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**Impact of Job Autonomy and Transformational Change on  
Employee Turnover Intention with a mediating effect of Talent  
Engagement. An evidence from the Educational Sector of Pakistan**



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## **Abstract**

This study investigates the impact of Job autonomy and Transformational change on Employee turnover intentions with a mediating effect of talent engagement. This study has used Job autonomy and Transformational change as independent variables. Talent Engagement is used as a mediator. Meanwhile, Employee turnover intention is used as the dependent variable. However, private educational sector of Pakistan is the sector chosen to investigate the relationship between variables mentioned above. Quantitative research method is used; as primary data is collected through adoptive structured questionnaire based on 5-Likert scale. The responses are recorded from 285 respondents, (Teachers working in Top 5 Schools of Pakistan, operating in twin cities i.e. Islamabad and Rawalpindi) through multi stage sampling technique where at first different stratas were developed and then according to their proportion, data was collected. Responses recorded are analyzed by SmartPLS version 4.0. The results indicated that Job Autonomy and Transformational Change has a positive effect on talent engagement and negative effect on employee turnover intentions. It was also found out that talent engagement mediates the relationship between job autonomy and employee turnover intention. Mediating relationship between transformational change and employee turnover intention was also found significant.

Keywords: Job Autonomy, Talent Engagement, Transformational change, Employee Turnover Intentions

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## **Chapter 1 Introduction**

### **1.1 Background**

Surviving in this competitive world has become a necessity. People are trying to become more adaptive to the growing era in order to survive. (Amir, 2020) emphasized that in order to survive this competitive world, one should be possessing specific set of skills. She further referred set of skills as education. It is the backbone of a nation. The road to national growth is paved with education as it helps people to understand not just their responsibilities but how one should implement their national, societal and individual rights (Ahmad, 2014). It should always be the most prior thing for any nation, as growth of country relies on quality of education and literacy rate (Sharf, 2020). According to the Constitution of Pakistan (1973), education is considered as the most important human right that everyone should be possessing. Schultz (1965) gave the concept of human capital and argued that education is the first step in the development process. It makes a person capable and skilled. Kim (2010) said that Investors like to invest in areas where human capital is skilled enough. He signified the importance of well-educated labor force for developing countries like Pakistan. Afzal et al (2012) found a positive correlation between education and economic growth. No countries can survive without promoting education by investing in it as it is directly linked with reducing poverty and economic growth. Although there are several issues that are acting as a resistor to this act such as lack of access, low quality education and lack of opportunities (Saeed, 2007).

### **Educational Structure of Pakistan**

The Constitution (1973) has given the authority for policy making, development and promotion of education to the Federal Government. Though, schools, colleges and universities located in other provinces are looked by the provincial governments but they are funded by the Federal government through Higher Education Commission. Zafar, (2018) in his research identified three categories of education system in Pakistan. Grade 1-8 is identified as elementary schooling, Grade 9-12 as secondary education and after Grade 12, higher education begins. He further classified elementary education into two groups. Grade 1-5 is referred as primary group and grade 6-8 as middle group. Similarly, grade 9-10 is referred as secondary group and grade 11-12 as higher secondary group. After that, bachelor's program consists of 2 to 4 years and then comes MS or M.Phil Degrees.

Teaching institutions have been divided into three segments. Private, Government or public and semi government.

### **Issues in the Education Sector of Pakistan**

Education in Pakistan lacks cohesion. Iqbal (1981) concluded in his research that Pakistan's educational system is not based on uniform ideas. Every school has different curriculum designed which results in different mindset of students. Students have different attitudes towards different things when they come out of school. This is because there is no unity amongst the teaching curriculum. Private institutions tend to be more advanced than Public institutions. Rehman, (2005) highlighted on the same issue that Private schools have a better and updated curriculum but they are costly and because of that most students are deprived of being admitted in private institutions. However, Public institutions' curriculum needs to be updated. Another problem faced by Pakistan's education sector is Professional growth of teachers which is lacking. They are not possessing those skills that are required for effective learning of students. Saleem, (2002) concluded in his research that Pakistan is facing low literacy rate because of unskilled teachers who make the students memorize the subject without conveying the practical implications that students will face in future. Ministry of education (2009) has proposed teaching models which are updated and according to that, teachers are supposed to carry out their lectures. Another issue raised by Jamal, (2005) is lack of resources available in order to train teachers, update the educational curriculum or improve the infrastructure of schools.

