . The three organizational commitment elements contributed to the final model, with affective, continuance and normative commitment reporting Betas  $\beta = 0.577$ , 0.130 and 0.128 respectively implying strong support for hypothesis H8. Hypotheses 6 and 9 are not supported as perceived organizational support and pay satisfaction did not contribute to the model.

**Table 5.21 Regression analysis for the effect of perceived organizational support, organizational commitment and pay satisfaction on organizational identification**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	1.141	.381		2.996	.003	.388	1.894		
POS	.050	.058	.067	.862	.390	-.064	.164	.498	2.00
Pay Satisfaction	.036	.046	.052	.776	.439	-.055	.127	.671	1.49
Affective Commitment	.545	.073	.577	7.413	.000	.399	.690	.497	2.01
Continuance Commitment	.156	.076	.130	2.054	.042	.006	.306	.749	1.33
Normative Commitment	.090	.040	.128	2.250	.026	.011	.168	.925	1.08

a. Dependent Variable: Organizational Identification

*H7: There is a strong positive relationship between perceived organizational support and pay satisfaction.*

A simple linear regression analysis was carried out to confirm the relationship between perceived organizational support and pay satisfaction, and the results of this analysis are summarized in Table 5.22.

The results indicate that perceived organizational support is positively and significantly correlated with pay satisfaction, implying that those with a higher perception of organizational support tend also to have a higher satisfaction with their pay. The regression model produced  $R^2 = .254$  and  $t = 7.172$  at a p-value of 0.000 which is smaller than 0.05 and considered significant. The result also shows a Beta  $\beta=0.504$ , indicating strong support for hypothesis H7.

**Table 5.22 Regression analysis for the effect of perceived organizational support on pay satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	1.537	.383		4.014	.000	.780	2.293		
POS	.543	.076	.504	7.172	.000	.393	.692	1.000	1.000

a. Dependent Variable: Pay Satisfaction

### 5.4.3 Demographic Determinants

*H10: Younger organizational members have higher employee turnover intention.*

*H11: Shorter tenured organizational members have higher employee turnover intention.*

A regression analysis was carried out with two independent variables (age and tenure), and the result shows that both age and tenure had non-significant impacts on employee intention to turnover. The overall fit of the model was not significant. Age was not significant, reporting a Beta  $\beta=-0.092$ ,  $t=-0.784$ ,  $p=0.435$ . Tenure was similarly not significant reporting a Beta  $\beta=-0.074$ ,  $t=0.632$ ,  $p=0.528$ . The statistical non-significant results suggest that both age and tenure do not contribute in a unique manner to the turnover model, which could be due to possible overlap with other determinant variables in the model with stronger relationships with turnover. The analysis, therefore, did not support the hypotheses H10 and H11. The coefficient of determination  $R^2$  was also quite low, i.e.  $R^2=0.05$  further indicating a weakness in the relationship with turnover intention.

**Table 5.23 Regression analysis for the effect of age and tenure on turnover intention**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	3.791	.380		9.978	.000	3.039	4.544		
Age	-.172	.219	-.092	-.784	.435	-.606	.262	.594	1.684
Tenure	.168	.265	.074	.632	.528	-.357	.693	.594	1.684

a. Dependent Variable: Turnover Intention

#### 5.4.4 Predictors of Turnover

Five hypotheses were tested to see which determinant had the most impact on turnover.

*H12a: Employees with a strong sense of affective commitment can be correlated with low turnover intentions.*

*H12b: Employees with a strong sense of continuance commitment can be correlated with low turnover intentions.*

*H12c: Employees with a strong sense of normative commitment can be correlated with low turnover intentions.*

*H13: Employees strong sense of organizational identification can be correlated with low turnover intentions.*

*H14: There is a strong positive relationship between a lack of pay satisfaction and employee turnover intention.*

A multiple regression analysis was conducted to assess the relationship between turnover intentions and five predictors namely affective commitment, continuance commitment, normative commitment, organizational identity and pay satisfaction. Table 5.24 presents the analysis results. A check was carried out to ensure there was no possibility of high levels of multicollinearity. The Variance inflation factors (VIF) are all lower than 10, indicating as expected that multiple correlations with other variables are low.

The multiple regression model with the three predictors produced  $R^2 = 0.312$ ,  $F(5, 146) = 13.212$ ,  $p = 0.000$ . Each of the predictors is negatively correlated with turnover intentions, however, the analysis also indicated a  $p = 0.805$  for affective commitment which is much larger than 0.05 and showing that it is not significant, and hence the relationship was excluded from the model. Normative commitment was also not statistically significant with  $p = 0.184$  which is larger than 0.05 and was also excluded from the model. The significance for continuance commitment, organizational identity, and pay satisfaction were all less than 0.05 at  $p = 0.029$ ,  $p = 0.021$  and  $p = 0.001$  respectively, resulting in the three predictors being included in the model. Of the three elements in the model, the results indicate that organizational identification has the most impact on minimizing turnover intentions with a  $B = -0.327$ . Based on these results, the model provides strong support for hypotheses H12b, H13, and H14. Hypotheses 12a and 12c are not supported as affective and normative commitment did not contribute to the model.

**Table 5.24 Regression analysis for the effect of organizational commitment, organizational identity and pay satisfaction on turnover intentions**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	8.626	.660		13.07	.000	7.321	9.931		
Pay Satisfaction	-.249	.075	-.267	-3.30	.001	-.397	-.102	.738	1.34
Affective Commitment	-.034	.138	-.027	-.27	.805	-.306	.238	.408	2.40
Continuance Commitment	-.285	.129	-.176	-2.25	.029	-.540	-.030	.742	1.37
Normative Commitment	-.090	.068	-.095	-1.36	.184	-.224	.043	.924	1.02
Organizational Identification	-.327	.140	-.241	-2.36	.021	-.604	-.050	.443	2.29

a. Dependent Variable: Turnover Intention

### 5.4.5 Negative Affectivity Perspectives

Regression analyses were carried out to establish if there was any difference in outcomes for negative affect employees. Hypotheses H1, H2, H3, and H4 were repeated to carry out this

comparison. A comparison of the impact of positive affectivity and negative affectivity on turnover intentions was also assessed.

#### **5.4.5.1 Comparison of impact of positive affectivity and negative affectivity on organizational commitment (affective, continuance and normative commitment)**

The results indicate that positive affectivity is positively and significantly correlated with affective commitment while negative affectivity is negatively and significantly correlated with affective commitment, showing that the higher the negative affectivity of an employee, the lower the affective commitment to the organization. The regression model produced  $R^2 = 0.292$ . Additionally, as shown in Table 5.25, positive affectivity impact on affective commitment was significant  $\beta=0.540$ ,  $t=7.863$ ,  $p=0.000$ , whereas negative affectivity was not significant with  $p$  much greater than 0.05 at  $p=0.813$ ,  $\beta=-0.016$ ,  $t=-0.237$ .

Similarly, an evaluation of the impact of both positive and negative affectivity on continuance commitment revealed a positive and significant correlation between positive affectivity and continuance commitment, and a negative but non-significant relationship between negative affectivity and continuance commitment. The regression model produced  $R^2 = 0.061$ , with statistically non-significant results for negative affectivity as  $p$  was much greater than 0.05 at  $p=0.459$ ,  $\beta=-0.059$ ,  $t=-0.743$ .

For normative commitment, regression results also revealed a negative and non-significant relationship for negative affectivity compared with positive affectivity. The regression model produced  $R^2 = 0.033$ , with statistically non-significant results for negative affectivity as  $p$  was much greater than 0.05 at  $p=0.353$ ,  $\beta=-0.075$ ,  $t=-0.932$ .

**Table 5.25 Regression analysis for the effect of positive and negative affectivity on organizational commitment**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.057	.710		.080	.936	-1.345	1.459		
Pos Affect	.883	.112	.540	7.863	.000	.661	1.105	1.000	1.000
Neg Affect	-.016	.068	-.016	-.237	.813	-.150	.118	1.000	1.000
a. Dependent Variable: Affective Commitment									
(Constant)	2.742	.646		4.248	.000	1.467	4.018		
Pos Affect	.312	.102	.241	3.050	.003	.110	.514	1.000	1.000
Neg Affect	-.046	.062	-.059	-.743	.459	-.168	.076	1.000	1.000
a. Dependent Variable: Continuance Commitment									
(Constant)	2.871	1.230		2.335	.021	.441	5.301		
Pos Affect	.370	.178	.167	2.076	.040	.018	.722	1.000	1.000
Neg Affect	-.100	.108	-.075	-.932	.353	-.313	.112	1.000	1.000
a. Dependent Variable: Normative Commitment									

**5.4.5.2 Comparison of impact of positive affectivity and negative affectivity on perceived organizational support.**

Regression results indicate that positive affectivity is positively and significantly correlated with perceived organizational support while negative affectivity is negatively and non-significantly correlated with perceived organizational support. As shown in Table 5.26, positive affectivity impact on perceived organizational support was significant  $\beta=0.454$ ,  $t=6.304$ ,  $p=0.000$ , whereas negative affectivity was not significant with  $p$  greater than 0.05 at  $p=0.077$ ,  $\beta=-0.128$ ,  $t=-1.781$ . The regression model produced a coefficient of determination  $R^2 = 0.221$ .

**Table 5.26 Regression analysis for the effect of positive and negative affectivity on perceived organizational support**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-1.257	.947		-1.327	.186	-3.129	.615		
Pos Affect	.945	.150	.454	6.304	.000	.649	1.242	1.000	1.000
Neg Affect	-.162	.091	-.128	-1.78	.077	-.341	.018	1.000	1.000

a. Dependent Variable: Perceived Organizational Support

### 5.4.5.3 Comparison of impact of positive affectivity and negative affectivity on organizational identification.

Regression results indicate that positive affectivity is positively and significantly correlated with organizational identification while negative affectivity is negatively and non-significantly correlated with organizational identification. As shown in Table 5.27, positive affectivity impact on organizational identification is significant  $\beta=0.422$ ,  $t=5.708$ ,  $p=0.000$ , while negative affectivity is not statistically significant with  $p$  greater than 0.05 at  $p=0.714$ ,  $\beta=-0.027$ ,  $t=-0.367$ . The regression model produced a coefficient of determination  $R^2 = 0.179$ .

**Table 5.27 Regression analysis for the effect of positive affectivity and negative affective on organizational identification**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	1.593	.721		2.210	.029	.169	3.018		
Pos Affect	.652	.114	.422	5.708	.000	.426	.877	1.000	1.000
Neg Affect	-.025	.069	-.027	-.367	.714	-.162	.111	1.000	1.000

a. Dependent Variable: Organizational Identification

### 5.4.5.4 Comparison of impact of positive affectivity and negative affectivity on pay satisfaction

The results from regression analyses indicate that positive affectivity is positively and significantly correlated with pay satisfaction while negative affectivity is negatively and non-significantly correlated with pay satisfaction. The results in Table 5.28 show  $\beta=0.261$ ,  $t=3.344$ ,  $p=0.001$  for positive affectivity impact on pay satisfaction and  $p=0.103$ ,  $\beta=-0.128$ ,  $t=-1.64$  for negative affectivity impact on pay satisfaction. The coefficient of determination from the regression model was established to be  $R^2 = 0.084$ .

**Table 5.28 Regression analysis for the effect of positive affectivity and negative affective on pay satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	1.587	1.209		1.312	.191	-.803	3.976		
Pos Affect	.586	.175	.261	3.344	.001	.240	.932	1.000	1.000
Neg Affect	-.174	.106	-.128	-1.64	.103	-.383	.035	1.000	1.000

a. Dependent Variable: Pay Satisfaction

#### 5.4.5.5 Comparison of impact of positive affectivity and negative affectivity on turnover intention.

Following the regression analysis carried out, positive affectivity was identified to be negatively and non-significantly correlated with turnover intention, while negative affectivity is positively and significantly correlated with turnover intention. Table 5.29 shows that statistically significant results for negative affectivity with Beta  $\beta=0.161$ ,  $t=2.02$ , and  $p=0.045$ , while positive affectivity is not statistically significant with  $p$  greater than 0.05 at  $p=0.063$ ,  $\beta=-0.149$ ,  $t=-1.87$ .  $R^2$  from the regression model was estimated to be 0.047.

**Table 5.29 Regression analysis for the effect of positive affectivity and negative affective on turnover intention**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	4.574	1.152		3.97	.000	2.297	6.851		
Pos Affect	-.312	.167	-.149	-1.87	.063	-.642	.017	1.000	1.000
Neg Affect	.204	.101	.161	2.02	.045	.004	.403	1.000	1.000

a. Dependent Variable: Turnover Intention

In most of the cases, negative affectivity did not return any significant results, however, there was a significant result when evaluating the relationship between negative affectivity and turnover intentions directly. The regression model, however, returned a coefficient of determination  $R^2 = 0.047$  in that instance, indicating a poor fit of the model, i.e. a very low

measure of the strength of association and hence negative affectivity was not further included in any aspect of the turnover model.

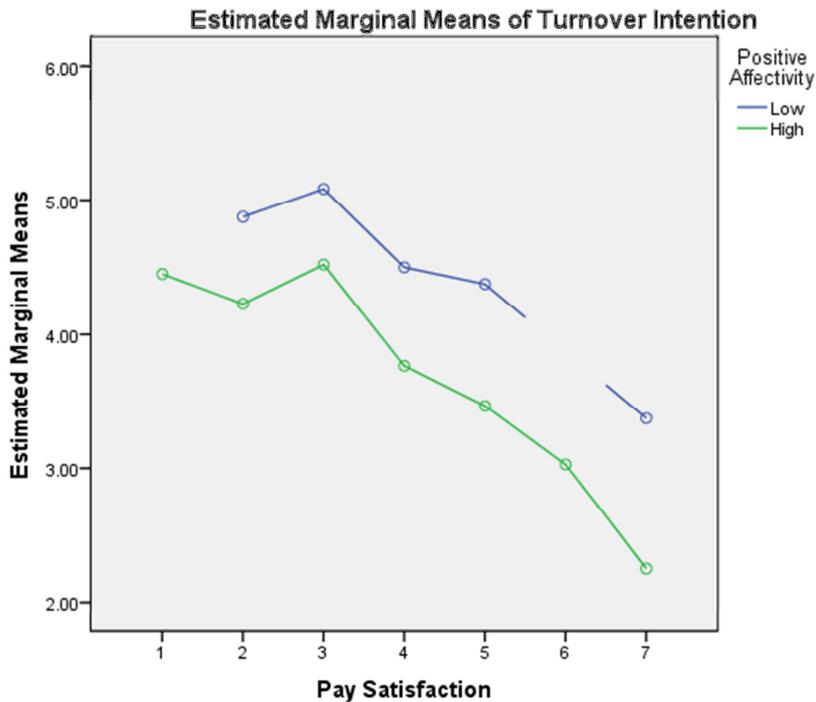
#### **5.4.6 Positive Affectivity – Pay Satisfaction - Turnover Intention Relationship**

*H15: The pay satisfaction-turnover intention relationship is stronger for higher positive affect employees.*

One of the key areas of focus in this research is to establish employee's level of positive affectivity as a personal characteristic in influencing the relationship between pay satisfaction and turnover. According to Parasuraman (1982), satisfaction on the job of which pay satisfaction is an element is important in determining employee behavioural intention. He argues that where an employee's expectations concerning these job elements are not met (e.g. they are satisfied with their pay), the tendency to withdraw becomes higher.

In support of this, an ANOVA analysis was carried out to establish the differential effect of pay satisfaction on turnover intention as a function of the employees' level of positive affectivity. According to Baron and Kenny (1986), to establish whether an interaction effect exists, the product term of the independent variable and influencing variable needs to be considered significant in the ANOVA model.

The result of the ANOVA analysis revealed that the level of pay satisfaction on turnover was highly significant with  $F(6, 141) = 3.889, p = 0.001$ . The impact of positive affectivity on turnover intention was however not significant with  $F(1, 141) = 3.387, p = 0.068$ . The interaction term positive affectivity x pay satisfaction was also not significant, with  $F(4, 141) = 0.064, p=0.992$ . Based on this result, hypothesis H15 was rejected. Figure 5.2 provides an illustration of this relationship.



**Figure 5.2 Positive Affectivity Effect on the Relationship between Pay Satisfaction and Turnover Intention**

#### 5.4.7 Integrated turnover model

Having tested the relationship of various determinants (psychological, personal, demographic separately), regression analysis was then carried out on an integrated model to establish if the significance of the key determinants or relationships would vary or remain the same. In this analysis, only the statistically significant determinants were included in the model, and the result is presented in Table 6.30. The independent variables considered in the regression equation were positive affectivity, affective commitment, continuance commitment, normative commitment, organizational identification, perceived organizational support and pay satisfaction.

The overall fit of the model was found to be significant, and most of the factors (organizational identification, perceived organizational support, and continuance commitment) remained significant with  $p < 0.05$ , supporting the various hypotheses. The impact of affective and normative commitment on turnover intention, however, did not improve their significance and hence the related hypotheses were still not supported.

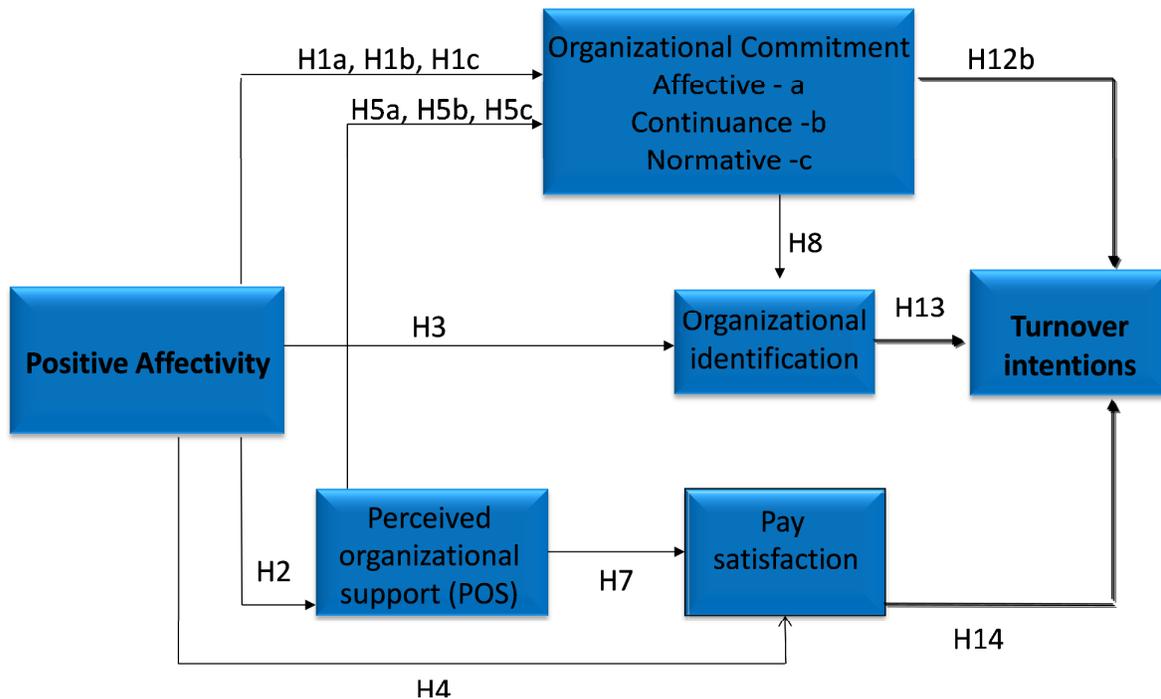
**Table 5.30 Regression analysis for the effect of all predictor variables on turnover intention**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	6.85	.957		7.15	.000	4.960	8.745		
Positive Affectivity	.36	.169	.175	2.17	.031	.034	.701	.678	1.47
Pay Satisfaction	-.18	.076	-.193	-2.38	.019	-.331	-.031	.668	1.49
Affective Commitment	-.00	.148	-.001	-.008	.994	-.295	.292	.328	3.05
Continuance Commitment	-.22	.126	-.136	-1.74	.083	-.470	.029	.725	1.37
Normative Commitment	-.07	.067	-.076	-1.08	.281	-.204	.060	.885	1.13
Organizational Identification	-.30	.136	-.227	-2.26	.025	-.577	-.040	.440	2.27
Perceived Org Support	-.29	.096	-.288	-3.02	.003	-.480	-.100	.484	2.06

a. Dependent Variable: Turnover Intention

### 5.5 Updated Model

Based on the results of the regression analyses, the turnover intention model has been updated to include the statistically significant predictors and exclude the predictors not considered significant and impacting on the model.



**Figure 5.3 Updated turnover intention model**

## 5.6 Reflections – Cycle One

A summary of the results from cycle one is presented in Table 5.31.

**Table 5.31 Hypothesis tests standardised path coefficients and t-values**

Hypothesized paths	Expected sign	$\beta$	t-value	Hypothesis test
H1a Positive Affectivity -> Affective Commitment	+	0.540	7.892	Supported
H1b Positive Affectivity -> Continuance Commitment	+	0.240	3.044	Supported
H1c Positive Affectivity -> Normative Commitment	+	0.166	2.063	Supported
H2 Positive Affectivity -> Perceived Organizational Support	+	0.452	6.233	Supported
H3 Positive Affectivity -> Organizational Identification	+	0.409	5.446	Supported
H4 Positive Affectivity -> Pay Satisfaction	+	0.259	3.302	Supported
H5a Perceived Organizational Support -> Affective Commitment	+	0.649	10.490	Supported
H5b Perceived Organizational Support -> Continuance Commitment	+	0.420	5.689	Supported
H5c Perceived Organizational Support -> Normative Commitment	+	0.174	2.168	Supported
H6 Perceived Organizational Support -> Organizational Identification	+	0.067	0.862	Not supported
H7 Perceived Organizational Support -> Pay Satisfaction	+	0.504	7.172	Supported
H8a Affective Commitment -> Organizational Identification	+	0.577	7.413	Supported
H8b Continuance Commitment -> Organizational Identification	+	0.130	2.054	Supported
H8c Normative Commitment -> Organizational Identification	+	0.128	2.250	Supported
H9 Pay Satisfaction -> Organizational Identification	+	0.052	0.776	Not supported
H10 Age -> Turnover Intention	-	-0.092	-0.784	Not supported
H11 Tenure -> Turnover Intention	+	0.074	0.632	Not supported
H12a Affective Commitment -> Turnover Intention	-	-0.027	-0.270	Not supported
H12b Continuance Commitment -> Turnover Intention	-	-0.176	-2.250	Supported
H12c Normative Commitment -> Turnover Intention	-	-0.095	-1.360	Not supported
H13 Organizational Identification -> Turnover Intention	-	-0.241	-2.360	Supported
H14 Pay Satisfaction -> Turnover Intention	-	-0.267	-3.300	Supported
Negative Affectivity -> Affective Commitment	-	-0.016	-0.237	Not supported
Negative Affectivity -> Continuance Commitment	-	-0.059	-0.743	Not supported
Negative Affectivity -> Normative Commitment	-	-0.075	-0.932	Not supported
Negative Affectivity -> Perceived Organizational Support	-	-0.128	-1.78	Not supported
Negative Affectivity -> Organizational Identification	-	-0.027	-0.367	Not supported
Negative Affectivity -> Pay Satisfaction	-	-0.128	-1.64	Not supported
Positive Affectivity -> Turnover Intentions	+	0.175	2.17	Supported
Perceived Organizational Support -> Turnover Intentions	-	-0.288	-3.02	Supported

## **5.6.1 Discussion of Results**

### **5.6.1.1 Psychological Determinants**

#### **5.6.1.1.1 What influence does employee affect have on other personal and psychological factors?**

The findings from this research show that in almost all cases, positive affectivity has a positive impact on and directly influences factors such as organizational commitment, perceived organizational support, organizational identification, and pay satisfaction. This is probably because positive affect employees typically feel and think in ways which enhance the identification and implementation of opportunities, as well as seeking to achieve goals (Lyubomirsky, King and Diener (2005).

For the different elements of organizational commitment, the influence was strongest on affective commitment and lowest on normative commitment. Of the other factors, the impact was strongest on perceived organizational support and weakest on pay satisfaction. The impact on these was however lower than on affective commitment, implying that if an organization were to focus on one element for positive affect people, then the element that would yield the highest mileage would be affective commitment.

With respect to negative affect employees, all the factors tested in this research showed negative and weak relationships with organizational commitment, perceived organizational support, organizational identification, and pay satisfaction, i.e. the higher the negative affect in the employee, the lower the impact on those elements implying the more disconnected the employee is from the organization. These results were however not statistically significant. This result essentially implies that there is no statistical support that any identified relationships as seen from the sample are not due to chance. It is possible that the strength of the relationships evaluated from the results is observable in the sample, but may not be observable in the population represented by the sample. Taking this further, the implication is that for this particular element, any proposed improvement interventions for change may be effective with this sample, but may not be effective in the population.

#### **5.6.1.1.2 What are the factors that influence Organizational Commitment?**

The research tested the relationship between perceived organizational support and the various elements of organizational commitment, i.e. affective, continuance and normative

commitment. The results showed perceived organizational support to have very strong influence on affective and continuance commitment, with the impact higher on affective commitment. The influence was found to be much lower comparatively on normative commitment. This result implies that one of the ways in which these organizations can enhance employee affective, continuance and normative commitment to the organization is by ensuring that they perceive that sense of support from the organization.

#### **5.6.1.1.3 What are the factors that influence Organizational Identification?**

The relationship between the various elements of organizational commitment, i.e. affective, continuance and normative commitment, perceived organizational support, pay satisfaction and organizational identification were tested, and the results showed that all the organizational commitment elements had a strong positive impact on organizational identification, with affective commitment having the highest influence. This result implies that if employers were to improve employees' identification with the organization one of the ways to achieve this would be to ensure that the employees' affective commitment to the organization was high.

The personal factors perceived organizational support and pay satisfaction had positive but weak influences on organizational identification. Additionally, these results were found to be not statistically significant implying that these positive by weak influence may be due to chance. Again, it is also possible that the result is observable only in the sample and not in the rest of the population; hence improvement strategies may not be effective in the population.

#### **5.6.1.2 Personal Determinants**

This research tested various personal elements and the impact they had on each other.

##### **5.6.1.2.1 Perceived Organizational Support influence on Pay Satisfaction**

The impact of perceived organizational support on pay satisfaction was tested, and the results showed that there was a strong positive influence on pay satisfaction. The result showed that the higher the perception of organizational support, the higher the employees satisfaction

with their pay. The implication of this was that even where the pay itself was not at the expected level, the perception that the organization was supportive in other areas was sufficient to ensure satisfaction with the pay. Where organizations feel that they are unable to satisfy employees' pay demands, they may be able to ensure employee satisfaction with the pay by providing other forms of support.

#### **5.6.1.3 What is the relationship between demographic determinants and turnover intentions?**

The relationship between age and employee tenure within an organization were tested against turnover intentions. The findings showed that the higher the age, the less likely the employee was to have turnover intentions. A weak positive relationship was identified between duration of employee tenure and turnover intentions, i.e. suggesting that the higher the tenure of an employee, the higher the turnover intentions. This was an interesting outcome, as it would have been expected that an increase in employee tenure within an organization would also mean an increase in the employee's age, implying that the results should be similar, however, this was not so. The reason for this could be that for some employees, having moved around so much, their tenure within any organization is short and therefore not directly proportional to their ages. The results imply that the organization would need to ensure improvement strategies that target both the young and long-tenured employees as both groups appear to have turnover intentions. Both determinants, however, did not present statistically significant results, implying that the outcome could be one of chance and may not be true of the population.

#### **5.6.1.4 What personal and psychological factors influence turnover intentions?**

The various elements of organizational commitment, i.e. affective, continuance and normative commitment were tested against turnover intentions. Organizational identification, pay satisfaction and perceived organizational support (in the integrated model) were also tested against turnover intentions. The results showed that there was a negative relationship between the elements of organizational commitment and turnover intentions, i.e. the higher the organizational commitment, the lower the turnover intentions, with the weakest relation in the affective commitment element and the strongest with normative commitment. The

relationship between continuance commitment and turnover intentions was, however, the only statistically significant result of the three, implying that if there is a commitment element the organization needs to focus on, it is continuance commitment. This is an interesting result, as some of the other elements such as positive affect and perceived organizational support had the strongest impact on affective commitment, but this apparently does not translate to influence on turnover intentions, i.e. neither affective nor normative commitment indirectly influence turnover intentions, only continuance commitment does.

Organizational identification, pay satisfaction and perceived organizational support showed strong negative relationships with turnover intentions, with the strongest influence provided by perceived organizational support, closely followed by pay satisfaction. The result implies that while pay satisfaction is important and contributes materially to minimizing turnover intentions, the key factor is ensuring that employees feel the support, care and concern of the organization in various ways.

### **5.6.2 Researcher Reflections**

According to Coghlan and Brannick (2014), it is important to reflect on action prior to planned change. In this section, I reflect on the actions and outcomes of cycle one and consider some of the elements to be further discussed and addressed in cycle two.

Cycle one has been quite relevant in distilling the important factors that influence turnover intentions whether directly or indirectly and one of the best aspects of the cycle was distinguishing facts, i.e. the results from the general assumptions held by the participants. At the start of cycle one when participants were engaged to identify some of the factors that could influence turnover intentions, the employees assumed that pay satisfaction would have the highest influence while managers assumed that factors other than pay would have the highest influence. I do feel however that both factors need to be taken into consideration in the improvement strategies to be deployed by the organization, as both had similar levels of influence on turnover intentions. These findings have inspired me to kick off cycle two, in order to validate the outcomes and identify workable strategies to bring about the desired change.

One of the interesting aspects of cycle one is the non-statistically significant results returned for some of the hypothesis tests.

The relationship between negative affectivity and several of the other psychological and personal elements were negative, implying that the higher the negative affectivity, the lower the commitment to the organization, identification with the organization, satisfaction with pay and perception of organizational support. Perhaps this is to be expected, noting that negative affect employees typically express negative moods such as distress, anxiety, fear, hostility, sadness and loneliness according to Watson, Clark and Carey (1988), and this influences their self-concept, cognition and their view of the organization as employees. Panaccio, Vandenberghe and Ayed (2014) also add that such employees react more unfavourably than employees with positive affect. This may also be due to Nigerians typically having positive attitudes about issues, such that negative affect elements are not prominent and do not manifest in perspectives and decisions. Whatever the reason may be, it is evident that this is an area to be further discussed, and is one that I will clarify with research participants in cycle two, and will also note as an area for further research in my recommendations for further study.

## **5.7 Conclusions**

Chapter Five discussed the results following the detailed analysis of the gathered survey data. The regression analysis of the various relationships and hypothesis clearly indicates that positive affectivity can impact on key personal and psychological variables such as organizational commitment, perceived organizational support and pay satisfaction. The relationship between these personal and psychological variables and employee turnover was also examined, with results indicating that these personal and psychological variables also have a strong influence on employee turnover intentions.

As earlier mentioned, the interaction effects of negative affectivity were also tested, but these did not yield any conclusive results and could be an area for further study.

In summary, the results shown in this chapter indicate material support for the majority of the hypothesis presented in chapter three and greatly advance the understanding of factors that influence employee turnover intentions.

**CHAPTER SIX:**  
Action Research Cycle Two – Emerging Results

## 6 Action Research Cycle Two – Emerging Results

### 6.1 Introduction

Action research cycle two is concerned with the validation of the outcome of cycle one with others, i.e. the research participants. Following the validation, improvement strategies are identified to be implemented in action research cycle two. The implementation of cycle two which includes a revised plan, implementation of the plan and observation of the impact is also discussed. Also included in this chapter are the reflections of the researcher on the findings from and outcomes of the research. This entire process which should ultimately bring about the desired change is depicted in Figure 6.1.

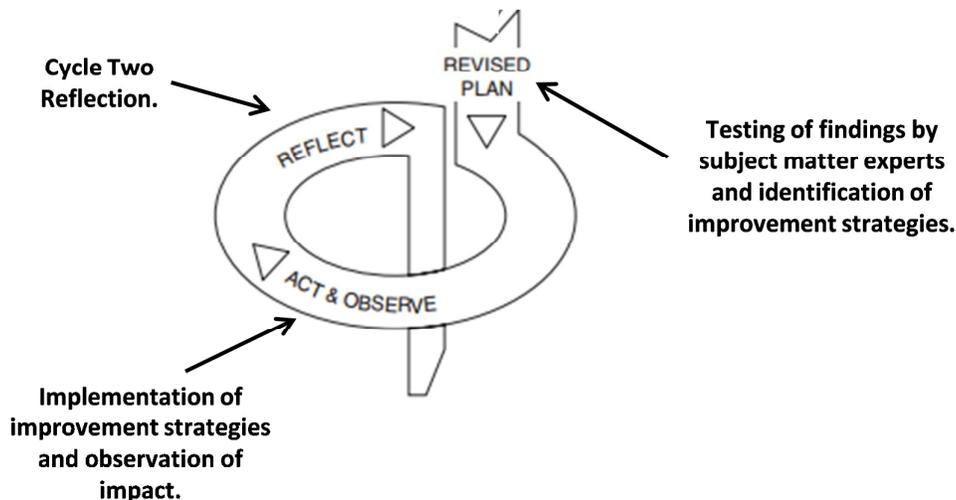


Figure 6.1 Action Research Cycle Two

### 6.2 Validation of Results by Research Participants

Weick (1995) describes sense-making as the process of structuring the unknown in order to act on it. This process he adds involves putting together a map to understand better the changing world, and testing this with others through the gathering of data in various forms, action, and discussion, and updating the map where necessary to proceed or abandoning it if it is not credible. Weick (1995) posits that in an organizational setting, sense-making allows leaders have a good understanding of the issues and what is going on in the environment around them, therefore encouraging the leaders to be more visionary, innovative and to relate more.

### **6.2.1 In-organization Learning Sets (Research Participants as Subject Matter Experts)**

The data for this research was gathered from participants in three organizations and validation of the results was similarly carried out with participants from the three participating organizations. Three learning sets were set up, one in each organization. Each learning set was made up of four technical staff, one Human Resource professional and me as the insider research and facilitator of the discussions, making this a total of six members of each learning set. According to Revans (1982), an effective learning set is one in which a group of colleagues or associates affected by the same issue or adversity strive to learn from and with each other.

Several meetings were held with each learning set using a blended approach, i.e. some meetings being held face-to-face while others were conducted virtually in an asynchronous manner particularly for learning set members in Agip and NLNG due to geographical location. The first meeting was held to share the results of the data analysis. The results were left with the learning sets to review further and reflect upon, to enable deeper discussions at subsequent meetings. The second meeting consisted of discussion of the results, sharing of perspectives and insights to possible reasons for the outcomes. The third meeting consisted of identification of improvement strategies to be implemented based on the cycle one results shared. Coghlan and Brannick (2014) suggest that for the action research process to be efficient, it is one where the practice problem is evaluated and investigated by the participants close to the problem and the community of practice, with opportunities for reflection in order to challenge assumptions and test hypothesis with a view to learning from the outcomes and taking relevant action.

### **6.2.2 Learning Set Perspectives**

The discussion with the different learning sets centered on the key elements of the research, i.e. the psychological factors, personal factors and turnover intention determinants.

### **6.2.2.1 Shell Learning Set**

#### **6.2.2.1.1 Psychological Determinants**

These results showing positive affectivity influences organizational commitment, organizational identification, perceived organizational supported and pay satisfaction are confirmed by the Shell learning set, as they believe that positive affect employees are always willing to surmount any challenge as they come, meaning that they are committed to the delivery of the organization's goals and ultimately committed to the organization itself.

For perceived organizational support, the learning set opined that for positive affect employees, they would respond to the positive stimuli in the environment such as the organization's progressive vision which encourages employees to be relevant to the organization and part of the contribution to the organization's bottom-line. As suggested by Rhoades and Eisenberger (2002), employees desire to know and feel that their contributions are valued by the organization and considered worthwhile.

#### **6.2.2.1.2 Personal Determinants**

This learning set confirms that continuous support by the organization and supervisors will go a long way in sustaining employee commitment to the organization and identification with it. This they argue is based on the need to reciprocate the favours and support received from the organization. This is aligned with the perspectives of Wayne, Shore and Liden (1997) who suggest that where employees perceive high support from the organization they tend to reciprocate by being more committed.

There was a discussion on the strength of the influence of perceived organizational support on pay satisfaction from this learning set, as some suggested the influence was weak, i.e. if some other organization offered a higher pay they higher pay would be considered over support provided by the organization.

#### **6.2.2.1.3 Demographic Determinants**

The relationship between age and turnover intentions is supported by this learning set as they argue that the higher the age of an employee, the more difficult it is for them to get equivalent

roles elsewhere in other organizations. The influence of tenure on turnover intentions was also partly supported as the learning set opined that the longer an employee stays with an organization, the more they become a part of the organization which ultimately minimizes turnover intentions. Hellman (1997) argues that the longer an employee stays with an organization, the less likely they are to leave due to the investments already made in the current organization and the considered cost of leaving. Some learning set members, however, argued that the higher the tenure of an employee, the more experienced and marketable they would be, enhancing the ability to move on to a new job. This mixed support is evidenced in the non-statistically significant result from the test.

#### **6.2.2.1.4 Determinants of Turnover Intentions**

The negative relationship between organizational commitment, organizational identification, pay satisfaction and perceived organizational support with turnover intentions were validated by this learning set. This group supported the two strongest determinants, i.e. pay satisfaction and perceived organizational support as having the most impact on turnover intentions. They argue that a competitive pay matched with opportunities for responsibility and to make meaningful contributions to the organization amongst other support elements is what will keep them in the organization. According to Gould (1979) in an exchange-relationship between an organization and its employee, the organization will achieve favourable outcomes such as the employees deciding to stay on by treating them well and as expected.

#### **6.2.2.2 Agip Learning Set**

##### **6.2.2.2.1 Psychological Determinants**

The learning set agrees with the results that positive affectivity has a positive relationship with organizational commitment, organizational identification, and perceived organizational support. They suggest that this is because positive affect employees have and display positive attitudes about issues and respond well to positive stimulus in the environment which in turn propels and gears them towards the commitment to a cause, duty or the organization. This disposition they argue also enhances identification with the organization in various aspects.

#### **6.2.2.2 Personal Determinants**

The Agip learning set also agree that organizational commitment and pay satisfaction in turn influence organizational identification.

The learning set supports the research outcomes that perceived organizational support has a positive relationship with organizational commitment, organizational identification and pay satisfaction. This they suggest is because when an employee's socio-emotional needs are met by the organization, more commitment is shown by the employee towards the organization's goals and objectives. The extent to which those socio-emotional needs are met is directly proportional to satisfaction with the remuneration and benefits. According to Ross and Zander (1957) where an employee's personal needs are met by their employer the satisfaction achieved directly influences the employee's commitment to the organization and decision to stay on. It is worthy to note that the influence of perceived organizational support on organizational identification was considered non-statistically significant; however it is supported by the learning set.

#### **6.2.2.3 Demographic Determinants**

The learning set agrees that the higher the age of an employee, the less likely he is to have turnover intentions. This they argue is because change is more difficult with the increase in age, additionally, learning new things and new ways of working in a new organization is more difficult with age. Opportunities in other organizations also reduce or are more limited for the older employees. This aligned with the perspectives of Sujansky and Ferri-Reed (2009) who suggest that different age groups have different wants and desires at different times in their work life, with the older employees being more settled in various aspects of life with less desire to move compared to the younger generation.

Concerning tenure, this learning set did not support the result that the higher the tenure of an employee is the more likely they are to have turnover intentions. This they argue is due to the investments already made by the employees in their current organizations. Employees would have bought into the organization their philosophy and built relationships which they may not be willing to abandon and move on to a new organization where they have to start afresh.

The response by this set is not surprising, noting that the influence of age and tenure on turnover intentions was not statistically significant.

#### **6.2.2.2.4 Determinants of Turnover Intentions**

In testing the direct determinants of turnover, the learning set validated the results that organizational commitment, perceived organizational support and satisfaction with pay have strong negative relationships with turnover intention. They argue that this is because where an employee is committed to the ideals and objectives of the organization; they would be reluctant to leave. Additionally, an attractive remuneration plays a huge part in motivating employees to remain with the organization. According to Herzberg (1976), when employees are motivated they become more satisfied with their jobs which in turn encourages the desire to continue with the job and hence reduces turnover intentions.

For the influence of organizational identification on turnover intentions, there was mixed support as some learning set members felt that identification with an organization did not mean that if there were better opportunities outside the opportunities would be turned down, i.e. strong organizational identification did not necessarily translate to low turnover intentions.

#### **6.2.2.3 NLNG Learning Set**

##### **6.2.2.3.1 Psychological Determinants**

This learning set similarly supported the findings that positive affectivity has a positive influence on organizational commitment, organizational identification and perceived organizational support.

They opine that this is because positive affect employees see more of the opportunities even in adversity and can push through their ideas and ultimately get what they want. One element suggested by this set to enhance commitment to the organization includes placing positive affect people in teams or positions where they affect a larger group of people, as others may directly or indirectly pick up the positive energy, and ways of doing things which could result in a multiplier effect on people in terms of their commitment to the organization,

identification and perceived support from the organization. Cropanzano, James and Konovsky (1993) suggest that the higher the positive affect, the greater the tendency for an employee to be committed to their organization due to their extraverted nature allows them identify and go after organizational opportunities in a proactive manner (Chiu and Francesco, 2001).

#### **6.2.2.3.2 Personal Determinants**

The learning set also supports the findings from this test, specifically mentioning the perceived organizational support and the need to reciprocate such support and favours provided by the organization. They add that where the organization goes out of its way to support employees, the employees tend to make the effort and also voluntarily go out of the way to contribute to the organization. This perspective is aligned with the views of Adams (1965) who argues that employees evaluate their working relationships regarding investments or contributions and expected outcomes.

#### **6.2.2.3.3 Demographic Determinants**

Age was supported as having a negative influence on turnover intention. The set suggests that this is because younger employees tend to move when their careers are not yet fully established, and they are in the process of building that. The younger employees also have fewer commitments and family considerations, so the decision to leave may come easier to them. This perspective is supported by Rhodes (1983) even though more recent studies (Healy, Lehman and McDaniel, 1995), opine that such age – turnover relationships are weak at best.

Similar to the Shell and Agip learning sets, the finding on tenure was not entirely supported, as the group argued that other personal and psychological elements also play a role in determining turnover intentions and not only tenure. They add that where the other aspects such as organizational commitment and perceived organizational support are missing, employees may still have turnover intentions irrespective of tenure. This again aligns with the non-statistically significant outcome of the test, which suggests that other factors may have a stronger contributory influence on turnover intentions and not just tenure alone.

#### **6.2.2.3.4 Determinants of Turnover Intentions**

The strong influence of organizational commitment, perceived organizational support and pay satisfaction on turnover intentions was acknowledged by this learning set. They suggest that where an organization shows commitment to the employee concerning their development and career growth opportunities as well as other tangible and intangible support, these go a long way in minimizing employee turnover intentions. This view is backed up by Blau (1964) who suggests that workers desire a combination of tangibles such as pay and development opportunities, as well as intangibles such as fairness and general support from the organization.

### **6.3 Improvement and Change Actions**

Following the validation of results by the research participants and deepening of insights into the issues, the measures to improve and rectify the situation were identified. According to Wadsworth (1997), a process like this is enhanced by collaboration, where those impacted by the issue participate as key stakeholders during the research, analysing, interpreting the outcomes and proffering solutions for improvement in a collaborative manner. Coghlan and Brannick (2014) further highlight that action research is a process that offers the opportunity to implement change to improve existing practice.

Following the results of cycle one and the discussions with the three learning sets – Shell, Agip, and NLNG, it was agreed in cycle two to focus on the top three variables (consistent across both cycles) that have a strong influence on turnover intentions to monitor clearly the improvement and change. Action research is a process according to Coghlan and Brannick (2014) that allows the research participants engage in a manner that uncovers the important practice issues within the organization and serves to establish a sense of urgency for action or show the need to change the status quo. The top three elements were identified as organizational commitment, perceived organizational support and pay satisfaction, and the improvement actions proposed by the learning set of subject matter experts are discussed here.

### 6.3.1 Organizational Commitment

Activities identified following the group discussions to enhance organizational commitment include:

- Provision of promotion opportunities

The provision of progression opportunities indicates that the organization is committed to the growth of an employee, which in turn may enhance the employee's commitment to the organization. Empirical studies by Porter and Steers (1973), Mobley (1982), Cotton and Tuttle (1986) and Price (1977) confirm the negative relationship with turnover, i.e. confirming that the higher the promotion opportunities, the lower the turnover intentions.

- Making available exciting, motivating and challenging work

Making available challenging work to staff is one of the identified improvement and change actions. Challenging work according to Oldham and Cummings (1996) is one that allows the employee to showcase their identity; has significant levels of autonomy; is significant; requires a variety of skills, and has an opportunity for feedback. They argue that when given work scope is challenging and complex, employees are more likely to be eager and enthusiastic about the work itself, and also keen on completing it even without external supervision.

- Career development opportunities

Providing the opportunities for employees to improve their professional skills and reach their career goals. Hofstede (1997) argues that employees deeply value training as well as the opportunities to put the acquired competencies to use. Martin (2003) further adds that organizations that provide training opportunities and facilities for staff to improve their skills and competencies typically have low rates of employee turnover.

### 6.3.2 Perceived Organization Support

The actions identified to improve the perception of organizational support by employees include:

- Recognition

This is the introduction of additional ways to recognise employees' contributions to the organization's goals. According to Boxall, Mackay and Rasmussen (2003) recognition makes an employee feel valued, and the extent to which such organizational members feel appreciated and valued go a long way in determining whether they stay or leave an organization.

- Empowerment of staff

Provision of encouragement and an enabling environment for employees to be innovative without fear of blame if things go wrong. Arokiasamy (2013) suggests that it is essential for organizations to provide an enabling environment where employees are aware of and have access to the relevant opportunities, as this has a significant impact on employee turnover.

- Incentives

Offer family-friendly incentives such as flexible working hours, ability to change working location and health care for self and family. It is considered that where these incentives are available, the employee can focus fully on working towards and delivering the organization's goals.

Batt and Valcour (2003) argue that organizational members have personal commitments that sometimes compete with their work commitments, and it becomes essential for organizations to provide the opportunity for employees to achieve a meaningful balance between these competing commitments. They propose that diverse forms of flexi-working such as flexible work plans with respect to time, place or careers; family leave and telecommuting contribute to minimizing turnover

intentions. Hegney, Rogers-Clark, Gorman, Baker and McCarthy (2001) further suggest that location elements such as family separation; unavailability of facilities for communication and the high cost of living could have a positive relationship with turnover intention and should be considered by organizations.

### **6.3.3 Pay Satisfaction**

Offer an increase in pay and provide other financial incentives promptly as expected.

- Increase in pay

An empirical study of mid-level managers by Miceli, Jung, Near and Greenberger (1991) confirm that pay satisfaction has a negative relationship with turnover and turnover intentions, i.e. the higher the satisfaction with pay, the lower the turnover intentions.

- Recognition leading to financial reward

Offer financial rewards to recognise outstanding contributions by employees to the organization's goals. In the empirical research of Peterson and Luthans (2006), they find that while non-financial rewards have an impact on turnover over intentions, the financial rewards had a significantly greater negative impact on turnover and turnover intentions over time, implying that the higher the financial rewards, the lower the turnover and turnover intentions.

## **6.4 Implementation of Actions**

Improvement strategies have been identified to be implemented to address the practice problem being researched. The actions/improvement strategies identified have been distilled from discussions within all three learning sets following alignment on the reasons for turnover intention.

The implementation of the actions/improvement strategies will be done in the form of a pilot, i.e. implemented in one of the participating organizations, following which the identified successful strategies can be deployed across the three organizations, and ultimately to the industry at large.

#### **6.4.1 Background and Setting**

Shell was selected as the organization for the pilot, as the researcher is an insider within the organization and can better act as the change agent. As suggested by Björkman and Sundgren (2005) in order for the interest and focus on the change not to fade away, it is beneficial for the insider researcher to act as a political entrepreneur or change enabler and achieve the desired objective.

The pilot was carried out in the Reservoir Engineering Discipline within the organization.

The Reservoir Engineering Discipline was selected as it has experienced actual turnover in the past year of >10%, with additional employees expressing turnover intentions. The Discipline is also diverse in demography, i.e. age, tenure, gender and skill level and, therefore, a good one to evaluate the impact of the improvement strategies implemented.

The Shell learning set would be used to test the impact and effectiveness of the improvement plan. The learning set members provided a view of their organizational commitment, perception of organizational support, pay satisfaction and turnover intentions on a scale of 1 – 10 prior to the implementation of the improvement actions to serve as a baseline, with 10 being the highest level of organizational commitment, perceived organizational support, pay satisfaction and turnover intentions.

#### **6.4.2 Implementation Plan**

The three main areas of organizational commitment, perceived organizational support and pay satisfaction earlier identified were addressed in the plan.

### 6.4.2.1 Organizational Commitment

Theme	Action	Timing	Action Party
Organizational Commitment	<b>1. Provide promotion opportunities</b> - Implement succession planning with a new tool to cover all staff. - Implement regular promotion discussion panel sessions.  - Implement new technical career ladder for more promotion opportunities	Within 2 weeks Within 1 month  Within the next 1 – 2 years	Human Resources Manager  Discipline Manager
	<b>2. Provide exciting and challenging work</b> - Implement additional short term assignment opportunities in Internal Audit and Bangalore Studies team.	Within 1 month	Discipline Manager
	<b>3. Provide career development opportunities</b> - Implement structured training plan to include relevant courses and conference attendance.	Within 1 month	Human Resources Manager

### 6.4.2.2 Perceived Organizational Support

Theme	Action	Timing	Action Party
Perceived Organizational Support	<b>1. Provide recognition opportunities</b> - Implement regular verbal recognition at team events. - Implement impact awards to recognise team contributions	Within 2 weeks Within 2 weeks	Discipline Manager
	<b>2. Empower employees</b> - Set up weekly sessions for sharing of innovative ideas for implementation	Within 2 weeks	Discipline Manager
	<b>3. Provide additional incentives</b> - Introduce flexible working opportunities, e.g. working from home or location of choice when required. - Allow extra work hours daily with 1-day off every two weeks.	Within 1 month Within 1 month	Human Resources Manager

### 6.4.2.3 Pay Satisfaction

Theme	Action	Timing	Action Party
Pay Satisfaction	<b>1. Pay Increase</b> - Widen pay range within each job group - Implement lump sum payment retention scheme	Within 1 month Within 1 month	Discipline Manager
	<b>2. Recognition through financial reward</b> - Introduce opportunities for financial reward as a form of recognition.	Within 1 year	Human Resources Manager

### 6.5 Observations following Implementation (Findings from cycle two)

The impact of implementation of the improvement strategies was discussed in the learning set on a bi-weekly basis with a record of impact taken after 1 month and reported for cycle two. The results are presented in Figures 6.2, 6.3, 6.4 and 6.5.

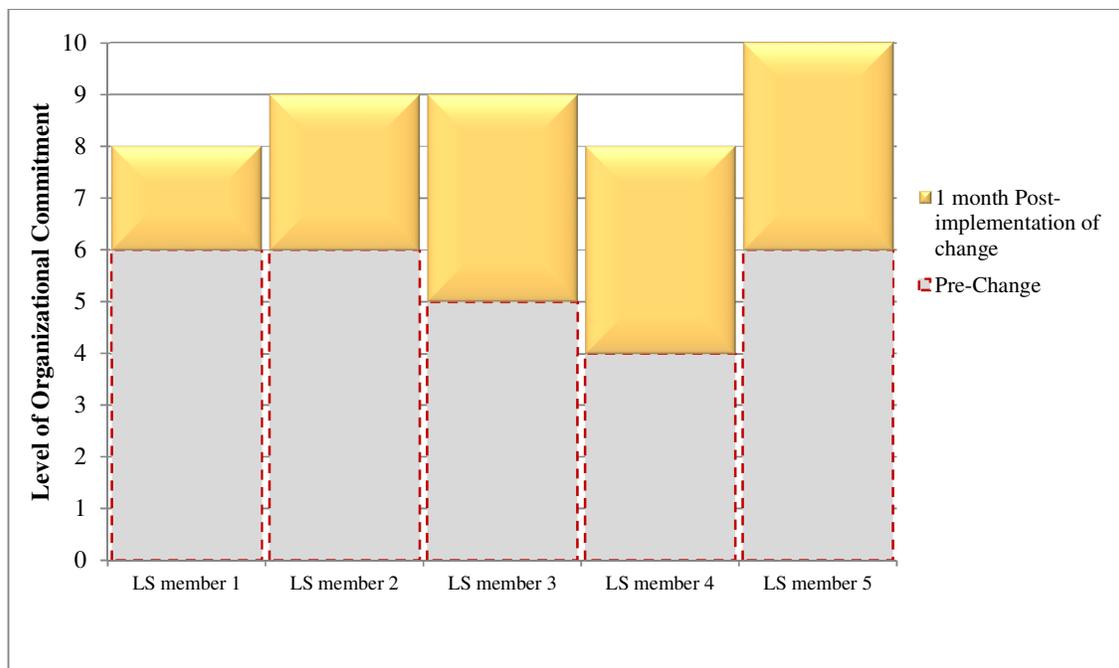


Figure 6.2 Impact of improvement strategies on Organizational Commitment

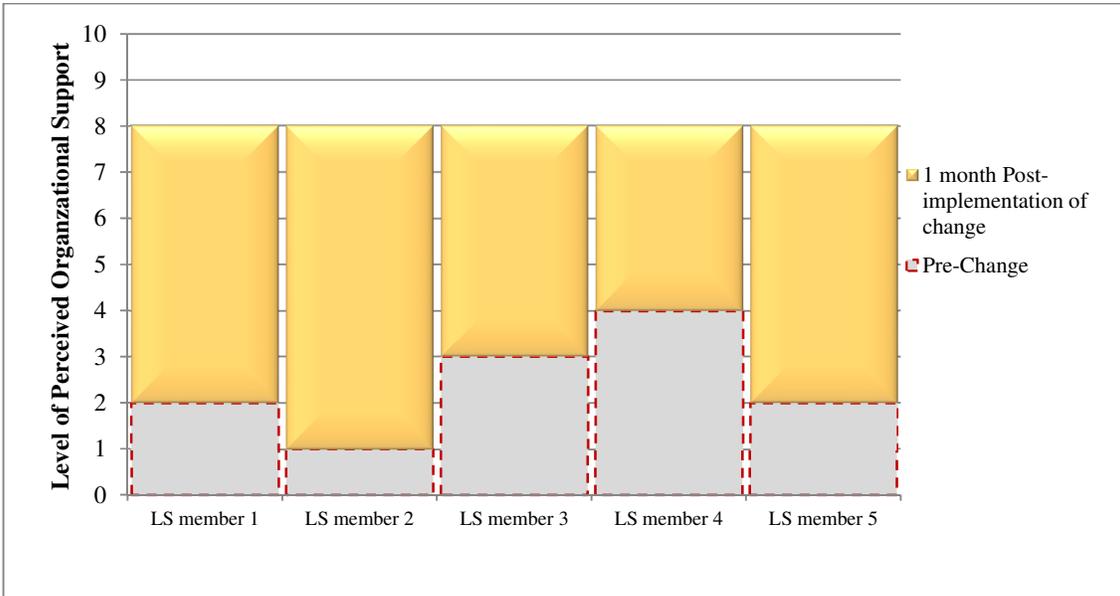


Figure 6.3 Impact of improvement strategies on Perceived Organizational Support

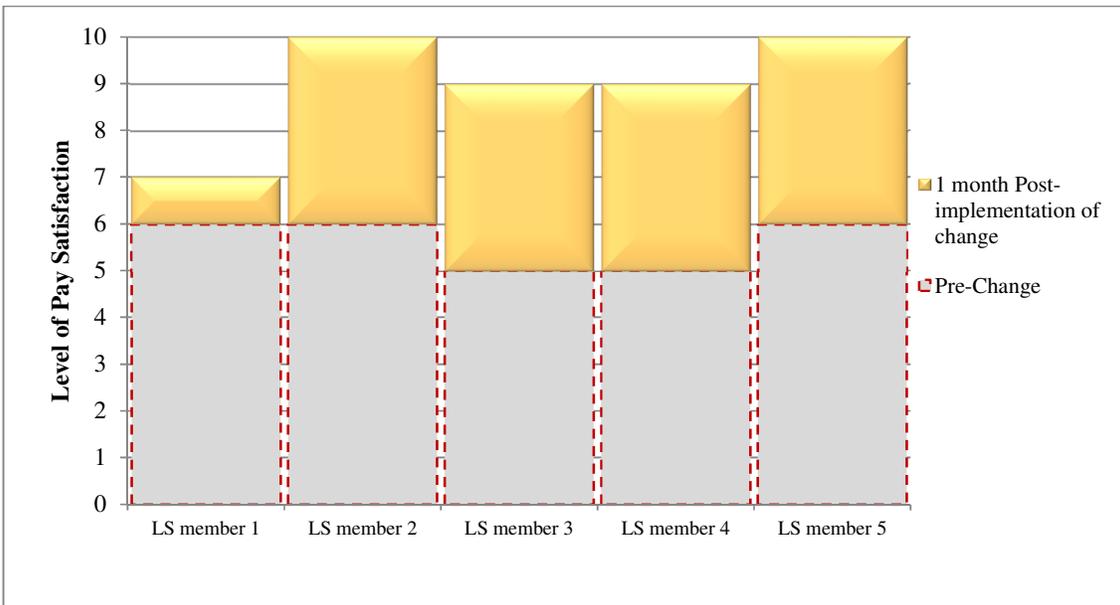
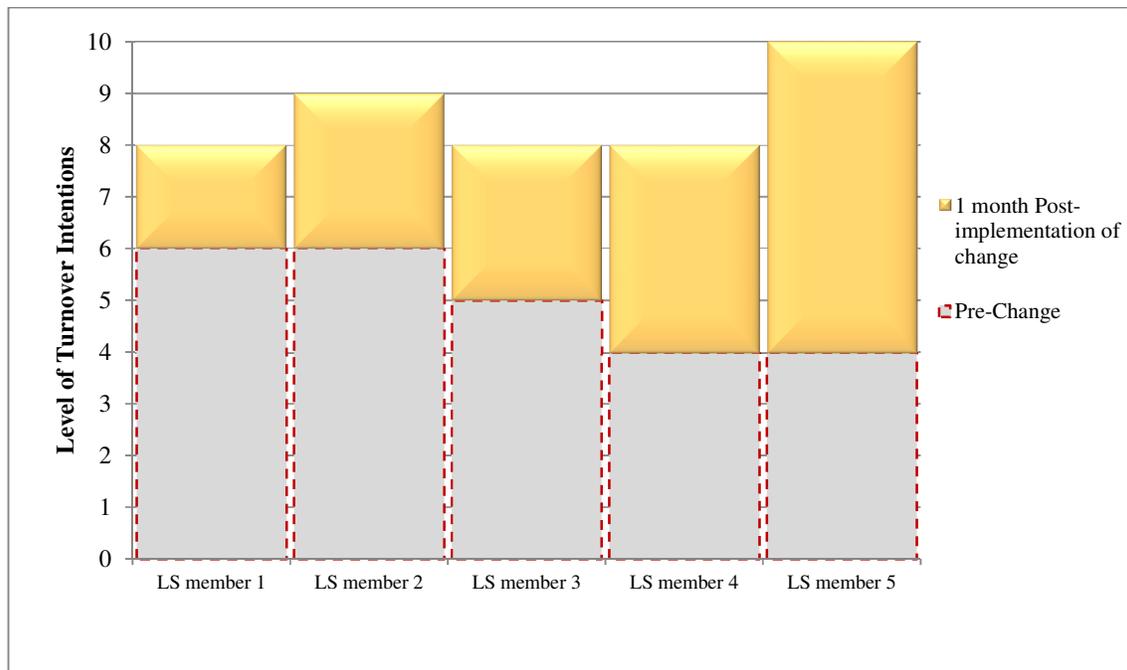


Figure 6.4 Impact of improvement strategies on Pay Satisfaction



**Figure 6.5 Impact of improvement strategies on Turnover Intention**

Following the implementation of the improvement strategies or action plan, the Shell learning set members who are members of the Reservoir Engineering Discipline were observed to ascertain the impact. A quick review of the impact of the improvement strategies or action plan on the learning set members (Figures 6.2 to 6.5) indicates that improvement was recorded for all the learning set members in all areas, i.e. organizational commitment, perceived organizational support, pay satisfaction, and turnover intentions, indicating that the objective met of the organization was successfully met. The improvement in organizational commitment was quite significant for most of the learning set members as they particularly appreciated the promotion opportunities and the challenging work in other locations. The improvement in perceived organizational support was moderate for most of the learning set members, considering that it was fair for most of the learning set members even before implementation of the actions. The set was particularly pleased with the recognition and flexible working opportunities. The set members also recorded significant improvement following implementation of the pay satisfaction improvement actions, particularly the widening of the pay range. These improvements all contributed to a significant overall reduction in turnover intentions.

The strategies and methods deployed by the insider researcher and Department Manager to achieve the improvement include regular and timely communication to the employees of the expected improvement actions and change in the Department. Two weeks into the process, there was visible improvement shown by the learning set members during the learning set discussions due to expectations from the improvement strategies and implemented actions as described by the Department Manager. According to Ford and Ford (1995), one of the most important aspects of managing change within an organization is ensuring effective communication with the employees in a manner that provides an understanding of the reasons for the change and encourages support for the change.

The second strategy deployed was to include a Human Resource subject matter expert as a learning set member to ensure that any identified improvement actions could be implemented in an effective manner. Additionally, the human resource learning set member could serve as a change agent within the human resources department to ensure the human resource-related actions get implemented. The third strategy for success was to make sure that the insider researcher and Department Manager was also a change agent of the entire project to coordinate and monitor overall progress. As argued by Reason (1999), action research is an interactive form of research, where members of the workplace are also research participants working with the researcher on their practice concern with the intention of changing and improving the system as well as contributing to knowledge.

## **6.6 Reflections – Cycle Two**

### **6.6.1 Researcher Reflections**

Schön (1987) advocates for reflection-on-action, where the researcher can evaluate the process in its entirety determine what works, what doesn't and establish possible improvements for the future. The insight obtained from this process of reflection informs the key steps and changes to be deployed in the next research cycle or improvement process.

Reflections on cycle two have been about identifying clear actions to bring about change in an integrated and collaborative manner with the people actually impacted by the issues (the employees as research participants), and by the people who can make the change happen (the human resource subject matter expert and the insider researcher as the department manager) all as part of the learning set. This aspect underpins the aim of action research, which is the

provision of practical solutions to issues arising from practice circumstances. As argued by Reason and Bradbury (2008) action research is fundamentally about incorporating reflection in action while integrating and collaborating with those impacted by a pressing practice issue with the intention of providing practical solutions for those involved and their communities of practice.

The process is also one in which the evidence gathered from cycle one was discussed in various learning set sessions with members from all the participating organizations in order to take informed decisions on the improvement actions to be implemented. The discussions also led to a reduction of the various turnover determinant factors the research started with such as organizational identification, age, and tenure to focus on what was important to the participants and would bring about the most improvement, i.e. organizational commitment, perceived organizational support and pay satisfaction.

Reflecting on the entire process has made me realise that there may not be just one answer or solution to an issue. Prior to the research, there were views that perhaps one factor is key in impacting on turnover intentions; however the outcome of this research indicates that more than one factor has a strong impact on turnover intentions, these being organizational commitment, perceived organizational support and pay satisfaction, and that some possible solutions or a combination of solutions may be required to achieve the desired improvement and change. In getting to this point, it was important to take a step back from my own pre-understanding and be more open to diverse views on the issue and possible solutions. According to Greenwood and Levin (2007), action research is an approach which allows the development of democratic dialogue with the view to mutually understanding the issues and thereafter taking informed decisions and actions. They argue that action research is underpinned by engagement and respect for one's integrity and that of others, and encourages the need to step away from presuppositions while searching for an understanding of the issues and the right course of action.

Change according to Joyce and Showers (1988) is one that can seem threatening to most employees and organizations, as the status quo changes, redistribution and movement of power bases take place, the personal effectiveness of employees is challenged, and long-standing traditions and practices are altered. They further add that with such change, there is typically a period known as the implementation dip where things become worse before getting better. In the implementation of the change and improvement strategies in cycle two,

there was no dip observed amongst the employees, rather enthusiasm and readiness to accept the expected changes by the employees. From my observations, this was mostly due to the communication process adopted before and during the period of change implementation by the Department Manager and change agent. This is a key strategy that needs to be deployed in not only subsequent cycles of the research but for any other proposed change within the organization.

I consider action research to be an extremely powerful methodology, as it provides the opportunity to enhance my professional development not only in the application of professional knowledge but also as a professional and practice knowledge maker. Action research provides the platform to apply and test improvement strategies in a practical setting and to monitor or observe what works, with an opportunity to transfer this learning and improvement to others. According to Reason and Bradbury (2008) provides the opportunity to merge theory development with action and change in a bid to create practical knowledge for self and others.

Participating in this action research study has enhanced my development as a leader. The process of sitting with colleagues from the different participating organizations, with diverse backgrounds and different expectations and desires to discuss the practice issue in learning sets has enabled me to listen more, take on board differing views and reflect better with a view to converging and reaching alignment on various issues being discussed. I find myself applying my newly acquired leadership skills in other areas of my practice. According to Marquardt (2005), the ability to ask the right questions encourages transformative learning, i.e. a situation where reflection enhances self-awareness enabling one see and work with others in a more genuine manner. Bjorkman and Sundgren (2005) further add that learning opportunities while doing action research in the workplace should be exploited, with the researcher developing new skills relevant to their roles as employees as well as the insider action researcher.

### **6.6.2 Learning Set Reflections and Learning**

Following the detailed discussions and reflection on the factors impacting on turnover and possible improvement action by the learning set, one of the key learnings was a deeper

understanding of the issue being discussed, and that the factors that affect turnover intentions are wide-ranging having heard the perspectives of others.

Another important learning upon reflection was the leadership skills the participants were able to recognise and build in themselves. Having gone through the process of discussing the issues, as well as identifying and implementing the improvements allowed participants have a change of mind-set about what is doable. The results from implementation of the actions in cycle two led to increased self-confidence in their abilities as leaders; the realisation of the need to change from a passive to proactive mind-set to issues and the need to address them; as well as an increased readiness to take on risks and take the initiative in bringing about change in situations requiring change (Joyce and Showers, 1988).

Reflections from the set also included learning about group processes, as this was the first time some of the team members were working on issues with stakeholders from other organizations. Learning included effective dialogue with internal and external stakeholders, learning as a team, as well as networking within and across organizations. There was also effective communication with others and a controlled and structured way of working particularly after having had to discuss and engage on the issues in an asynchronous manner within a given time frame and still arrive at a group position on the issues (Greenwood and Levin, 2007).

The learning from the sets included working and interacting with others to address issues. The benefits of collaboration, sharing of information and support of one another to address the same issue were highlighted. This is a particularly important learning to take into an organizational setting, as employees typically have to work with people from different teams, functions or countries to deliver the overall goals of the organization.

The learning set discussions also offered the opportunity for the participants to learn the benefit of asking questions and seeking input from others and tap into the knowledge of others, i.e. taking the position of a learner which offered more learning opportunities. The entire learning set process also showed the benefit of suspending assumptions but instead working through the issues from end-to-end and identifying the appropriate solution for an issue.

## **6.7 Conclusions**

The findings from action research cycle one were validated with the research participants for the three participating organizations, Shell, Agip and NLNG in learning sets where discussions were held on each finding. Following the confirmation of the findings, the revised plan included a few actions to improve organizational commitment (promotion opportunities, challenging work and career development), perceived organizational support (recognition, empowerment, and incentives), and pay satisfaction (increased pay, other financial rewards).

The plan was successfully implemented on a small pilot scale before implementing across the organization and other participating organizations. The results indicated a positive outcome/impact on organizational commitment, perceived organizational support and pay satisfaction for all the participants in the pilot project. Given this, the implications particularly for practice and business have been identified and are discussed in the next chapter.

**CHAPTER SEVEN:**  
Implications

## **7 Implications**

The implications of the findings from this research on theory, methodology and practice or business are described in this section.

### **7.1 Introduction**

The theoretical, practical and empirical elements of research are essential considerations for any true scholar practitioner in their area of focus (Kernaghan, 2009). A key benefit of action research is the impact it has on the researcher's perspectives and their role in practice/the workplace where they can further acquire tacit knowledge (Mosca, Paul and Skiba, 2007).

Morley and Petty (2010) additionally suggest that one of the important objectives of action research is to develop the researcher's professional practice while supporting them to produce a contribution to knowledge.

In this chapter, the theoretical implications based on the study findings are identified and discussed. Also discussed are the implications for research methodology, and lastly implications for practice and businesses in the Niger Delta area in Nigeria and similar locales.

### **7.2 Theoretical Implications**

This research has further extended the turnover intentions model by incorporating positive affectivity and establishing how it impacts on other personal and psychological elements which impact on turnover intentions. Positive affectivity has been clearly shown in this study to be both an indirect determinant of employee turnover intentions as it impacts directly on other personal and psychological elements such as organizational commitment, perceived organizational support and pay satisfaction which in turn directly impact on employee turnover intentions. It also is a direct determinant of turnover intentions as evidenced in the integrated turnover intentions model.

This research has further extended the turnover intentions model by incorporating positive affectivity as a key independent variable that will influence other personal and psychological variables, a model which in organizational behaviour research has been little explored. Positive affectivity was linked to organizational commitment, organizational identification, perceived organizational support and ultimately turnover intentions as a novel concept, and it

has been clearly shown in this study to be both an indirect determinant of employee turnover intentions as it impacts directly on other personal and psychological elements such as organizational commitment, perceived organizational support and pay satisfaction which in turn directly impact on employee turnover intentions. It also is a direct determinant of turnover intentions as evidenced in the integrated turnover intentions model. This finding contributes to the global Human Resources Management field by acknowledging positive affectivity as an antecedent to several personal and psychological variables and also to turnover intentions thereby expanding the theory related to positive affectivity.

In the review of existing literature, no significant research has however been found to have tested the effect of positive affectivity on the relationship between pay satisfaction and turnover intention especially in the context of the Niger Delta area in Nigeria. This study indicates that the higher the level of positive affectivity, the better the relationship between pay satisfaction and positive affectivity. The result of this analysis was however not statistically significant, implying that it may be occurring by chance in the sample.

Leading researchers have identified certain factors as influencing employee turnover intentions as well as several possible options to minimize turnover intentions. One of the theoretical implications of the findings from this research is that there is not one best means of managing turnover intentions, rather a combination of elements need to be tailored to fit the peculiarities of the situation, i.e. taking into consideration the prevailing environment, the organization's attributes, i.e. size and structure amongst others, and general climate at the time, e.g. political, economic, etc. In this research, based on the prevailing situation a combination of elements such as organizational commitment, perceived organizational support and pay satisfaction was found to be effective in achieving the desired impact on turnover intentions. In summary understanding and managing employee turnover intentions would depend on situational factors.

This research has also indicated that while the three component elements of organizational commitment, i.e. affective, continuance and normative commitment may be helpful in achieving other organizational goals and aims, only the continuance commitment element directly influences turnover intentions and is included in the employee turnover intentions model.

This study also extended the theory in some areas as well as validated and supported the theories of social exchange and reciprocity. Following the implementation of various improvement strategies by the organization, the commitment to the organization, perception of support by the organization and satisfaction with the pay improved as explained by social exchange and reciprocity theories. The social exchange theory provides for the employee to exchange or give support to the organization following the support given by the organization to the employee. Additionally, with the knowledge that the employee has been treated fairly, they feel compelled to reciprocate the good gesture by putting in additional effort to achieve the goals of the organization that supports them, which ultimately increases commitment to the organization as well as contributes to a reduction in turnover intentions.

### **7.3 Methodological Implications**

This action research study was carried out in two cycles, where the first cycle served to provide a first pass explanatory model for employee turnover intentions in the Niger Delta area. Cycle one sought to gain insights into the antecedents of turnover intentions from a large sample across three organizations. The results from this cycle were preliminary and needed to be further validated, a criterion relevant for research rigour (Reason, 2006).

Cycle two consisted of a validation of the findings and refining of the preliminary explanatory model by a smaller team of subject matter experts who highlighted the key impactful antecedents or determinant variables. One of the methodological implications of this research is that the preliminary larger explanatory model can be used as an effective framework to study what works in practice, allowing a convergence to the elements that are really important.

The second methodological implication from this research is that reliability of the findings and the ability to generalise the outcomes were supported in the observation phase of cycle two. In cycle two, following the implementation of the improvement actions, a period of observation of the impact on the employees provided results that confirmed the findings in cycle one. The triangulation of methods and consistency in the outcome allows for generalization over samples within the same or similar population.

The third methodological implication is about the approach deployed. The research methods used are not new, but in this research, they have been combined in ways not previously done. The action research approach was both participatory and collaborative with the research working as an insider in the one of the participating organizations, and the other two organizations collaborating in the process. The research design was also such that the mixed methods approach was deployed to derive the Insider Participatory and Collaborative Mixed Action Research (IPCMAR), thereby extending Onwuegbuzie and Dickinson's (2007) Mixed Action Research (MAR). This methodology allowed for the contribution of perspectives from a much larger and wider group (Shell, Agip, and NLNG) and implementation in a smaller and controlled group. Reason (2006) recommends the evaluation of diverse views during the interpretation of results as a means of incorporating rigour into action research.

The methodology deployed made it easy to identify and critique the model elements as well as compare and contrast findings in a transparent manner across the participating organizations as part of the problem-solving process. Lastly, with this methodology it has encouraged focus and has proved effective in uncovering the key issues affecting the employees and the solutions that would work in practice.

## **7.4 Practical Implications**

Following a review of the results, this research provides useful and important implications for leaders and organizations in the oil and gas industry and similar industries in the Niger Delta area. The research outcomes contribute useable new knowledge concerning the relationship between various personal and psychological variables, positive affectivity and turnover intention. The practical implications of the findings of this research are described with respect to positive affectivity, organizational commitment, perceived organizational support, pay satisfaction and other elements identified during the research.

### **7.4.1 Positive Affectivity**

The results show that positive affect employees tend to have a more positive perspective on issues with more opportunities to be committed to the organization and hence have a lower

tendency to want to leave. Oldham and Fried (1987) suggest that for organizations to reduce turnover intentions, it is important for them to create high positive affect enabling environment.

The implication of this finding for organizations is that during recruitment and selection of new employees, testing of employees' personality for positive affectivity may be carried out, as this offers the opportunity to identify early on the employees who have a lower probability of having turnover intentions. Organizations and managers can also consider providing a positive affectivity-enabling environment, i.e. one in which the work culture and communication fosters a positive attitude amongst the organizational workers.

#### **7.4.2 Organizational commitment**

The three components of organizational commitment according to Allen and Meyer (1990) are affective, continuance and normative commitment. Affective commitment is where the employees stay on with the organization because they identify with it, are emotionally attached to it and desire to stay on; continuance commitment is where employees stay on with an organization because they feel compelled to do so having taken into consideration the benefits and costs of either staying or leaving; while normative commitment is where employees stay on based on a sense of responsibility to the organization (Allen and Meyer, 1990). The results from action research cycle one clearly indicates that it is only continuance commitment that has a statistically significant result, with a strong influence on turnover intentions. This finding was supported following the observations in cycle two, where employees responded to the concrete improvement activities such as promotion opportunities, opportunities for challenging work internally and career development opportunities, rather than to emotional elements or a sense of responsibility. This is relevant to organizations in order to ensure that clear and firm structures with elements that clearly show the benefit of staying are part of the organization's Human Resources strategy in order to encourage employees' commitment to the organization. An example would be to provide an international posting or a broadening assignment to a different part of the organization for restless employees who desire more challenging work in order to be challenged within the organization rather than have to leave.

### **7.4.3 Perceived Organizational Support**

Herzberg, Manser and Synderman (1959) first identified the need to recognise the intrinsically motivating aspects of employees' work. They suggest that these intrinsic elements such as recognition, empowerment, and autonomy amongst others led to increased satisfaction and motivation and ultimately a desire to stay rather than leave the organization.

In view of the above, several literatures have indicated the need to enhance autonomy and empowerment which will in turn not only increase the sense of the employee's responsibility within the organization, but also the responsibility to the organization. An additional element for consideration with respect to enhancing the intrinsic elements is the focus on ways in which the employee's work is enriched such that they are able to see their work as contributing materially to a larger whole and goal, as well as see their work impacting others in ways that are visible and meaningful, ultimately leading to the recognition for their efforts.

An additional element is providing the right and enabling environment to get the work done, such as the flexible working opportunities that were identified during this research. The underlying assumption in making these elements available to employees is that providing them would make the employees more satisfied doing his job and will also make the job more attractive leading to lower turnover intentions.

Organizational leaders and organizations may find it helpful to acknowledge the intrinsically motivating elements of employees' jobs and find ways to ensure that their jobs are rewarding in that aspect. These intrinsically motivating elements potentially influence affective and normative commitment as these are mostly based on emotion and responsibility respectively.

### **7.4.4 Pay Satisfaction**

Following the review of the literature on pay satisfaction, it is clear that pay is useful in meeting the desires and needs in lives of employees and their families. Pay in general also plays an important role, as it serves as a feedback opportunity indicating how well one is doing, as well as serves to bestow prestige and show one's status.

The oil and gas industry worldwide is considered to be a high paying one, and it is expected that the survival needs of employees in the industry have been met long ago as most

employees are comfortable and can readily afford the luxuries of life. There is however a symbolic value of pay which is salient to the employees in the oil and gas industry in the Niger Delta. A high level of pay or financial reward relative to what their peers or acquaintances take home is a clear and discernible sign of achievement and accomplishment and therefore highly salient. It is therefore not surprising as indicated in the research findings that a failure for organizations to provide satisfaction in this area and meet the employee expectations will increase turnover intentions. The research in cycle one indicated that there was a strong, direct and statistically significant relationship between pay satisfaction and turnover intentions, which confirms the success of implementing the pay range increase and lump-sum retention scheme and validates the utility.

The organization needs to however take into consideration that such pay increase and retention schemes may mostly serve to enhance continuance commitment as the employees may no longer be able to afford to leave; rather than normative or affective commitment based on passion and common goals or values. In order to enhance loyalty based ties with the organization, it is essential to incorporate other elements in the organization's Human Resources strategy such as the perceived organizational support elements as discussed above.

#### **7.4.5 Other Practical Implications**

The way and manner in which change is communicated by organizational leaders is extremely crucial to the success of the change (Ford and Ford, 1995). In this research, at the start of the process the Department manager communicated to the employees the improvement strategies to be implemented and the change to be expected, and the communication on progress was continued on a regular basis until cycle two of the research was completed. The employees were educated on the reasons for the change and the expected benefits which enabled them not only see the positives of the process, but also feel a part of the change process with a voice to influence any changes where necessary.

These elements together served to deliver the improvement successes recorded during the research. Noting that not all the identified improvement strategies have been fully implemented, it will necessary for the organization to ensure that regular communication is continued until the entire project is completed in order to maintain the gains and enthusiasm for the change displayed by the employees. Having noted how the change has been

implemented in one organization (Shell), it may be necessary for the leadership in the other participating organizations to determine how these strategies fit within their own organizations and make the relevant adjustment where necessary to suit their peculiarities during implementation.

Another practical implication is about operating in a complex system. With so much going on around the organization and in the environment (Doolittle, 2014), it becomes even more important for the organizational members to have the necessary structure and to align with something, which in this case is an internal understanding and a strong grasp and identification with the organization, i.e. what it stands for and its future path and goals. Organizations and employers in such systems and environments, therefore, need to focus their retention strategies on enhancing employee identification with the organization and ensuring that this provides the relevant structure to guide and provide meaning for the employees.

## **7.5 Conclusions**

This chapter has identified several implications related to theory formulation, impact on methodology, as well as implications for business and other practitioners within and beyond the Niger Delta area.

Some of the key theoretical implications include incorporating positive affectivity and establishing what impact it has on other personal and psychological elements which in turn have an impact on turnover intentions. The study tested the influence of positive affectivity on the relationship between pay satisfaction and turnover intention and successfully expanded the theory related to positive affectivity.

On methodology, one of the key implications was the combination of research methods in ways not previously done, i.e. the Insider Participatory and Collaborative Mixed Action Research (IPCMAR).

Several practical implications were identified which include the need to understand employees affect (positive or negative affectivity) as this does have an impact on pay satisfaction, employee identification with and commitment to an organization and ultimately on turnover intentions, and should be a consideration when attracting for retention.

Perhaps due to the social and economic status of the developing Niger Delta area, pay is one of the top ranking factors identified as impacting turnover intentions, compared to what is available from literature, and employers in the area need to factor this into their retention strategies.

In a complex environment, employers need to consider working on and obtaining the commitment of employees to the organization, noting that the external environment is continuously changing.

**CHAPTER EIGHT:**  
Limitations and Recommendations

## **8 Limitations and Recommendations**

### **8.1 Introduction**

This research has a few limitations, and they are presented and discussed in this chapter. It is, however, important to note that these identified limitations in no way materially detract from the research findings discussed in previous chapters. These limitations are however listed here to enable other readers better understand what these are, as well as identify ways to address the limitations if and when any further research in this area is carried out.

The chapter is structured by identifying the limitations and explaining the importance of each. Also explained is the nature of the limitation as well as the justification of the choice made during the study. Lastly, a forward-looking perspective is provided with suggestions and recommendations proffered for future research endeavours in the field of turnover intentions in Nigeria and globally.

### **8.2 Limitations and Recommendations**

First, the research was carried out in the oil and gas industry of the Niger Delta area. Additionally, the industry is a high paying one with employees who are well-educated office workers. According to Lyons (2008), well-educated organizational members are likely to be involved in job crafting since they typically hold high positions within the organization. To some extent, similar outcomes would be expected in a similar context of, i.e. high paying industry or similar locale, but the outcomes may differ based on the contributing individuals or research participants. Transferability of the research results could, therefore, be enhanced by replicating the study in other industries across the pay range in other parts of Nigeria, and additionally incorporating a sample of non-office workers across various educational levels, as this may prove insightful.

Hofstede (2001) further adds that since cultures are different, these could also have an impact on the results. For this reason, it is recommended that future research is carried out in other countries to establish the impact of cultural differences on the outcome especially noting that there are personality elements, i.e. positive and negative affectivity which are key elements of this research.

The second limitation is in regard to the self-report data gathered in cycle one of this action research study. The data was gathered in a self-administered survey where according to Podsakoff, MacKenzie, Lee and Podsakoff (2003) there is a risk of egoistical bias as well as method bias. Method bias could be present because self-report data tends to influence social desirability and egoistical bias because research participants may respond in a manner that gives a more favourable view of themselves, particularly when asking questions during this research about positive or negative affectivity. To minimise any negative impact of this limitation, there was an option on the survey form to provide the data anonymously. Additionally, to encourage participation in an authentic manner the survey questions were administered in such a way that there was no “wrong” or “right” answer. During the data analysis process, item analysis was also carried out in order to ensure integrity of the variables used in the analysis. The reader may however have to take this into consideration when reviewing and analysing the outcomes of this research.

The third area for further research is in regard to some of the hypothesis tests which returned non-significant results in cycle one of this research. The relationship between negative affectivity and some personal and psychological variables such as organizational commitment, organizational identification, perceived organizational support and pay satisfaction were positive but not statistically significant. The implication of this result is that it could be occurring by chance and may not be representative of the population. It is therefore recommended that this element of the research with respect be repeated on a different population to obtain a more conclusive outcome. The impact of the two demographic variables in the model, i.e. age and tenure on turnover intention also returned non statistically significant results. These relationships should also be tested on a different population in a similar context as this research to get more conclusive results.

The fourth limitation of this research was that the effect of positive affectivity on pay satisfaction returned a non-statistically significant result, implying that the result was inconclusive. It is recommended that future studies repeat the test of the influence of positive affectivity on pay satisfaction and ultimately on turnover intentions on a different population and in a different environment.

The fifth limitation in this research was the inability to deploy fully a longitudinal approach in cycle two in addition to the cross-sectional approach used in cycle one as part of the action research approach. Typically, cross-section research aims to obtain data once at a point

during the research to understand the causal processes. This was done with the use of survey questionnaires in cycle one. However, due to the added advantage of longitudinal studies, continuous observations were implemented in cycle two with the learning set following the implementation of the improvement strategies, however for this research, the observation could not be extended to cover the 1 – 2 year period when some of the identified improvement actions were to be implemented. Additionally, the time constraints did not allow for the implementation of the improvement strategies on the two other participating organizations. It is recommended that those longer-term improvement strategies be implemented in further research on turnover intentions to assess the impact on turnover intentions.

In this research, the asynchronous meeting method was deployed especially for learning set discussions with two of the participating organizations in cycle two of the action research. While there are benefits of this approach such as saving time money and effort, there are also a few limitations such as the lack of face to face brainstorming opportunities. The exchange of ideas in such a scenario may also be limited, with learning set members possibly unable to easily share their ideas and insights on the issues for extensive discussion, critique and challenge. It is recommended that in such scenarios a few face to face discussion sessions are incorporated into the research to deepen the learning set discussions as required. Raelin (2003) suggests that a platform to discuss and extract ideas from all participants in a collaborative manner during the meaning-making process of change is essential.

The perceived organizational support scale used in the analysis consisted of three items, which was considered valid by Worley, Fuqua and Hellman (2009) and confirmed to be integral following the Cronbach Alpha analysis in this research. In future research, it is however recommended to deploy a higher item number scale such as the eight-item scale tested by Worley, Fuqua and Hellman (2009) which returned a 12-point increase in internal consistency when compared with the three-item version ( $\alpha = 0.81$  for the three-item scale and  $\alpha = 0.93$  for the eight-item scale), as this could lead to slightly different outcomes.

### **8.3 Conclusions**

Typically, most studies or research are not fully concluded because the initial study or research findings lead to the development of additional research questions, with each question framing or leading to other possibilities. In line with this, while this research has led

to some findings which provide good insight and understanding of turnover intentions of employees in the Niger Delta oil and gas industry, it has also identified a few limitations which arise from the research design chosen as well as from the outcome of the research. These have been discussed above, with several suggestions for how they can be addressed in future studies.

## **REFERENCES**

## References

- Abassi, S. M, Hollman, K. W (2000). Turnover: the real bottom line, *Public Personnel Management*, 2 (3), pp. 333-342. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/009102600002900303> (Accessed: 31 January 2014)
- Adams, J. S. (1963), 'Toward an understanding of inequity', *Journal of Abnormal and Social Psychology*, 67 (5), pp. 422-436. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/h0040968> (Accessed: 31 March 2011)
- Adams A. & Bond S. (2000) Hospital nurses job satisfaction, individual and organizational characteristics. *Journal of Advanced Nursing*, 32, pp. 536–543. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1046/j.1365-2648.2000.01513.x> (Accessed: 10 June 2014).
- Adler, N., Shani, A. B. R., & Styhre, A (2004) *Collaborative research in organizations: Foundations for learning, change, and theoretical development*. NY, USA: Sage.
- Agarwal, S., DeCarlo, T.E., & Vyas, S. B. (1999), "Leadership behaviour and organizational commitment: A comparative study of American and Indian salespersons", *Journal of International Business Studies*, 30(4), pp. 727-53. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1057/palgrave.jibs.8490836> (Accessed: 24 February 2015).
- Argyris, C. (1993). *Knowledge for action: A guide to overcoming barriers to organizational change*. San Francisco: Jossey-Bass.
- Ajila, C & Abiola, A. (2004) 'Influence of Rewards on Workers Performance in an Organization' *Journal of Social Sciences*, 8 (1), pp. 7-12. [Online]. Available from: <http://www.krepublishers.com/02-Journals/JSS/JSS-08-0-000-000-2004-Web/JSS-08-1-001-084-2004-Abst-PDF/JSS-08-1-007-012-2004-Ajila/JSS-08-1-007-012-2004-Ajila.pdf> (Accessed: 31 March 2011)
- Akinyemi, B. (2012), Human Resource Development Climate as a Predictor of Citizenship Behaviour and Voluntary Turnover Intentions in the Banking Sector, *International Business Research*, 5(1), pp. 110-119. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5539/ibr.v5n1p110> (Accessed: 31 January 2014)
- Ali, N., & Baloch, Q. (2009). Predictors of Organizational Commitment and Turnover Intention of Medical Representatives (An Empirical Evidence of Pakistani Companies). *Journal of Managerial Sciences*, 3(2), 262-273. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=52595818&site=ehost-live&scope=site> (Accessed: 31 January 2014)
- Allen N. J. & Meyer J. P. (1990) "The measurement and antecedents of affective, continuance and normative commitment to the organization", *Journal of Occupational Psychology*, 63(1), pp. 1-18. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.2044-8325.1990.tb00506.x> (Accessed: 24 February 2015).

Almeida, P and Kogut, B (1999) Localization of knowledge and the mobility of engineers in regional networks, *Management science*, 45(7), pp. 905-917. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/2661691> (Accessed: 11 February 2014)

Ambrose, M.L., & Kulik, C.T. (1999). Old friends, new faces: Motivation research in the 1990s. *Journal of Management*, 25, 231-237. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/014920639902500302> (Accessed: 11 February 2014)

Aquino, K; Allen, D.G; & Hom, P.W. (1997). Integrating justice constructs into the turnover process. A test of referent cognition model. *Academy of management Journal*, 40(5), pp. 1208-1227. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/256933> (Accessed: 21 May 2015).

Arbab Khan, A., Mahmood, B., Ayoub, M. & Hussain, S. (2011) 'An Empirical Study of Retention Issues in Hotel Industry: A Case Study of Serena Hotel, Faisalabad, Pakistan', *European Journal of Economics, Finance and Administrative Sciences*, 29, pp. 7 – 18. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=67737675&site=eds-live&scope=site> (Accessed: 21 October 2011).

Argyris C., Putnam R. & Smith D. (1985) *Action Science*. Jossey-Bass, San Francisco.

Armstrong, M (2012) *Armstrong's Handbook of Human Resource Management Practice*, 12th Edition. Philadelphia : Kogan Page.

Arokiasamy, A. A (2013), 'A qualitative study on causes and effects of employee turnover in the private sector in Malaysia', *Middle East Journal Of Scientific Research*, 16(11), pp. 1532-1541. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-84887770208&site=eds-live&scope=site> (Accessed: 11 February 2014)

Arshadi, N & Hayavi, G (2013) The Effect of Perceived Organizational Support on Affective Commitment and Job Performance: Mediating role of OBSE, *Procedia - Social and Behavioral Sciences*, 84, pp. 739 – 743. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.sbspro.2013.06.637> (Accessed: 11 March 2016)

Ashby, F.C. & Pell, A. R. (2001) *Embracing Excellence*. Paramus, NJ: Prentice Hall.

Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34(3), pp. 325-374. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/0149206308316059> (Accessed: 15 January 2015).

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1), pp. 20-39. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5465/AMR.1989.4278999> (Accessed: 15 January 2015).

Barnard, C. I. (1938). *The Functions of the Executive*. Cambridge: Harvard University Press.

- Barrick, M. R & Zimmerman, R. D. (2005) Reducing Voluntary, Avoidable Turnover Through Selection, *Journal of Applied Psychology*, 90(1), pp. 159-166. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.90.1.159> (Accessed: 15 February 2014).
- Bar-Tal, D., Bar-Zohar, Y., Greenberg, M. S., & Hermon, M. (1977). Reciprocity behaviour in the relationship between donor and recipient and between harm-doer and victim. *Sociometry*, 40 (3), pp. 293-298. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/3033537> (Accessed: 15 May 2015).
- Bartholomew, H. M., & Smith, K. L. (1990). Stresses of multicounty agent positions. *Journal of Extension*, 28(4). [Online]. Available from: <http://www.joe.org/joe/1990winter/a2.php> (Accessed: 10 June 2014).
- Bartlett, J. E., II, Kotrlik, J. W., & Higgins, C. (2001). Organizational research: Determining appropriate sample size for survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43–50. [Online] Available from: <http://www.osra.org/itlpj/bartlettkotrlikhiggins.pdf> (Accessed: 29 September 2011).
- Batt, R. & Valcour, P. M (2003) Human Resources Practices as Predictors of Work-Family Outcomes and Employee Turnover, *Industrial Relations*, 42(2), pp. 189 – 220. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/1468-232X.00287> (Accessed: 15 February 2014).
- Baytos, K. & Kleiner, B.H. (1995) New developments in job design. *Business Credit*, 97(2), 22-25. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=9503081865&site=eds-live&scope=site> (Accessed: 15 February 2014).
- Bazeley, P. (2004). Issues in mixing qualitative and quantitative approaches to research. In R. Buber, J. Gadner, & L. Richards (Eds.), *Applying qualitative methods to marketing management research*. Basingstoke, UK: Palgrave Macmillan.
- Becker, G.S. (1962). Investment in Human Capital: A Theoretical Analysis, *Journal of Political Economy*, 70 (5), 9-49. [Online]. Available from: <http://www.jstor.org/stable/1829103> (Accessed: 15 February 2014).
- Benson, G.S. (2006). Employee Development, Commitment and Intention to Turnover: a Test of ‘Employability’ policies in action. *Human Resource Management Journal*, 16 (2), 173-192. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1748-8583.2006.00011.x> (Accessed: 11 February 2014).
- Bernardin, J.H. (1977), “The relationship of personality variables to organizational withdrawal”, *Personnel Psychology*, 30(1), pp. 17-27. [Online]. Available from: <http://dx.doi.org/10.1111/j.1744-6570.1977.tb02317.x> (Accessed: 19 February 2015).
- Berger, C.J. & Schwab, D.P. (1980). Pay incentives and pay satisfaction. *Industrial Relations*, 19, pp. 206-211. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1468-232X.1980.tb01090.x> (Accessed: 12 February 2015).

- Bhatnagar, J. (2007) 'Talent management strategy of employee engagement in Indian ITES employees: key to retention', *Employee Relations*, 29 (6), pp. 640 – 663. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/01425450710826122> (Accessed: 21 October 2011).
- Björkman, H. & Sundgren, M. (2005) "Political entrepreneurship in action research: learning from two cases", *Journal of Organizational Change Management*, 18(5), pp.399 – 415. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/09534810510614913> (Accessed: 22 March 2012).
- Blaikie, N. H. (2000). *Designing social research : the logic of anticipation*. Cambridge : Polity Press.
- Blau, P. M. (1964), *Exchange and Power in Social Life*. New York: Wiley.
- Bowen, D. E (1982) Some Unintended Consequences of Intention to Quit, *Academy of Management Review*, 7 (2), pp. 205-211. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5465/AMR.1982.4285563> (Accessed: 15 February 2014).
- Boxall, P., & Purcell, J. (2011). *Strategy and human resource management* (3rd ed.). New York: Palgrave Macmillan.
- Boxall, P., Macky, K. & Rasmussen, E. (2003), Labour Turnover and Retention in New Zealand: The Causes and Consequences of Leaving and Staying with Employers. *Asia Pacific Journal of Human Resources*, 41, pp. 196–214. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/10384111030412006> (Accessed: 15 February 2014).
- Branham, L. (2005). *The 7 hidden reasons employees leave. How to recognize the subtle signs and act before it's too late*. New York: Amacom.
- Bratton, J. & Gold, J. (2003). *Human Resources Management Theory and Practice*, 3rd edition, New York, Palgrave Macmillan.
- Broussard, S. C., & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), pp. 106– 120. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1046/10.1177/1077727X04269573> (Accessed: 03 June 2014).
- Bulmer, M. (1979), Concepts in the Analysis of Qualitative Data. *The Sociological Review*, 27, pp. 651–677. [Online]. Available from: <http://dx.doi.org.ezproxy/10.1111/j.1467-954X.1979.tb00354.x> (Accessed: 13 May 2015).
- Burke, R.J. (1994). Generation-X measure, sex and age differences. *Psychological Reports*, 74(2), pp. 555-663. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2466/pr0.1994.74.2.555> (Accessed: 11 May 2015).

Burke, W. W. (2002). *Organization change theory and practice: Foundations for organizational science*. Thousand Oaks, CA: Sage.

Burmann C., Zeplin S., & Riley N. (2009) "Key determinants of internal brand management success: An exploratory empirical analysis", *Journal of Brand Management*, 16(4), pp. 264-284. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1057/bm.2008.6> (Accessed: 24 February 2015).

Bryman, A., & Bell, E. (2011). *Business Research Methods* (3<sup>rd</sup> ed.). Oxford University Press.

Bryman, A and Cramer, D (2011) *Quantitative data analysis with IBM SPSS Statistics 17, 18 and 19: A guide for social scientists*, London, UK: Psychology Press.

Campion, M.A. & Thayer, P.W. (1987). Job design: Approaches, outcomes, and trade-offs. *Organizational Dynamics*, 15(3), pp. 66-80. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0090-2616\(87\)90039-8](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0090-2616(87)90039-8) (Accessed: 15 February 2014).

Carney, K (1998), 'How to keep staff in a boom economy', *Inc*, 20, 16, p. 110. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=1259871&site=eds-live&scope=site> (Accessed: 28 January 2013).

Carson, P, Carson, K, Griffeth, R, & Steel, R (1994), 'Promotion and employee turnover: Critique, meta-analysis, and implications', *Journal Of Business And Psychology*, 8, 4, p. 455-466. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-21344492318&site=eds-live&scope=site> (Accessed: 28 January 2014).

Catell, R. B. (1966). The scree test for number of factors. *Multivariate Behavioural Research*, 1, 245–276. [Online]. Available from: [http://dx.doi.org.ezproxy/10.1207/s15327906mbr0102\\_10](http://dx.doi.org.ezproxy/10.1207/s15327906mbr0102_10) (Accessed: 10 May 2015).

Chapin, K. (1999) Nurse Retention in Home Health Care: Addressing the Revolving Door, *Home Health Care Management Practice*, 11(5), pp.1-9. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/108482239901100504> (Accessed: 28 January 2014).

Cheney, G. (1983). On the various and changing meanings of organizational membership: A field study of organizational identification. *Communications Monographs*, 50(4), pp. 342-362. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1080/03637758309390174> (Accessed: 15 January 2015).

Chhokar, J.S., Zhuplev, A., Fok, L.Y., & Hartman, S.J. (2001). The Impact of Culture on Equity Sensitivity Perceptions and Organizational Citizenship Behaviour: A Five- Country Study. *International Journal of Value - Based Management*, 14(1), pp. 79-98. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1023/A:1007865414146> (Accessed: 28 January 2014).

- Chiu, R. K. & Francesco, A. M. (2003), "Dispositional traits and turnover intention", *International Journal of Manpower*, 24 (3), pp. 284 – 298. [Online]. Available from: <http://dx.doi.org/10.1108/01437720310479741> (Accessed: 19 February 2015).
- Chiu, C.M., Hsu, M.H. & Wang, E.T., (2006), "Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories", *Decision support system*, 42 (3), pp. 1872-88. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.dss.2006.04.001> (Accessed: 24 May 2015).
- Cho, S., Woods, R. H., Soocheong, J. & Mehmet, E. (2006) Measuring the impact of human resource management practices on hospitality firms' performance. *International Journal of Hospitality Management*, 25(2), pp. 262-277. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.ijhm.2005.04.001> (Accessed: 13 January 2013).
- Christensen, L.B., Johnson, R. B. & Turner, L. A. (2011). *Research Methods, Design, and Analysis* (12<sup>th</sup> ed.). New York: Pearson.
- Churchill, G. A., & Iacobucci, D. (2005). *Marketing Research: Methodological Foundations* (9th. ed.): South-Western College Pub.
- Cialdini, R.B., (2014), "*Influence: Science and practice (Vol. 5)*", Boston, MA: Allyn and Bacon.
- Clark, R. W. (1992). Stress and turnover among extension directors. *Journal of Extension*, 30(2). [Online]. Available from: <http://www.joe.org/joe/1992summer/rb1.php> (Accessed: 08 June 2014).
- Cochran, W. G. (1977), *Sampling Techniques*, Third Edition, New York: John Wiley & Sons, Inc.
- Coghlan, D. & Brannick, T. (2014) *Doing action research in your own organization*. 4<sup>th</sup> ed. London: Sage.
- Coghlan, D. & Casey M. (2001) Action research from the inside: issues and challenges in doing action research in your own hospital, *Journal of Advanced Nursing*, 35(5), pp. 674-682. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1046/j.1365-2648.2001.01899.x> (Accessed: 10 May 2015).
- Coughlan, P. and Coghlan, D. (2002), "Action research for operations management", *International Journal of Operations & Production Management*, 22, (2), pp. 220 – 240 [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/01443570210417515> (Accessed: 26 December 2010).
- Cohen, A. (1991). Career stage as a moderator of the relationships between organizational commitment and its outcomes: A meta-analysis. *Journal of Occupational Psychology*, 64, pp. 253-268 [Online]. Available from: (Accessed: 12 May 2015).

- Cohen, L and Manion, L. (1985) *Research methods in education*, second edition. London: Croom Helm.
- Colletti, J.A., and Chonko, L. B. (1997), 'Change Management Initiatives: Moving Sales Organizations from Obsolescence to High Performance', *Journal of Personal Selling and Sales Management*, 17 (2), pp. 1-30. [Online] Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=buh&AN=9708125097&site=ehost-live&scope=site> (Accessed: 01 April 2011)
- Constantinople, A. (1967). Perceived instrumentality of the college as a measure of attitudes towards college. *Journal of Personality and Social Psychology*, 5(2), 196-201. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/h0024196> (Accessed: 10 January 2014).
- Cook, K. (2000). Charting Futures for Sociology: Structure and Action. *Contemporary Sociology*, 29, 685-692. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-0040182673&site=eds-live&scope=site> (Accessed: 10 January 2014).
- Cook, T.D. & Campbell, D.T. (1979). *Quasi-Experimentation: Design and Analysis for Field Settings*. Chicago, Illinois: Rand McNally.
- Cooperrider, D. & Srivastva, S. (1987). Appreciative inquiry in organizational life. In R. Woodman and W. Pasmore (Eds.) *Research in Organizational Change and Development* (pp.129-169). Greenwich, CT: JAI Press.
- Costa, P. T., McCrae, R. R. & Dye, D. A. (1991) Facet scales for agreeableness and conscientiousness: A revision of the NEO personality inventory, *Personality and Individual Differences*, 12(9), pp. 887-898. [Online]. Available from: [http://dx.doi.org/10.1016/0191-8869\(91\)90177-D](http://dx.doi.org/10.1016/0191-8869(91)90177-D) (Accessed: 11 February 2015)
- Cotton, J. L., & Tuttle, J. M. (1986). Employee turnover: A meta-analysis and review with implications for research. *Academy of Management Review*, 11, pp. 55–70. [Online]. Available from: <http://www.jstor.org/stable/258331> (Accessed: 21 January 2013)
- Coyle-Shapiro, J. A-M. & Morrow, P. C. (2006), "Organizational and client commitment among contracted employees", *Journal of Vocational Behaviour*, 68(3), pp.416- 431. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.jvb.2005.10.002> (Accessed: 19 February 2015).
- Cranny, C. J., Smith, P. C., & Stone, E. F. (1992). *Job Satisfaction*. Lexington Books: New York, New York.
- Crawford, S. L. (2006). Statistical Primer for Cardiovascular Research: Correlation and Regression. *Circulation*. 114, pp. 2083-2088. [Online]. Available from: <http://dx.doi.org/10.1161/CIRCULATIONAHA.105.586495> (Accessed: 31 January 2015)
- Creswell, J.W. (2003) *Research design: qualitative, quantitative, and mixed methods approaches* (2nd edn), Thousand Oaks, CA: Sage Publications.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> edn.). Upper Saddle River, NJ: Pearson Education.

Creswell J. W., & Plano Clark, V. L. (2010). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.

Cropanzano, R., James, K. and Konovsky, M.A. (1993), "Dispositional affectivity as a predictor of work attitudes and job turnover intentions", *Journal of Organizational Behaviour*, 14 (6), pp. 595-606. [Online]. Available from: <http://dx.doi.org/10.1002/job.4030140609> (Accessed: 19 February 2015).

Cunningham, J. B. (1993). *Action research and organizational development*. Westport, CT: Praeger Publishers.

Currie P, Dollery B (2006). Organizational commitment and perceived organizational support in the NSW police. *International Journal of Police Strategies Management*, 29(4): 741-756. [Online]. Available from: <http://dx.doi.org/10.1108/13639510610711637> (Accessed: 18 May 2015).

Custers, R., & Aarts, H. (2005). Positive affect as implicit motivator: On the nonconscious operation of behavioural goals. *Journal of Personality and Social Psychology*, 89(2), pp. 129–142. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0022-3514.89.2.129> (Accessed: 10 May 2015).

Debrah, Y. (1994); Management of Operative Staff in a Labour-Scarce Economy: the Views of Human Resource Managers in the Hotel Industry in Singapore. *Asia Pacific Journal of Human Resources*, 32(1), 41-60. . [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/103841119403200104> (Accessed: 10 January 2014).

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), pp. 627–668. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0033-2909.125.6.627> (Accessed: 05 June 2014).

Dick, B., Stringer, E., & Huxham, C. (2009). Theory in action research. *Action Research*, 7(1), pp. 5-12. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/1476750308099594> (Accessed: 19 May 2015).

Dieleman, M., Toonen, J., Touré, H. & Martineau, T (2006) The match between motivation and performance management of health sector workers in Mali, *Human Resource Health*. 4(2), pp. 1-7. [Online]. Available from: <http://link.springer.com/article/10.1186%2F1478-4491-4-2#page-1> (Accessed: 15 June 2014).

Dreher, G.F., Ash, R.A. & Bretz, R.D. (1988). Benefit coverage and employee cost: Critical factors in explaining compensation satisfaction. *Personnel Psychology*, 41(2), pp. 237-254. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1744-6570.1988.tb02383.x> (Accessed: 12 February 2015).

Donoghue, C. & Castle, N. G. (2006) Voluntary and Involuntary Nursing Home Staff Turnover, *Research on Aging*, 28(4), 454-472. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/0164027505284164> (Accessed: 10 January 2014).

Doolittle, P. E. (2014). Complex Constructivism: A Theoretical Model of Complexity and Cognition, *International Journal of Teaching and Learning in Higher Education*, 26 (3), pp. 485-498. [Online]. Available from: <http://files.eric.ed.gov/fulltext/EJ1060852.pdf> (Accessed: 10 October 2015)

Driscoll, D. L., Appiah-Yeboah, A., Salib, P., & Rupert D.J. (2007). Merging qualitative and quantitative data in mixed methods research: How to and why not. *Ecological and Environmental Anthropology*, 3(1), 19-28. [Online]. Available from: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1012&context=icwdmeea> (Accessed: 22 June 2014).

Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative Science Quarterly*, 39(2), pp. 239-263. [Online]. Available from: <http://www.jstor.org/stable/2393235> (Accessed: 15 January 2015).

Easterby-Smith, M., Thorpe, R., & Lowe, A. (2002). *Management Research* (2nd ed.): Sage Publications Ltd.

Efraty, D & Wolfe, D. M. (1988) The effect of organizational identification on employee affective and performance responses, *Journal of Business and Psychology*, 3(1), pp. 105-112. [Online]. Available from: <http://dx.doi.org/10.1007/BF01016752> (Accessed: 15 May 2015).

Eisenberger, R., Huntington, R., Hutchison, S. and Sowa, D. (1986) Perceived Organizational Support, *Journal of Applied Psychology*, 71(3), pp. 500-507. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.71.3.500> (Accessed: 15 January 2014).

Elias, P (1994), Job-related training, trade union membership, and labour mobility: A longitudinal study, *Oxford Economic Papers*, 46, 4, p. 563. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=9501264555&site=eds-live&scope=site> (Accessed: 19 January 2014).

Elliott, J. (1991) *Action research for educational change*. Milton Keynes: Open University Press.

Elliot, A. J., & Thrash, T. M. (2002). Approach–avoidance motivation in personality: Approach and avoidance temperaments and goals. *Journal of Personality and Social Psychology*, 82(5), pp. 804 – 818. [Online]. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/12003479> (Accessed: 17 February 2015).

Emoyan, O. O., Akpoberie, I. A., & Akporhonor, E. E (2008) The Oil and Gas Industry and the Niger Delta: Implications for the Environment, *Journal of Applied Science Environmental Management*, 12(3), pp. 29 – 37. [Online]. Available from: <http://www.ajol.info/index.php/jasem/article/viewFile/55488/43962> (Accessed: 28 January 2014).

- Emmons, R. A. (1986). Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social Psychology*, 51(5), pp. 1058–1068. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0022-3514.51.5.1058> (Accessed: 12 May 2015).
- ENI (2014) *Eni in the world*. [Online]. Available from: [https://www.eni.com/en\\_IT/eni-world/eni-world.shtml](https://www.eni.com/en_IT/eni-world/eni-world.shtml) (Accessed: 12 January 2014).
- Evans, J. R. & Mathur, A. (2005) "The value of online surveys", *Internet Research*, 15(2), pp.195 – 219. [Online]. Available from: <http://dx.doi.org/10.1108/10662240510590360> (Accessed: 31 January 2015)
- Ezell, P. A. (2003). Job stress and turnover intentions among Tennessee cooperative extension system employees. *Dissertation Abstracts International Section A*, 64, 6-A, p. 1920. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=psyh&AN=2003-95023-011&site=eds-live&scope=site> (Accessed: 02 June 2014).
- Fang, W. & Chen. Y. (2008). The Moderating Effect of Impression Management on the Organizational Politics–Performance Relationship. *Journal of Business Ethics*, 79(3), pp 263-277. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1007/s10551-007-9379-3> (Accessed: 28 January 2014).
- Farmer, S. & Fedor, D. (1999). Volunteer Participation and Withdrawal: A Psychological Contract Perspective on the Role of Expectations and Organizational Support. *Nonprofit Management & Leadership*, 9, pp. 349-367. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/nml.9402> (Accessed: 04 June 2014).
- Farrell, D. (1983) Exit, Voice, Loyalty, and Neglect as Responses to Job Dissatisfaction: A Multidimensional Scaling Study. *Academy of Management Journal*, 26, pp.596-607. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/255909> (Accessed: 02 June 2014).
- Ferguson GH; Ferguson WF, (1986) Distinguishing voluntary from involuntary nurse turnover. *Nursing Management*, 17 (12), pp. 43-44. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-0023023970&site=eds-live&scope=site> (Accessed: 13 January 2014).
- Ferres, N; Traveglione, A; & Firms, I. (2002). Attitudinal differences between Generation-X and older employees. *International Journal of Organizational Behaviour*, 6(3), 320- 333. [Online]. Available from: [http://www.researchgate.net/publication/228697474\\_Attitudinal\\_differences\\_between\\_Generation-x\\_and\\_older\\_employees](http://www.researchgate.net/publication/228697474_Attitudinal_differences_between_Generation-x_and_older_employees) (Accessed: 18 May 2015).
- Ferris, G.R., Bedeian, A.G., Kacmar, K.M., (1992). Age, tenure and job satisfaction: A tale of two perspectives, *Journal of Vocational Behaviour*, 40 (1), pp. 33-48. [Online]. Available from: [http://dx.doi.org.ezproxy/10.1016/0001-8791\(92\)90045-2](http://dx.doi.org.ezproxy/10.1016/0001-8791(92)90045-2) (Accessed: 19 May 2015).

- Finley, M (2012), The Oil Market to 2030—Implications for Investment and Policy, *Economics of Energy & Environmental Policy*, 1(1), pp. 25 – 36. Available from: <http://www.bp.com/content/dam/bp/pdf/energy-economics/energy-outlook-2015/the-oil-market-2030.pdf> (Accessed: 23 October 2015).
- Firth, L., Mellor, D. J., Moore, K. A. & Loquet, C. (2004) How can managers reduce employee intention to quit?, *Journal of Managerial Psychology*, 19(2), pp.170 – 187. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/02683940410526127> (Accessed: 22 January 2014).
- Foa, E. B., & Foa, U. G. (1980). Resource theory: Interpersonal behaviour as exchange. In K. Gergen, M. S. Greenberg, & R. Willis (Eds.), *Social exchange: Advances in theory and research* (pp. 77–94). New York:Plenum Press.
- Ford, J. D. & Ford, L. W., (1995) ‘The role of conversations in producing intentional change in organizations’ *The Academy of Management Review*, 20 (3), pp. 541-570. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/258787> (Accessed: 7 April 2011).
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3), pp. 300 –319. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/1089-2680.2.3.300> (Accessed: 17 January 2015).
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), pp. 218 –226. [Online]. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/> (Accessed: 17 January 2015).
- French, W., & Bell, C. (1999). *Organization development: Behavioural science interventions for organization improvement*, (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Fricker, R., & Schonlau, M. (2002). Advantages and disadvantages of Internet research surveys: Evidence from the literature. *Field Methods*, 14, pp. 347-367. [Online]. Available from: <http://dx.doi.org/10.1177/152582202237725> (Accessed: 31 January 2015)
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Upper Saddle Ridge, NJ: Pearson Publishing.
- Gaziel, H. (1986). Correlates of job satisfaction: A study of the two factor theory in an educational setting. *The Journal of Psychology*, 120(6), 613-626. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1080/00223980.1986.9915491> (Accessed: 16 January 2014).
- Gberevbie, D. E (2010a) "Organizational retention strategies and employee performance of Zenith Bank in Nigeria", *African Journal of Economic and Management Studies*, 1(1), pp.61 – 74. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/20400701011028167> (Accessed: 19 January 2014).

Gbervbie, D. E (2010b) Strategies for employee recruitment, retention and performance: Dimension of the Federal civil Service of Nigeria, *African Journal of Business Management*, 4(8), pp. 1447-1456. [Online]. Available from: [http://www.academicjournals.org/article/article1380734921\\_Gbervbie.pdf](http://www.academicjournals.org/article/article1380734921_Gbervbie.pdf) (Accessed: 23 January 2014).

Genat, B. (2009). Building emergent situated knowledges in participatory action research. *Action Research*, 7(1), pp. 101-115. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/1476750308099600> (Accessed: 23 May 2015).

Glass, A. (2007). Understanding generational differences for competitive success. *Industrial and Commercial Training*, 39(2), pp.98-103. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/00197850710732424> (Accessed: 10 May 2015).

Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology*, 82(3), pp. 525-538. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0022-0663.82.3.525> (Accessed: 09 June 2014).

Gould, S. (1979). An equity-exchange model of organizational involvement, *Academy of Management Review*, 4 (1), pp. 53-62. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/257403> (Accessed: 19 July 2014).

Gouldner, A.W. (1960). The Norm of Reciprocity: A Preliminary Statement. *American Sociological Review*, 25 (2), p. 161-178. [Online]. Available from: <http://www.jstor.org/stable/2092623> (Accessed: 20 January 2014).

Green, F., Felsted, A., Mayhew, K., & Pack, A. (2000) The impact of training on labour mobility: Individual and firm-level evidence from Britain. *British Journal of Industrial Relations*, 38(2): 261-275. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/1467-8543.00162> (Accessed: 22 January 2014).

Greenberg, J. (1990). "Yesterday, Today, and Tomorrow." *Journal of Management*, 16 (2), pp. 399-432. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/014920639001600208> (Accessed: 12 February 2015).

Greenberg, M. S., & Frisch, D. M. (1972). Effect of intentionality on willingness to reciprocate favor. *Journal of Experimental Social Psychology*, 8(2), pp. 99-111. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0022-1031\(72\)90028-5](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0022-1031(72)90028-5) (Accessed: 27 May 2015).

Greenberg, M. S., & Saxe, L. (1975). Importance of locus of help initiation and type of outcome as determinants of reactions to another's help attempt. *Social Behaviour and Personality*, 3, pp. 101-110. [Online]. Available from: <https://www.sbp-journal.com/index.php/sbp/article/view/93> (Accessed: 16 May 2015).

Greenwood, D.J. & Levin, M. (2007) *Introduction to action research*. 2nd ed. Thousand Oaks, California: Sage.

- Gregson, T. (1991). The separate constructs of communication satisfaction and job satisfaction. *Educational & Psychological Measurement*, 51(1). [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/0013164491511003> (Accessed: 06 June 2014).
- Griffeth, R., & Hom, P (2001) *Retaining valued employees*. Thousand Oaks, CA: Sage Press.
- Grint, K. (2005) 'Problems, problems, problems: The social construction of 'leadership'', *Human Relations*, 58 (11), pp. 1467-94. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/0018726705061314> (Accessed: 28 December 2010).
- Grover, S., & Crooker, K. (1995). Who appreciates family responsive human resource policies: The impact of family-friendly policies on the organizational attachment of parents and nonparents. *Personnel Psychology*, 48(2), pp. 271-288. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1744-6570.1995.tb01757.x> (Accessed: 13 January 2013).
- Guillemin, M. & Gillam, L (2004). Ethics, Reflexivity, and "Ethically Important Moments" in Research. *Qualitative Inquiry*, 10(2), pp. 261 – 280. [Online]. Available from: <http://dx.doi.org/10.1177/1077800403262360> (Accessed: 31 January 2015)
- Guthrie, J. P. (2000). Alternative Pay Practices and Employee Turnover: An Organization Economics Perspective, *Group & Organization Management*, 25(4), pp. 419-239. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/1059601100254006> (Accessed: 16 January 2014).
- Hackett, P. (1998) *Success in Managing People*. Biddles Limited Guildford King's Lyun. London.
- Hackett, R.D., Bycio, P., & Hausdorf, P.A. (1994). Further assessment of Meyer and Allen's 1991 three components model of organizational commitment. *Journal of Applied Psychology* 79(1), pp. 340-350. [Online]. Available from: <http://dx.doi.org/10.1037/0021-9010.79.1.15> (Accessed: 23 February 2016).
- Hanisch, K.A., Hulin, C.L., & Roznowski, M. (1998). The importance of individuals' repertoires of behaviours: The scientific appropriateness of studying multiple behaviours and general attitudes. *Journal of Organizational Behaviour*, 19(5), pp. 463–480. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/\(SICI\)1099-1379\(199809\)19:5<463::AID-JOB3899>3.0.CO;2-5](http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/(SICI)1099-1379(199809)19:5<463::AID-JOB3899>3.0.CO;2-5) (Accessed: 18 June 2014).
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th. ed.): Prentice Hall.
- Hall, R. (1992). The Strategic Analysis of Intangible Resources. *Strategic Management Journal*, 13(2), pp. 135-144. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/smj.4250130205> (Accessed: 10 May 2014).
- Hansen, K.V., (2004), The asking rules of reciprocity in networks of care for children, *Qualitative Sociology*, 27(4), pp. 421-37. [Online]. Available from:

<http://dx.doi.org.ezproxy.liv.ac.uk/10.1023/B:QUAS.0000049241.43051.2a> (Accessed: 19 May 2015).

Hatch, M. & Schultz, M. (2002). The Dynamics of Organizational Identity, *Human Relations*, 55(8), pp. 989-1005. [Online]. Available from:

<http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/0018726702055008181> (Accessed: 12 February 2015).

Healy, M. C., Lehman, M. and McDaniel, M. A. (1995), Age and voluntary turnover: A quantitative review. *Personnel Psychology*, 48(2), pp. 335–345. [Online] Available from:

<http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1744-6570.1995.tb01760.x> (Accessed: 10 August 2014).

Hebda, J., Vojak, B.A., Griffin, A. & Price, R.L. (2012) Motivating and demotivating technical visionaries in large corporations: a comparison of perspectives. *R&D Management*, 42(2), pp. 101 – 119. [Online]. Available from:

<http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1467-9310.2011.00669.x> (Accessed: 12 June 2014).

Hegney D, Rogers-Clark C, Gorman D, Baker S, McCarthy A.( 2001) *Factors influencing the recruitment and retention of rural and remote area nurses in Queensland*. Toowoomba Qld: University of Southern Queensland.

Hegney, D, McCarthy, A, Rogers-Clark, C, & Gorman, D (2002), Why nurses are resigning from rural and remote Queensland health facilities, *Collegian*, 9, 2, p. 33-39. [Online].

Available

from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-0036545904&site=eds-live&scope=site> (Accessed: 16 January 2014).

Hellman, C. M. (1997). Job satisfaction and intent to leave. *The Journal of Social Psychology* 137(6), 677-689[Online]. Available from:

<http://dx.doi.org.ezproxy/10.1080/00224549709595491> . (Accessed: 15 May 2015).

Heneman, H.G., & Judge. T.A. (2000). “Incentives and Motivation.”*Compensation in Organizations: Progress and Prospects*. S. Rynes and B. Gerhart, eds. San Francisco, CA: New Lexington Press, 61-103.

Heneman, H. G. & Schwab, D. P. (1985) Pay Satisfaction: Its Multidimensional Nature and Measurement, *International Journal of Psychology*, 20(1), pp. 129-141. [Online] Available

from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1080/00207598508247727> (Accessed: 10 May 2014).

Harris, J. & Brannick, J. (1999) *Finding and Keeping Great Employees*. New York: AMA Publications.

Heneman, R, & von Hippel, C (1995), Balancing group and individual rewards: Rewarding individual contributions to the team, *Compensation & Benefits Review*, 27(4), p. 63. [Online]. Available from:

<http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=9508257614&site=eds-live&scope=site> (Accessed: 16 January 2014).

- Heron, J. (1996). *Co-operative Inquiry: Research into the human condition*. London: Sage Publications.
- Herzberg, F. (1976) *The Managerial Choice*. Illinois: Dow Jones-Irwin.
- Herzberg, F., Manser, B. & Synderman, B.B. (1959) ‘*The Motivation of Work*’. New York: John Wiley and Sons Inc.
- Hirschman, A.O. (1970) *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press,
- Hmelo-Silver, C. E & Pfeffer, M. G (2004), Comparing expert and novice understanding of a complex system from the perspective of structures, behaviours, and functions, *Cognitive Science*, 28(1), pp. 127–138. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S0364-0213\(03\)00065-X](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S0364-0213(03)00065-X) (Accessed: 23 October 2015).
- Hobhouse, L. T. (1906). *Morals in evolution: A study in comparative ethics*. London: Chapman & Hall ltd.
- Hofstede, G. (1997) *Culture and organizations – Software of the mind, Intercultural cooperation and its importance for survival*. New York : McGraw-Hill.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviours, institutions and organizations across nations*: NY: Sage.
- Holman, D., Clegg, C. & Waterson, P. (2002). Navigating the territory of job design. *Applied Ergonomics* 33, 197-205. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S0003-6870\(02\)00015-7](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S0003-6870(02)00015-7) (Accessed: 15 January 2014).
- Hom, P. W., & Kinicki, A. J. (2001). Toward a Greater Understanding of How Dissatisfaction Drives Employee Turnover. *Academy of Management Journal*, 44(5), 975-987. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/3069441> (Accessed: 18 February 2014).
- Homans, George C. (1958), “Social Behaviour as Exchange,” *American Journal of Sociology*, 63 (6), 597-606. [Online]. Available from: <http://www.jstor.org/stable/2772990> (Accessed: 10 February 2014).
- Homans, G. (1961). *Social Behaviour: Its Elementary Forms*. New York: Harcourt.
- Houghton, C.E., Casey, D., Shaw, D. & Murphy, K. (2010). Ethical challenges in qualitative research: examples from practice. *Nurse Researcher*. 18(1), pp. 15-25. [Online]. Available from: <http://rcnpublishing.com/doi/pdfplus/10.7748/nr2010.10.18.1.15.c8044> (Accessed: 31 January 2015)
- Houser, J. (2008) *Nursing research: reading, using, and creating evidence*. Boston: Jones and Bartlett Publishers.

Hrebiniak, L.G., & Alutto, J.A. (1972). Personal and role-related factors in the development of organizational commitment. *Administrative Science Quarterly*, 17(4), 555-573. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/2393833> (Accessed: 8 February 2014).

Hubbard, R., & Allen, S. J. (1987). An empirical comparison of alternative methods for principal component extraction. *Journal of Business Research*, 15, 173–190. [Online]. Available from: [http://dx.doi.org.ezproxy/10.1016/0148-2963\(84\)90047-X](http://dx.doi.org.ezproxy/10.1016/0148-2963(84)90047-X) (Accessed: 21 May 2015).

Hulin, C. L. (1968) Effects of changes in job-satisfaction levels on employee turnover. *Journal of Applied Psychology*, 52(2), pp. 122-126. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/h0025655> (Accessed: 12 February 2014).

Huselid, M. (1995) The Impact of Human Resource Management Practices on Turnover, Productivity, and Corporate Financial Performance, *The Academy of Management Journal*, 38(3) , pp. 635-672. [Online]. Available from: <http://www.jstor.org/stable/256741> (Accessed: 16 February 2014).

Huseman, R. C., Hatfield, J. D., & Miles, E. W. (1987). A new perspective on equity theory: The equity sensitivity construct. *The Academy of Management Review*, 12 (2), pp. 222-234. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/258531> (Accessed: 10 February 2014).

Idemudia, U, & Ite, U (2006a) Demystifying the Niger Delta Conflict: Towards an Integrated Explanation, *Review of African Political Economy*, 33(109), pp. 391-406. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1080/03056240601000762> (Accessed: 13 February 2014).

Idemudia, U, & Ite, U (2006b), Corporate–community relations in Nigeria's oil industry: challenges and imperatives, *Corporate Social Responsibility & Environmental Management*, 13(4), pp. 194-206. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/csr.101> (Accessed: 17 February 2014).

Ite, U. E (2004) Multinationals and corporate social responsibility in developing countries: a case study of Nigeria, *Corporate Social Responsibility and Environmental Management*, 11(1), pp. 1–11. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/csr.049> (Accessed: 15 January 2014).

Ivancevich, J M, Konopaske, R & Matteson, M T (2008) *Organizational Behaviour and Management*, 8<sup>th</sup> edn, McGraw-Hill/Irwin, New York.

Jackofsky, E.F., & Peters, L.H. (1983). The hypothesized effects of ability in the turnover process. *Academy of Management Review*, 8 (1), pp. 46-49. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5465/AMR.1983.4287655> (Accessed: 18 January 2013).

Johanson, U., Martenson, M., Skoog, M. (2001). Mobilising change through the management control of intangibles. *Accounting organizations and Society*, 26(7-8), pp. 715-733. [Online].

Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S0361-3682\(01\)00024-1](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S0361-3682(01)00024-1)  
(Accessed: 10 January 2013).

Johnson, P. & Duberley, J. (2000) *Understanding Management Research*, London: SAGE Publications.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.3102/0013189X033007014> (Accessed: 10 June 2014).

Joyce, B., & Showers, B. (1988) *Student Achievement Through Staff Development*. New York, Longman.

Judge, T.A. (1993), Does affective disposition moderate the relationship between job satisfaction and voluntary turnover? *Journal of Applied Psychology*, 78 (3), pp. 395-401. [Online]. Available from: <http://dx.doi.org/10.1037/0021-9010.78.3.395> (Accessed: 19 February 2015).

Kahan, D.M., (2002), The logic of reciprocity: trust, collective action, and law. *Yale Law & Economics Research Paper No. 281*. [Online]. Available from: <http://dx.doi.org/10.2139/ssrn.361400> (Accessed: 20 May 2015).

Katsikea, E., Theodosiou, M., Perdakis, N. & Kehagias, J. (2011) The effects of organizational structure and job characteristics on export sales managers' job satisfaction and organizational commitment, *Journal of World Business*, 46(2), pp. 221-233. [Online]. Available from: <http://dx.doi.org/10.1016/j.jwb.2010.11.003> (Accessed: 10 October 2014).

Katsikea, E., Theodosiou, M., & Morgan, R. E. (2015) Why people quit: Explaining employee turnover intentions among export sales managers, *International Business Review*, 24(3), pp. 367-379. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.ibusrev.2014.08.009> (Accessed: 28 May 2015).

Kelly, J. (1992). Does job re-design theory explain job re-design outcomes? *Human Relations*, 45(8), pp. 753-775. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/001872679204500801> (Accessed: 5 January 2014).

Kemmis, S. & McTaggart, R. (2000) "Participatory action research" in Denzin, N.K. & Lincoln. Y.S. (Eds.) *Handbook of qualitative research* (2nd ed.) Sage, Thousand Oaks, CA.

Kendall MG (1965). *A Course in Multivariate Analysis*. London: Charles Griffen & Co

Kerlinger, F. N. (1986). *Foundations of behavioural research* (3rd ed.). Fort Worth: Holt, Rinehart and Winston, Inc.

Kernaghan, K (2009), 'Speaking truth to academics: The Wisdom of the Practitioners' *Canadian Public Administration*, 52, (4), pp. 503-523 [Online]. Available from: <http://ehis.ebscohost.com.ezproxy.liv.ac.uk/eds/pdfviewer/pdfviewer?vid=4&hid=6&sid=9e1375d4-1cb4-4096-a3f9-9f810c54ef5c%40sessionmgr10> (Accessed: 12 December 2010).

- Kimpakorn N. & Tocquer G. (2009) "Employees' commitment to brands in service sector: Luxury hotel chains in Thailand", *Journal of Brand Management*, 16(8), pp. 532- 544. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1057/palgrave.bm.2550140> (Accessed: 24 February 2015).
- Koch, T. & Kralik, D. (2006). *Participatory action research in health care*. Oxford: Blackwell.
- Kossek, E. (1989). The acceptance of human resource innovation by multiple constituencies. *Personnel Psychology*, 42(2), pp. 263-791. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1744-6570.1989.tb00657.x> (Accessed: 13 January 2013).
- Kreiner, G.E, Ashforth, B.E. (2004). Evidence toward an expanded model of organizational identification. *Journal of Organizational Behaviour*, 25(1), pp. 1-27. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/job.234> (Accessed: 13 February 2016).
- Lawler, E. E., III. (1990) *Strategic Pay*. San Francisco: Jossey-Bass Publishers.
- Lea, J. & Cruickshank, M. (2005) Factors that influence the recruitment and retention of graduate nurses in rural health care facilities, *Collegian*, 12(2), pp. 22-27. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S1322-7696\(08\)60489-8](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/S1322-7696(08)60489-8) (Accessed: 15 January 2014).
- Leung, K. & Bond, M. (1984). The Impact of Cultural Collectivism on Reward Allocation. *Journal of Personality and Social Psychology*, 47(4), pp.793-804. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0022-3514.47.4.793> (Accessed: 9 January 2014).
- Lewin, K. (1946) 'Action research and minority problems', *Journal of Social Issues*, 2(4), pp. 34-46. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1540-4560.1946.tb02295.x> (Accessed: 19 January 2015).
- Likert, R. (1932), 'A technique for the measurement of attitudes', *Archives of Psychology*, 22(140), pp. 1-55. [Online] Available from: <http://psycnet.apa.org/psycinfo/1933-01885-001> (Accessed: 15 June 2014).
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Lockwood, N. R (2006), 'Talent Management: Driver for Organizational Success', *HR Magazine*, 51(6), pp. 1-11. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=21045618&site=eds-live&scope=site> (Accessed: 17 January 2014).
- Lum, L., Kervin, J., Clark, K. & Reid, F. (1998) Explaining Nursing Turnover Intent: Job Satisfaction, Pay Satisfaction, or Organizational Commitment? *Journal of Organizational Behaviour* 19, pp. 305-320. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/\(SICI\)1099-1379\(199805\)19:3<305::AID-JOB843>3.0.CO;2-N](http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/(SICI)1099-1379(199805)19:3<305::AID-JOB843>3.0.CO;2-N) (Accessed: 10 June 2014).

- Luthans, F. (2005). *Organizational Behaviour*. 10th ed. Boston: Irwin McGraw-Hill.
- Lyons, P. (2008). The crafting of jobs and individual differences. *Journal of Business Psychology*, 23(1-2), pp. 25–36. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1007/s10869-008-9080-2> (Accessed: 18 May 2013).
- Lynch, L. M. (1991) The Role of Off-the-Job vs. On-the-Job Training for the Mobility of Women Workers, *The American Economic Review*, 81(2), pp. 151-156. [Online]. Available from: <http://www.jstor.org/stable/2006844> (Accessed: 11 January 2014).
- Lynch, P. D., Eisenberger, R. & Armeli, S. (1991) Perceived Organizational Support: Inferior versus superior performance by wary employees, *Journal of Applied Psychology*, 84(4), pp. 467–483. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.84.4.467> (Accessed: 10 May 2014).
- Lyubomirsky, S. (2001). Why are some people happier than others? The role of cognitive and motivational processes in well-being. *American Psychologist*, 56 (3), pp. 239 –249. [Online]. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/11315250> (Accessed: 17 February 2015).
- Lyubomirsky, S., King, L. & Diener, E. (2005) The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), pp. 803-855. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0033-2909.131.6.803> (Accessed: 17 February 2015).
- Malhotra, D., (2004), Trust and reciprocity decisions: The differing perspectives of trustors and trusted parties, *Organizational Behaviour and Human Decision Processes*, 94(2), pp. 61-73. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.obhdp.2004.03.001> (Accessed: 25 May 2015).
- Marquardt, M.J. (2005) *Leading with Questions*. San Francisco: Jossey Bass.
- McCabe, V. S. & Savery, L. K. (2007). 'Butterflying' a new career pattern for Australia? Empirical evidence, *Journal of Management Development*, 26 (2), pp. 103 – 116. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/02621710710726026> (Accessed: 6 January 2014).
- Maertz Jr., C, Griffeth, R, Campbell, N, & Allen, D (2007), The effects of perceived organizational support and perceived supervisor support on employee turnover, *Journal Of Organizational Behaviour*, 28(8), pp. 1059-1075. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/job.472> (Accessed: 15 January 2014).
- Mallam, U. (2004) A National Research Study on Factors Influencing Faculty Turnover at Selected Nigerian Colleges of Technology/Polytechnics, *Higher Education*, 27(2), pp. 229-238. [Online]. Available from: <http://www.jstor.org/stable/3448150> (Accessed: 2 January 2014).
- Mano, O. (1994). The Differences between Barnard's and Simon's Concepts of Organization Equilibrium-Simon's Misunderstanding about Barnard's Intention. *Economic Journal of Hokkaido University*, 23, pp. 13-28. [Online]. Available from:

[http://eprints.lib.hokudai.ac.jp/dspace/bitstream/2115/30511/1/23\\_P13-28.pdf](http://eprints.lib.hokudai.ac.jp/dspace/bitstream/2115/30511/1/23_P13-28.pdf) (Accessed: 5 January 2014).

March, J.G., & Simon, H.E. (1958). *Organizations*. New York: John Wiley.

Martin C. (2003). Explaining labour turnover: Empirical evidence from UK establishments, *Labour*, 17(3), pp.391-412. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/1467-9914.00246> (Accessed: 22 January 2014).

Masaiti, G. and Naluyele, P. N. (2011) 'Strategies to retain and motivate employees in Africa: Examining the case of the ministry of education in Zambia', *African Journal of Political Science and International Relations*, 5(8), pp. 409-423. [Online]. Available from: <http://www.academicjournals.org/ajpsir/pdf/pdf2011/August/Masaiti%20and%20Naluyele.pdf> (Accessed: 03 November 2011)

Maslow, A. H. (1954) *Motivation and Personality*. New York : Harper & Row.

Maslow, A. H (1962), 'Notes on Being-Psychology', *Journal Of Humanistic Psychology*, 2(2), p. 47-71. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/002216786200200205> (Accessed: 14 December 2012)

Maslow, A. H. (1970) *Motivation and Personality*. New York: Harper & Row.

Mbah, S. E & Ikemefuna, C. O (2012) Job Satisfaction and Employees' Turnover Intentions in total Nigeria plc. in Lagos State, *International Journal of Humanities and Social Science*, 2(14), pp. 275 – 287. [Online]. Available from: [http://www.ijhssnet.com/journals/Vol\\_2\\_No\\_14\\_Special\\_Issue\\_July\\_2012/32.pdf](http://www.ijhssnet.com/journals/Vol_2_No_14_Special_Issue_July_2012/32.pdf)  
[http://www.ijhssnet.com/journals/Vol\\_2\\_No\\_14\\_Special\\_Issue\\_July\\_2012/32.pdf](http://www.ijhssnet.com/journals/Vol_2_No_14_Special_Issue_July_2012/32.pdf) (Accessed: 8 June 2014).

McClelland, D. C. (1965) Toward a theory of motive acquisition, *American Psychologist*, 20(5), pp. 321-333. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/h0022225> (Accessed: 11 January 2014).

McKeown, J. L. (2002) '*Retaining top employees*'. New York : McGraw-Hill.

McShane, S.L. & Von Glinow, M.A. (2005), *Organizational Behaviour* (3th ed.). India: Tata McGraw-Hill Inc.

Merriam, S. and Simpson, E. (1984) *A guide to research for educators and trainers of adults*. Malabar, FL: Krieger.

Meyer, J. (2000) 'Using qualitative methods in health related action research', *British Medical Journal*, 320: pp. 178–181. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1136/bmj.320.7228.178> (Accessed: 24 February 2015).

Meyer J. P. & Allen N. J. (1991). A Three-Component Conceptualization of Organizational Commitment, *Human Resource Management Review*, 1(1), pp. 61-89. [Online]. Available

from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/1053-4822\(91\)90011-Z](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/1053-4822(91)90011-Z) (Accessed: 24 February 2015).

Miceli, M.P. & Lane, M.C. (1991). Antecedents of pay satisfaction: A review and extension. In G.R. Ferris and K.M. Rowland (Eds.), *Research in personnel and human resources management*, 9: 235-309. Greenwich, CT: JAI Press.

Miceli, M. P., Jung, I, Near, J. P. & Greenberger, D. B. (1991) Predictors and outcomes of reactions to pay-for-performance plans. *Journal of Applied Psychology*, 76(4), pp. 508 - 521. [Online]. Available from: <http://dx.doi.org/10.1037/0021-9010.76.4.508> (Accessed: 14 February 2015).

Miceli, M.P., & Mulvey. P.W. (2000). Consequences of Satisfaction with Pay System: Two Field Studies. *Industrial Relations*, 39(1), pp. 62-87. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/0019-8676.00153> (Accessed: 12 February 2015).

Michaels, C. E. & Spector, Paul E. (1982) Causes of employee turnover: A test of the Mobley, Griffeth, Hand, and Meglino model. *Journal of Applied Psychology*, 67(1), pp. 53-59. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.67.1.53> (Accessed: 2 January 2014).

Migiro, S.O., & Magangi, B.A. (2011). Mixed methods: A review of literature and the future of the new research paradigm. *African Journal of Business Management*, 5(10), pp. 3757-3764. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5897/AJBM09.082> (Accessed: 10 June 2014).

Milkovich, G.T. & Newman, J. (2008). *Compensation* (9th ed.). Plano, TX: Business Publications.

Mincer, J, H. (1988), Wage structures and labor turnover in the United States and Japan, *Journal of the Japanese and International Economies*, 2(2), pp. 97-133. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0889-1583\(88\)90017-2](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0889-1583(88)90017-2) (Accessed: 14 January 2014).

Mitchell, T.R., Holtom, B.C., Lee, T.W., Sablinski, C.J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44(6), pp. 1102-1121. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/3069391> (Accessed: 19 February 2014).

Mobley, W. H. (1982) *Employee Turnover: Causes, Consequences, and Control*. Addison-Wesley Publishing: Reading, MA.

Mobley, W. H. Griffeth, R. W. Hand, H. H & Meglino, B. M. (1979) *Psychological Bulletin*, 86(3), pp. 493-522. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0033-2909.86.3.493> (Accessed: 22 February 2014).

Mohanty, M.S. (2009). Effects of positive attitude on earnings: evidence from the US longitudinal data. *The Journal of Socio-Economics*, 38(2), pp. 357-371. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.socec.2008.07.012> (Accessed: 10 May 2015).

- Morley, M. and Petty, N. J. (2010), 'Professional doctorate: combining professional practice with scholarly inquiry', *British Journal of Occupational Therapy*, 73, (4), pp. 186 – 188 [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.4276/030802210X12706313444063> (Accessed: 18 December 2010).
- Morrell, K., Loan-Clarke, J. & Wilkinson, K. (2001) Unweaving Leaving: The Use of Models in the Management of Employee Turnover. *International Journal of Management Reviews*, 3(3), pp. 219-244. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/1468-2370.00065> (Accessed: 18 February 2014).
- Morrell, K., Loan-Clarke, J. & Wilkinson, K. (2004) Organizational change and employee turnover, *Personnel Review*, 33(2), pp.161 – 173. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/00483480410518022> (Accessed: 22 February 2014).
- Mosca, J., Paul, D., & Skiba, M. (2007) Action Learning In Action: How Business Students Strengthen Their Knowledge Bases Through Work-Based Experiential Methods, *Journal of College Teaching & Learning*, 4 (12), [Online] Available from: <http://www.cluteinstitute.com/ojs/index.php/TLC/article/view/1512> (Accessed: 10 September 2015).
- Mowday, R.T., Porter, L.W., & Steer, R.M. (1982). *Employees organization linkages*. New York: Academic Press.
- Mowday, R. T., Steers, R. M, & Porter, L. W (1979). The Measurement of Organizational Commitments, *Journal of Vocational Behaviour*, 14, pp. 224-247. [Online] Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0001-8791\(79\)90072-1](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0001-8791(79)90072-1) (Accessed: 10 May 2014).
- Muchinsky, P. M. (1977) Employee absenteeism: A review of the literature. *Journal of Vocational Behaviour*, 10(3), pp. 316-340. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0001-8791\(77\)90066-5](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0001-8791(77)90066-5) (Accessed: 18 January 2014).
- Mueller, C, & Price, J (1989), Some Consequences of Turnover - A Work Unit Analysis, *Human Relations*, 42(5), pp. 389-402. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/001872678904200502> (Accessed: 19 February 2014).
- Murlis, H. & Schubert, P (2001) 'Engage Employees and Boost Performance'. A research paper for Hay Group, Inc. [Online]. Available from: [http://www.haygroup.com/downloads/us/Engaged\\_Performance\\_120401.pdf](http://www.haygroup.com/downloads/us/Engaged_Performance_120401.pdf) (Accessed: 31 March 2011).
- Necowitz, L.B. and Roznowski, M. (1994), "Negative affectivity and job satisfaction: cognitive processes underlying the relationship and effects on employee behaviour", *Journal of Vocational Behaviour*, 45, pp. 270-94. [Online]. Available from: <http://dx.doi.org/10.1006/jvbe.1994.1036> (Accessed: 19 February 2015).

- Netswera, F. G. Rankhumise, E. M. and Mavundla, T. R. (2007) 'Employee Retention Factors For South African Higher Education Institutions: A Case Study', *SA Journal of Human Resource Management*, 3(2), pp. 36-40. [Online]. Available from: <http://sajhrm.co.za/index.php/sajhrm/article/viewArticle/64> (Accessed: 03 November 2011).
- Northcraft, T. & Neale, H. (1996). *Organization Behaviour*. London: Prentice-Hall.
- Nunnally, J. O. (1978). *Psychometric Theory*. New York: McGraw-Hill.
- Nunnally, J. C., & Bernstein, I. H. (1994) *Psychometric theory* (3rd ed.). New York: McGraw-Hill, Inc.
- Nwadiani, M., & Akpotu, N (2002), Academic Staff Turnover in Nigerian Universities (1990-1997), *Education*, 123(2), pp. 305-312. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=a9h&AN=9134709&site=eds-live&scope=site> (Accessed: 19 February 2014).
- Odumugbo, C. A (2010), 'Natural gas utilization in Nigeria: Challenges and opportunities', *Journal Of Natural Gas Science And Engineering*, 2(6), pp. 310-316. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.jngse.2010.08.004> (Accessed: 8 February 2014).
- Okafor, C. (2012) FG to Renew OMLs for Shell, Chevron, *This Day Live*. [Online]. Available from: <http://www.thisdaylive.com/articles/fg-to-renew-omls-for-shell-chevron/116391/> (Accessed: 15 January 2013).
- Oldham, G.R. & Cummings, A.(1996) Employee Creativity: Personal and Contextual Factors at Work, *The Academy of Management Journal*, 39(3), pp. 607-634. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/256657> (Accessed: 3 February 2014).
- Oldham, G.R. & Fried, Y. (1987), "Employee reactions to workspace characteristics", *Journal of Applied Psychology*, 72(1), pp. 75-80. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.72.1.75> (Accessed: 3 February 2014).
- O'Leary, Z. (2004) *The Essential Guide to Doing Research*. London: Sage.
- Onwuegbuzie, A. & Dickinson, W. B. (2007) *Mixed Methods Research and Action Research: A Framework for the Development of Preservice and Inservice Teachers*. Unpublished Manuscript, University of North Colorado. [Online]. Available from: <http://www.unco.edu/AE-Extra/2007/6/Onwuegbuzie.html> (Accessed: 23 February 2015).
- Organ, D. & Konovsky, M. (1989) Cognitive versus affective determinants of organizational citizenship behaviour. *Journal of Applied Psychology*, 74(1), pp. 157-164. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.74.1.157> (Accessed: 13 February 2016).
- Organization of Petroleum Exporting Countries (2015). *Monthly Oil Market Report*. [Online]. Available from: [http://www.opec.org/opec\\_web/static\\_files\\_project/media/downloads/publications/MOMROctober2015.pdf](http://www.opec.org/opec_web/static_files_project/media/downloads/publications/MOMROctober2015.pdf) (Accessed: 23 October 2015).

Oshagbemi, T. (2000), Satisfaction with co-workers' behaviour. *Employee Relations*, 22(1), pp. 88-106. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/01425450010310815> (Accessed: 15 June 2014).

Panaccio, A., Vandenberghe, C. & Ayed, A. K. B. (2014), The role of negative affectivity in the relationships between pay satisfaction, affective and continuance commitment and voluntary turnover: A moderated mediation model. *Human Relations*, 67(7), pp. 821–848. [Online]. Available from: <http://dx.doi.org/10.1177/0018726713516377> (Accessed: 28 January 2014).

Parasuraman, S. (1982), “Predicting turnover intentions and turnover behaviour: a multivariate analysis”, *Journal of Vocational Behaviour*, 21(1), pp. 111-212. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0001-8791\(82\)90056-2](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0001-8791(82)90056-2) (Accessed: 19 February 2014).

Parasuraman, S., Greenhaus, J. H., & Granrose, C. S. (1992). Role stressors, social support, and well-being among two-career couples. *Journal of Organizational Behaviour*, 13(4), pp. 339–356. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/job.4030130403> (Accessed: 19 February 2014).

Parkin, P. (2009). *Managing change in healthcare using action research*. London: Plagrave.

Pasmore, W. A. (2001). Action Research in the Workplace: The Socio-technical perspective. In P. Reason & H. Bradbury (Eds.), *Handbook of Action Research: Participative inquiry and practice* (pp. 38-47). London: Sage Publications.

Patchen, M. (1970). Participation, achievement, and involvement on the job. Englewood Cliffs, New Jersey: Prentice-Hall

Pervan, S., Bove, L., & Johnson, L. W. (2004). Conceptualising the role of reciprocity in relationship marketing: An examination of its supporting virtues. Paper presented at the Australian and New Zealand Marketing Academy Conference, Wellington, New Zealand. [Online]. Available from: [http://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1201&context=gcm\\_pubs](http://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1201&context=gcm_pubs) (Accessed: 29 May 2015).

Peterson, S. J. & Luthans, F. (2006). The impact of financial and nonfinancial incentives on business-unit outcomes over time. *Journal of Applied Psychology*, 91(1), pp. 156-165. [Online]. Available from: <http://dx.doi.org/10.1037/0021-9010.91.1.156> (Accessed: 19 May 2015).

Pfeffer, J (1989). “Six Dangerous Myths About Pay,” *Harvard Business Review*, 73(6), pp. 109-119. [Online]. Available from: <http://hbr.org/1998/05/six-dangerous-myths-about-pay/ar/1> (Accessed: 17 January 2013).

Pierce, J.L. (1984). Research note: Job Design and Technology: A Sociotechnical Systems Perspective, *Journal of Occupational Behaviour*, 5(2), pp. 147-154. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/job.4030050206> (Accessed: 8 February 2014).

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioural research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), pp. 879–903. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.88.5.879> (Accessed: 25 June 2014).

Popoola, S. O (2005) Organizational Commitment, Job Satisfaction and Turnover Intentions among Records Management Personnel in Ondo State Civil Service, Nigeria, *Ifè Psychologia*, 13(1): 24-38. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.4314/ifep.v13i1.23659> (Accessed: 11 January 2012).

Porter, L, & Steers, R (1973). Organizational, work, and personal factors in employee turnover and absenteeism, *Psychological Bulletin*, 80(2), pp. 151-176. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/h0034829> (Accessed: 8 February 2014).

Pratt, G. (2007) Working with migrant communities: Collaborating with the Kalayaan Centre in Vancouver, Canada. In S. Kindon, R. Pain, & Kesby, M. (2007). *Participatory action research approaches and methods: connecting people, participation and place*. Routledge studies in human geography, 22. London: Routledge.

Price, J.L (1977). The study of turnover, 1st edition, Iowa state university press, IA.

PricewaterhouseCoopers (2015). *What next for Nigeria's economy? Navigating the rocky road ahead. PwC's economic scenarios for 2015 and 2016* [Online]. Available from: <https://www.pwc.com/ng/en/assets/pdf/economy-watch-may-2015.pdf> (Accessed: 23 October 2015).

Pritchard, R.D., & Sanders, M.S. (1973). The influence of valence, instrumentality, and expectancy on effort and performance. *Journal of Applied Psychology*, 57(1), 55-60. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/h0034197> (Accessed: 12 February 2014).

Raelin, J.A. (2003) *Creating leaderful organizations: how to bring out leadership in everyone*. San Francisco, California: Berrett-Koehler.

Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *The Journal of American Academy of Business, Cambridge*, 5 (1/2), pp. 52-63. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=13200742&site=eds-live&scope=site> (Accessed: 05 June 2014).

Reason, P. (1998). Political, Epistemological, Ecological and Spiritual Dimensions of Participation, *Studies in Cultures, Organizations & Societies*, 4(2), pp. 147 - 167. [Online] Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edb&AN=4000646&site=eds-live&scope=site> (Accessed: 18 February 2015).

Reason, P. (1999) Integrating Action and Reflection Through Co-Operative Inquiry, *Management Learning*, 30(2), pp. 207-225. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/1350507699302007> (Accessed: 27 April 2013).

Reason, P. (2006). Choice and Quality in Action Research Practice . *Journal of Management Inquiry*. 15 (2), pp. 187-203. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/1056492606288074> (Accessed: 15 May 2015).

Reason, P., & Bradbury, H. (2008). *Handbook of Action Research: Participative inquiry and practice* 2nd edition. London: Sage Publications.

Reason, P. & Torbert, W. (2001) The Action Turn: Toward a Transformational Social Science. *Concepts and Transformation*. 6(1), pp. 1-37. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1075/cat.6.1.02rea> (Accessed: 14 March, 2014).

Revans, R.W. (1982) 'What is Action Learning?' *Journal of Management Development*, 1, (3), pp.64 -75, [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1108/eb051529> (Accessed: 14 January 2011).

Rhoades, L, & Eisenberger, R (2002). 'Perceived organizational support: A review of the literature', *Journal Of Applied Psychology*, 87(4), p. 698-714. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037//0021-9010.87.4.698> (Accessed: 8 February 2014).

Rhodes, S. R. (1983). Age-related differences in work attitudes and behaviour: A review and conceptual analysis. *Psychological Bulletin*, 93, 328-367. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0033-2909.93.2.328> (Accessed: 11 May 2015).

Roberts, P, Priest, H, & Traynor, M (2006), 'Reliability and validity in research', *Nursing Standard*, 20(44), pp. 41-45. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=a9h&AN=21711736&site=eds-live&scope=site> (Accessed: 31 January 2015)

Robinson, S. L. & Rousseau, D. M. (1994), Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behaviour*, 15, pp. 245–259. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/job.4030150306> (Accessed: 07 June 2014).

Roe, R., Zinovieva, I., Dienes, E. and Ten Horn, L. (2000), A Comparison of Work Motivation in Bulgaria, Hungary, and the Netherlands: Test of a Model. *Applied Psychology: An International Review*, 49(4), pp. 658–687. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/1464-0597.00039> (Accessed: 6 February 2014).

Romer, D 1977, 'Limitations in the equity-theory approach: Toward a Resolution of the "negative-inputs" controversy', *Personality & Social Psychology Bulletin*, 3(2), pp. 228 – 231. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/014616727700300214>. (Accessed: 6 February 2014).

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of behavioural research: Methods and data analysis* (2nd ed.). New York: McGraw-Hill, Inc.

Ross, K. N (2005), Quantitative research methods in educational planning. [Online]. Available from: [http://www.unesco.org/iiep/PDF/TR\\_Mods/Qu\\_Mod3.pdf](http://www.unesco.org/iiep/PDF/TR_Mods/Qu_Mod3.pdf) (Accessed: 31 January 2015)

Ross, I. C., & Zander, A. (1957) Need satisfaction and employee turnover. *Personnel Psychology*, 10(3), pp. 327-338. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1111/j.1744-6570.1957.tb00786.x> . (Accessed: 11 February 2014).

Rousseau, D.M. (1998). Why workers still identify with organizations. *Journal of Organizational Behaviour*, 19(3), pp. 217-233. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/\(SICI\)1099-1379\(199805\)19:3<217::AID-JOB931>3.0.CO;2-N](http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/(SICI)1099-1379(199805)19:3<217::AID-JOB931>3.0.CO;2-N) (Accessed: 15 January 2015).

Rousseau , D. M., & Parks , J. M. (1993). The contracts of individuals and organizations. In L. Cummings, & B. Staws (Eds.), *Research in Organizational Behaviour* , Vol. 15 (pp. 1± 43). Greenwich, CT: JAI.

Salary Explorer (2012). Salary Survey in Nigeria. [Online]. Available from: <http://www.salaryexplorer.com/salary-survey.php?&loctype=1&loc=158> (Accessed: 2 February 2014).

Samuel, M. O, Chipunza, C. (2009). Employee retention and turnover: Using motivational variables as a panacea. *African Journal of Business Management*, 3(8): 410-415. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5897/AJBM09.125> (Accessed: 2 February 2014).

Savenye, W. C & Robinson, R. S (2005). Using qualitative research methods in higher education, *Journal of Computing in Higher Education*, 16 (2), pp. 65-95. [Online]. Available from: <http://dx.doi.org/10.1007/BF02961475> (Accessed: 31 January 2015)

Scholl, N., Mulders, S. & Drent, R. (2002), “Online qualitative market research: interviewing the world at a fingertip”, *Qualitative Market Research*, 5(3), pp. 210-23. [Online]. Available from: <http://dx.doi.org/10.1108/13522750210697596> (Accessed: 31 January 2015)

Scheer, L.K., Kumar, N., & Steenkamp, J.E. (2003). Reactions to Perceived Inequity in U.S. and Dutch Interorganizational Relationships. *Academy of Management Journal*, 46(3), pp. 303-316. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/30040624> (Accessed: 19 January 2012).

Schön, D. A. (1987) *Educating the Reflective Practitioner*. San Francisco, Jossey-Bass.

Scott, K.D., & McClellan, E.L. (1990). Gender differences in absenteeism. *Public Personnel Management*, 19(2), pp. 229-253. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=9607031221&site=eds-live&scope=site> (Accessed: 26 July 2012).

Scroggins, W. (2008). The relationship between employee fit perceptions, job performance, and retention: Implications of perceived fit. *Employee Responsibilities & Rights Journal*, 20(1), pp. 57–71. [Online]. Available from:

<http://dx.doi.org.ezproxy.liv.ac.uk/10.1007/s10672-007-9060-0> (Accessed: 10 December 2013).

Settoon, R., Bennett, N., & Liden, R. (1996). Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity. *Journal of Applied Psychology*, 81(3), pp. 219-227. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.81.3.219> (Accessed: 17 January 2013).

Shaw, J. D., Delery, J. E., Jenkins, G. D. Jr. & Gupta, N. (1998) An Organization-Level Analysis of Voluntary and Involuntary Turnover, *The Academy of Management Journal*, 41(5), pp. 511-525. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/256939> (Accessed: 11 January 2014).

Shell (2014) *Shell Business in Nigeria*. [Online]. Available from: <http://www.shell.com.ng/aboutshell/our-business/bus-nigeria.html> (Accessed: 18 January 2014).

Shore, L. M., & Shore, T. H. (1995). Perceived organizational support and organizational justice. In R. S. Cropanzano & K. M. Kacmar (Eds.), *Organizational politics, justice, and support: Managing the social climate of the workplace* (pp. 149–164). Westport, CT: Quorum.

Shore, L.M., & Wagner, S.J. (1993). Commitment and employees behaviour. Comparison of affective commitment with perceived organizational support. *Journal of Applied Psychology* 78(5), 774-780. [Online]. <http://dx.doi.org/10.1037/0021-9010.78.5.774> Available from: (Accessed: 23 February 2016).

Shoura, M.M., & Singh, A. (1999). Motivation parameters for engineering managers using Maslow's theory. *Journal of Management in Engineering*, 15, pp. 44-55. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1061/\(ASCE\)0742-597X\(1999\)15:5\(44\)](http://dx.doi.org.ezproxy.liv.ac.uk/10.1061/(ASCE)0742-597X(1999)15:5(44)) (Accessed: 15 December 2013).

Simon, H.A. (1947). *Administrative Behaviour*. New York, NY: The Free Press.

Smith, G. P. (2001). *Here Today, Here Tomorrow*. Chicago: Dearborn Trade Publishing.

Smith, P.C., Kendall, L.M. & Hulin, C.L. (1969). *The Measurement of Satisfaction in Work and Retirement*. Chicago: Rand McNally.

Smith, S. M. & Albaum, G. S. (2005). *Fundamentals of Marketing Research*. Thousand Oaks, CA: SAGE Publications.

Somekh, B. (2006). *Action research: A methodology for change and development*. Maidenhead, UK: Open University Press.

Spence, M. (1973). "Job Market Signaling". *The Quarterly Journal of Economics*, 87(3), pp. 355–374. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/1882010> (Accessed: 19 January 2012).

- Spence, M. (2002). "Signaling in Retrospect and the Informational Structure of Markets". *American Economic Review*, 92 (3), pp. 434–459. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1257/00028280260136200> (Accessed: 6 February 2014).
- Spitzer, D.R. (1995). *Super-motivation: A blueprint for energizing your organization from top to bottom*. New York: AMACOM.
- Staw, B.M. (1980). The consequences of turnover. *Journal of Organizational Behaviour*, 1(4), pp. 253-273. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/3000143> (Accessed: 6 February 2014).
- Staw, B. M., Bell, N. E., & Clausen, J. A. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, 31(1), pp. 56–77. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.2307/2392766> (Accessed: 11 May 2015).
- Steedman, P.H. (1991). On the relations between seeing, interpreting and knowing. In Steier, F., editor, *Research and reflexivity*. London: Sage.
- Steel, R., Griffeth, R. & Hom, P. (2002), 'Practical Retention Policy for the Practical Manager [and Executive Commentary]', *The Academy Of Management Executive (1993-2005)*, 16 (2), pp. 149 - 164. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edsjaf&AN=edsjaf.10.2307.4165849&site=eds-live&scope=site> (Accessed: 17 January 2013).
- Steers, R.M. (1977) Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22(1), pp. 46-56. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=4021452&site=eds-live&scope=site> (Accessed: 21 May 2015).
- Steers, R, & Rhodes, S (1978), 'Major Influences on Employee Attendance: A Process Model', *Journal of Applied Psychology*, 63(4), pp. 391-407, [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0021-9010.63.4.391> (Accessed: 12 February 2014).
- Stonier, R. J. & Yu, X. H. (1994). *Complex Systems: Mechanism of Adaptation*. IOS Press, Amsterdam: NL.
- Stommel, M & Wills, C.E. (2004). *Clinical research. Concepts and principles for advanced practice nurses*. Philadelphia: Lippincott, Williams & Wilkins.
- Stringer, E. T. (2004). *Action research in education*. Upper Saddle River, NJ: Pearson.
- Stringer, E. & Genat, W. (2004) *Action research in health*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Stringer, C., Didham, J., & Theivananthampillai, P. (2011) Motivation, pay satisfaction, and job satisfaction of front-line employees, *Qualitative Research in Accounting & Management*,

8(2), pp.161 – 179. [Online]. Available from:<http://dx.doi.org/10.1108/11766091111137564> (Accessed: 13 February 2016).

Sue, V. M., & Ritter, L. A. (2007). *Conducting Online Surveys*: Sage Publications.

Sujansky, J. & Ferri-Reed, J. (2009). *Keeping the millennials: Why companies are losing billions in turnover to this generation-and what to do about it*. New Jersey, John Wiley & Sons, Inc.

Sutherland, M., Jordaan, W.. (2004) Factors Affecting The Retention Of Knowledge Workers. *SA Journal of Human Resource Management*, 2(2), pp. 55 – 64. [Online]. Available from: <http://www.sajhrm.co.za/index.php/sajhrm/article/viewFile/39/39> (Accessed: 3 February 2014).

Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th edn). New York: HarperCollins.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Monterey, CA: Brooks/Cole.

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (pp. 7–24). Chicago, IL: Nelson-Hall.

Tashakkori, A. & Teddlie, C. (eds) (2003) *Handbook of mixed methods in social and behavioural research*. Thousand Oaks, CA: Sage Publications, Inc.

Telly, C. S., French, W. L., & Scott, W. G. (1971) The relationship of inequity to turnover among hourly workers. *Administrative Science Quarterly*, 16(2), pp. 164-172. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edszbw&AN=EDS ZBW490065066&site=eds-live&scope=site> (Accessed: 15 February 2014).

Thibaut, J. W. & Kelley, H. H. (1959), *The Social Psychology of Groups*. New York: John Wiley & Sons, Inc.

Thompson, J. M. & Blain, M. D. (1992). Presenting Feedback on the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire. *Career Development Quarterly*, 41 (1), p.62. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/j.2161-0045.1992.tb00359.x> (Accessed: 17 June 2014).

Thornton, G. (2008). Recruitment and retention: the quest for right talent. *International Business Report*. (pp. 1-22). [Online]. Available from: <http://internationalbusinessreport.com/files/recruitmentretentionreportfinal72ndpi.pdf> (Accessed: 6 February 2014).

Titchen A. & Binnie A. (1993) Research partnerships: collaborative action research in nursing. *Journal of Advanced Nursing*, 18(6), pp. 858 - 865. [Online]. Available from:

- <http://dx.doi.org.ezproxy.liv.ac.uk/10.1046/j.1365-2648.1993.18060858.x> (Accessed: 12 April 2012).
- Trank, C. Q., Rynes, S. L., & Bretz, R.D., Jr. (2002). Attracting applicants in the war for talent: Differences in work preferences among high achievers. *Journal of Business and Psychology*, 16(3), pp 331-345. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1023/A:1012887605708> (Accessed: 6 February 2014).
- US Energy Information Administration (2013). *Nigeria Overview*. [Online]. Available from: <http://www.eia.gov/countries/analysisbriefs/Nigeria/nigeria.pdf> (Accessed: 15 February 2014).
- Van Emmerik, I.J.H & Kats, M.M.S. (2012) Inspired involvement. A healthy corporate culture is one of the prerequisites for genuine employee engagement. *Communication Director*. 1, pp. 76-79. [Online]. Available from: <http://www.communication-director.eu/issues/genuine-article/inspired-involvement> (Accessed: 22 June 2014).
- Van Knippenberg, D., & Van Schie, E. C. M. (2000). Foci and correlates of organizational identification. *Journal of Occupational and Organizational Psychology*, 73(2), pp. 137–147. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1348/096317900166949> (Accessed: 13 February 2016).
- Viscusi, K. (1980). Sex Differences in Worker Quitting. *The Review of Economics and Statistics*, 62(3), pp. 388-398. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=bth&AN=4649315&site=eds-live&scope=site> (Accessed: 19 May 2015).
- Vroom, V. H. (1964) *Work Motivation*. New York: John Wiley and Sons.
- Wabba, M. A. & House, R. J. (1974). Expectancy theory in work and motivation: Some logical and methodological issues. *Human Relations*, 27(2), pp. 121-147. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/001872677402700202> (Accessed: 6 February 2014).
- Wadsworth, Y. (1997). *Everyday evaluation on the run* (2nd Ed.). St. Leonards, N.S.W.: Allen & Unwin.
- Wahba, M.A., & Bridwell, L.G. (1976). Maslow reconsidered: A review of the research on the need hierarchy theory. *Organizational Behaviour and Human Performance*, 15(2), pp. 212-240. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0030-5073\(76\)90038-6](http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/0030-5073(76)90038-6) (Accessed: 6 February 2014).
- Wagar, T. H., & Rondeau, K. V. (2006). Retaining employees in small and medium-sized firms: Examining the link with human resource management. *Journal of Applied Management and Entrepreneurship*, 11(2), pp. 3-16. [Online]. Available from: <http://www.huizenga.nova.edu/Jame/articles/retaining-employees.cfm> (Accessed: 17 January 2013).
- Wallace, J. (1999) Work-to-nonwork conflict among married male and female lawyers. *Journal of Organizational Behaviour*, 20(6), pp. 797-818. [Online]. Available from:

[http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/\(SICI\)1099-1379\(199911\)20:6<797::AID-JOB942>3.0.CO;2-D](http://dx.doi.org.ezproxy.liv.ac.uk/10.1002/(SICI)1099-1379(199911)20:6<797::AID-JOB942>3.0.CO;2-D) (Accessed: 15 February 2014).

Wallace E., de Chernatony L. & Buil I. (2011) "How Leadership and Commitment Influence Bank Employees' Adoption of their Bank's Values", *Journal of Business Ethics*, 101(3), pp. 397-414. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1007/s10551-010-0728-2> (Accessed: 24 February 2015).

Waterman, H., Tillen, D., Dickson, R. & de Koning, K. (2001) 'Action research: a systematic review and assessment for guidance', *Health Technology Assessment*, 5 (23), pp. 1-166. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=jlh&AN=2003082529&site=eds-live&scope=site> (Accessed: 15 March 2015).

Watson, D., & Clark, L. A. (1984). Negative affectivity: The disposition to experience aversive emotional states. *Psychological Bulletin*, 96, 465– 490. [Online]. Available from: <http://search.ebscohost.com.ezproxy.liv.ac.uk/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-0021530059&site=eds-live&scope=site> (Accessed: 11 February 2015)

Watson, D., Clark, L. A. & Carey, G (1984), Positive and negative affectivity and their relation to anxiety and depressive disorders. *Journal of Abnormal Psychology*, 97(3), pp. 346-353. [Online]. Available from: <http://dx.doi.org/10.1037/0021-843X.97.3.346> (Accessed: 28 January 2014).

Watson, D., Clark, L. A & Tellegen, A. (1988) Development and Validation of Brief Measures of Positive and Negative Affect: The PANAS Scales. *Journal of Personality and Social Psychology*. 54 (6), pp. 1063-1070. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0022-3514.54.6.1063> (Accessed: 10 June 2014).

Wayne, S. J., Shore, L. M. & Liden, R. C. (1997), Perceived Organizational Support and Leader-Member Exchange: A Social Exchange Perspective, *The Academy of Management Journal* , 40(1), pp. 82-111, [Online]. Available from: <http://www.jstor.org/stable/257021> (Accessed: 14 May 2015).

Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks, CA: Sage

Whatley, M. A., Webster, J. M., Smith, R. H., & Rhodes, A. (1999). The effect of a favour on public and private compliance: How internalized is the norm of reciprocity? *Basic and Applied Social Psychology*, 21(3), pp. 251-259. [Online]. Available from: [http://dx.doi.org.ezproxy.liv.ac.uk/10.1207/S15324834BASP2103\\_8](http://dx.doi.org.ezproxy.liv.ac.uk/10.1207/S15324834BASP2103_8) (Accessed: 20 May 2015).

Wheatley, M. J. (2006). *Leadership in the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco: Berrett-Koehler.

White, W. F. (1956), *The Organizational Man*, Garden city, New York: Doubleday. Organizational Behaviour, Home Wood, 111, Irwin.

Wicker, F.W., Brown, G., Wiehe, J.A., Hagen, A.S., & Reed, J.L. (1993). On reconsidering Maslow: An examination of the Deprivation/Domination proposition. *Journal of Research in*

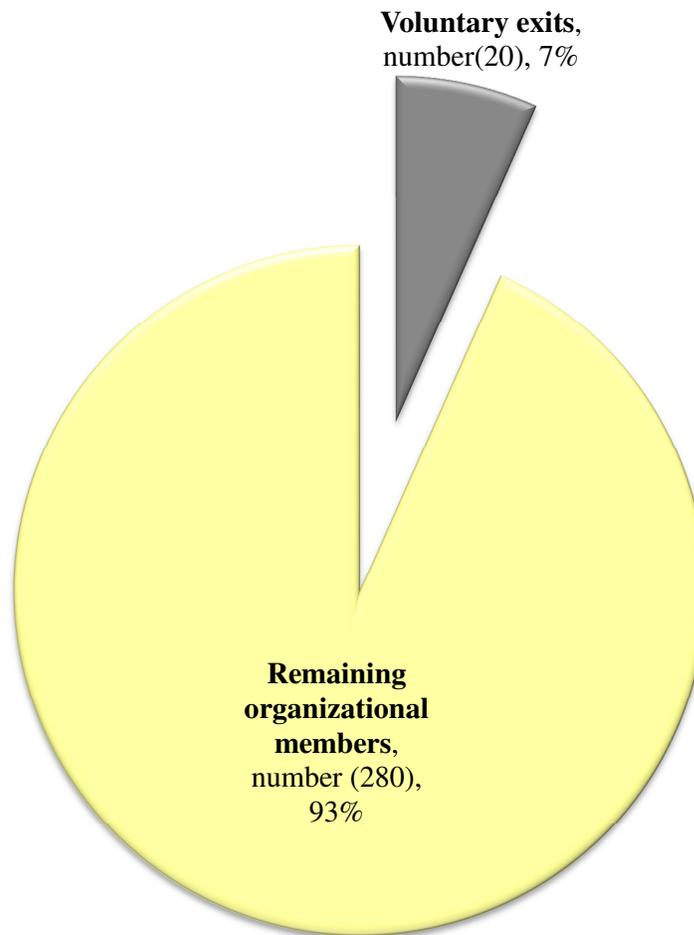
- Personality*, 27(2), pp. 118-133. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1006/jrpe.1993.1008> (Accessed: 6 February 2014).
- Wiener, Y. (1982) Commitment in Organizations: A Normative View, *The Academy of Management Review*, 7(3), pp. 418-428[Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.5465/AMR.1982.4285349> (Accessed: 11 May 2015).
- Wildes, V. J., (2007). Attracting and retaining food serves: how internal service quality moderates occupational stigma. *International Journal of Hospitality Management*, 26(1), pp. 4-19. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.ijhm.2005.08.003> (Accessed: 7 February 2014).
- Winter, R. (1996). Some principles and procedures for the conduct of action research. In O. Zuber-Skerritt (Ed) *New directions in action research*. London: The Falmer Press.
- Winter, R. and Munn-Giddings, C. (2001) *A Handbook for Action Research in Health and Social Care*. London: Routledge.
- Witt, L. A., & Hellman, C. (1992). Effects of subordinate feedback to the supervisor and participation in decision-making in the prediction of organizational support. In K. A. Vaverek (Ed.), *Proceedings of the Southwest Academy of Management*, (pp. 191 – 195). Houston, TX: The Mescon Group.
- Woods, R. H. (1997). *Managing Hospitality Human Resources*. 2nd. Ed. Lansing, MI: American Hotel and Motel Association.
- Woolley, C. M. (2009). Meeting the Mixed Methods Challenge of Integration in a Sociological Study of Structure and Agency. *Journal of Mixed Methods Research*, 3(1), pp. 7-25. [Online] Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/1558689808325774> (Accessed: 10 May 2015).
- World Bank (2014), *Countries and Economies*, [Online]. Available from: <http://data.worldbank.org/country> (Accessed: 23 October 2015).
- Worley, J.A., Fuqua, D.R., & Hellman, C.M. (2009). The survey of perceived organizational support: Which measure should we use? *South African Journal of Industrial Psychology*, 35(1), pp. 112 – 116. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.4102/sajip.v35i1.754> (Accessed: 15 May 2015).
- Zwick, W. R., & Velicer, W. F. (1986). Factors influencing five rules for determining the number of components to retain. *Psychological Bulletin*, 99(3), pp. 432 – 442. [Online]. Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1037/0033-2909.99.3.432> (Accessed: 12 May 2015).

# **APPENDICES**

## Appendices

### Appendix 1: Existing Practice Issue – Turnover statistics

Below is the turnover data as at 2013 for one Engineering unit in one of the participating organizations. This highlights the practice problem that led to the initiation of this research.



## Appendix 2: The Final Questionnaire



### Semi-structured Survey Questionnaire (IN)

Dear Participant,

In support of my DBA thesis on Employee Retention and Turnover, I am carrying out a survey to better understand the factors that impact on retention and turnover in the Oil and Gas industry in Nigeria.

Following this, I have prepared a questionnaire which contains a few questions as well as provision to provide your own views in an unstructured format.

Completing the questionnaire will take less than fifteen minutes. It is completely anonymous and your answers will be treated in confidence and not be provided to the organization or a third party. **Kindly answer all questions, filling in the answer that best suits you.**

I appreciate your time in completing this questionnaire.

Thank you.

Sincerely,  
Esta.

#### **Affectivity**

How do you feel in general about certain situations? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
You take pride in the job tasks you deliver at work?	1	2	3	4	5	6	7
You are easily inspired by successful work colleagues or other ongoing activities at work	1	2	3	4	5	6	7
You feel enthusiastic about upcoming activities around you.	1	2	3	4	5	6	7

You pick interest in work activities even though you have very little prior knowledge about them	1	2	3	4	5	6	7
You are usually determined to get things done when you set your mind to it.	1	2	3	4	5	6	7
You are upset when things go wrong at work	1	2	3	4	5	6	7
You feel irritable if your expectations at work are not met	1	2	3	4	5	6	7
You are fearful of what the future holds in times of uncertainty at work	1	2	3	4	5	6	7
You feel nervous when you think about work-related activities you are not in control of	1	2	3	4	5	6	7
You feel guilty when you realize you have not met your expectations on the job	1	2	3	4	5	6	7

**Affective Commitment**

Below are a few questions on affective commitment? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
I see the problems of this organization as my own	1	2	3	4	5	6	7

I feel emotionally attached to this organization	1	2	3	4	5	6	7
This organization means a lot to me	1	2	3	4	5	6	7
I feel at home in this organization	1	2	3	4	5	6	7
I feel like 'part of the family ' in this organization	1	2	3	4	5	6	7

### Continuance Commitment

Below are a few questions on continuance commitment? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
It would be difficult for me at this time to continue with this organization	1	2	3	4	5	6	7
I feel that I lack alternatives and now need to resign	1	2	3	4	5	6	7
If I quit, I feel it would be difficult to find another job	1	2	3	4	5	6	7
Too much would be disturbed in my life if I were to resign now	1	2	3	4	5	6	7
I'm afraid of what might happen if I leave my job without immediately securing a new job	1	2	3	4	5	6	7

### Organizational Commitment

Below are a few questions on organizational commitment? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
I find that my values and the organization's values are very similar	1	2	3	4	5	6	7
I'm proud to tell others that I am part of this organization	1	2	3	4	5	6	7
It would take very little change in my present circumstances to cause me to leave this organization	1	2	3	4	5	6	7
I would accept almost any type of job assignment in order to keep working for this organization	1	2	3	4	5	6	7
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	1	2	3	4	5	6	7

### Organizational Identification

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
When someone criticizes my company, it feels like a personal insult.	1	2	3	4	5	6	7
I am very interested in what others think about my company	1	2	3	4	5	6	7

When I talk about my company, I usually say "we rather than 'they'	1	2	3	4	5	6	7
My company's successes are my successes	1	2	3	4	5	6	7
When someone praises my company, it feels like a personal compliment	1	2	3	4	5	6	7
If a story in the media criticized my company, I would feel embarrassed	1	2	3	4	5	6	7

### Perceived Organizational Support

What is your perception of the support the organization gives to you? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
My organization strongly considers my goals and values.	1	2	3	4	5	6	7
My organization really cares about my well-being.	1	2	3	4	5	6	7
My organization shows a great deal of concern for me.	1	2	3	4	5	6	7

### Pay Satisfaction

How do you feel in general about the following pay situations? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
The size of your current salary is satisfactory.	1	2	3	4	5	6	7
Your benefits package is good.	1	2	3	4	5	6	7

The raises you have typically received in the past have been very good, and come as expected.	1	2	3	4	5	6	7
Your raises are determined in a clear and transparent manner.	1	2	3	4	5	6	7
The organization's pay structure is best in class.	1	2	3	4	5	6	7

### Turnover Intention

What are your views about leaving the organization? Please tick the appropriate box.

	Strongly disagree	Disagree	Disagree somewhat	Neutral	Agree somewhat	Agree	Strongly agree
I often think about quitting my present job	1	2	3	4	5	6	7
I frequently look out for alternative job opportunities?	1	2	3	4	5	6	7
I am likely to accept another job at a higher compensation level should it be offered to me	1	2	3	4	5	6	7
To a great extent other responsibilities prevent me from quitting my job.	1	2	3	4	5	6	7
Fear of the unknown prevents me from quitting.	1	2	3	4	5	6	7
There is a high probability that I will leave the organization in the coming year(s)?	1	2	3	4	5	6	7

What do you suggest that the organization should do for you not to think about leaving /quitting your job?

**Other Information**

1. Name: \_\_\_\_\_
2. Age group:  20-25  26-35  36-45  46-55  over 55
3. Gender:  Male  Female
4. Number of years spent in organization: \_\_\_\_\_
5. Job level: \_\_\_\_\_
6. Department: \_\_\_\_\_
7. Contact details (e-mail): \_\_\_\_\_

### Appendix 3: Ethics Committee Approval

Subject: **Feedback on your ethics application**

-----  
Date: Wed, Oct 9, 2013 at 2:16 PM

Dear all,

I am fine with the changes Esther has made and am fine with approval.

-----  
Date: Sat, Oct 5, 2013 at 9:34 PM

Dear All,

The requested update has been made and is attached.

The update is also posted in blackboard.

Regards,  
Esta.

-----  
Date: Sat, Oct 5, 2013 at 4:10 PM

Hi Esther,

The ethics committee have looked through the updated ethics form and documents submitted by you on Sept 21st(the revised version). Thank you for your submission.

Here is the feedback:

You are advised to remove "THERE WILL BE NO CONTRIBUTION OF VULNERABLE PARTICIPANTS. INFORMED CONSENT WILL BE SOUGHT FROM ALL PARTICIPANTS. CONFIDENTIALITY WILL BE STRICTLY MAINTAINED AT ALL TIMES. ADDITIONALLY, I HAVE BEEN WAITING ON APPROVAL TO KICK OFF THE RESEARCH FOR 5 MONTHS NOW, AND WOULD GREATLY APPRECIATE AN EXPEDITED REVIEW" in C3. Instead of this you need to mention that you are collecting data in Nigeria and this is why expedited review is requested from your side.

These comments are also posted in blackboard. Thanks and let me know if you have any questions.