Effective Management plays an important role in the success of an organization. Education sector of Pakistan lacks effective management which results in disciplinary problems that increases the dropout rate of students from schools. Zafar, (2018) quotes that almost 40 lac students left the schools due to these issues. Hayes, (1989) referred disciplinary issues as strict punishments, unappealing school environment and incompetent parenting. Child labor and poverty is also the main reason for this dropout rate. It is stated that only 30 percent of students enrolled in primary education reaches up to Matric level, rest drop out. Afzal, (2013) stated another issue in his research by addressing gender inequality. He said that societal norms forces females to marry early which results in female not reaching to higher level whereas males are encouraged to study that's why they get priority in every field of life. Ahmad, (2012) said that examination system in Pakistan is outdated. It does not evaluate students critical and analytical skills, it only test student's

memorizing skills which is of less use in today's world as conceptual studies are more relevant and effective. Abbas and Peck (2007) concluded in their research that government of Pakistan is giving less than 2.5 percent budget to educational sector. Furthermore, it is stated that people spent less than 2 percent of GDP on education. This clearly emphasize low investment on educational sector. Due to these reasons, students coming out from schools have perfect knowledge of theory but they lack skills and expertise only because of such traditional methods of teaching.

## **1.2 Problem Statement**

Education holds immense importance in shaping the country's image. Javed (2008) referred education as a pillar of national progress. Countries who do not compromise on education are known as socio-economic leaders of the world. Salik (2014) said that every nation shapes its generations based on its culture and teachings. They use education to pass on national legacy to future generations. Gunduz (2019) said that advanced society have brought new changes in the learning outcomes. 21<sup>st</sup> Century learning design skills invented by researchers at Massachusetts institute of technology signifies the need to change the learning outcomes in order to improve critical and analytical thinking of an individual. They further warned under developed countries to upgrade their learning environments because the current environment is not effective enough for people to deal with the advanced technological world. Teaching in the same old environment will result in schools being empty as everyone is being adaptive to new trends. Another research by Reyes (2019) highlighted on the fact that deteriorated working conditions in an institution will lead teachers to shift to another organization causing turnover rate to increase. Pfeffer and Stunner, (2006) considered turnover rate of employees as an important and serious issue for an organization's success. High employee turnover will affect the quality, reliability and stability of organization's products or services that are being offered to clients and customers (Trevor and Nyberg, 2008). Burton (2012) explained turnover intentions by push and pull factor. He says that employees are pushed to apply for another job when dissatisfied with the working environment while pull factors attract employees to another company that offers a higher income or better benefits. These factors can easily be removed when an organization starts to acknowledge their employees and provide them an autonomous environment. Autonomy is very important for an employee in order to perform the task successfully. Different researches have been conducted seeing the importance of autonomy as it makes an employee free from any kind of pressure which

makes them independent i.e. they are the one responsible for their own actions. When the element of autonomy is present then the employees are more likely to produce better results. (Collins and Steinberg 2006). Koustelios, (2004) found a positive correlation between job autonomy and job satisfaction which in return affect the organizational health as turnover rate becomes to decline. His study on educational sector of Greece proved that when teachers are given with the job autonomy, they come up with advanced way of teaching, eliminating the traditional method and making the learning process more effective and efficient. Many researchers have found a decrease in employee turnover rate when employees are given an autonomous environment. Along with autonomy, organizations need to transform their strategies according to latest trend in order to survive in a competitive era. Educational institutions should update their curriculum accordingly to make the learning effective and purposeful. Onorato, (2012) studied the importance of transformational change in educational sector. It is important for an organization to change their work culture in order to improve performance level of teachers. Researchers have linked good performances level with satisfaction and have concluded that satisfied employees results in low turnover rate for an organization. Lukas, (2007) analyzed that turnover rate reduces when an organization focuses on transforming change in their work culture. Walter, (2019) also emphasized on the need to change the educational strategies and curriculum. Another concept that can reduce the turnover intention in the educational sector of Pakistan is Talent engagement. It is referred as bringing the desired talent to enhance employee engagement. (Albrecht,2015) supported that such employees share the notion that their job has an impact on the organization's outcomes and performance. The more an employee is engaged, more effective the performance is which ultimately leads to organization goals and success. Furthermore, such employees are motivated and satisfied with their job that ultimately decreases the turnover intention. To conclude, Employee turnover intention can be reduced when given with autonomy and transformed change in the strategies along with talent engagement.

### **1.3 Objectives of the Research**

- To examine the impact of Job Autonomy on Employee Turnover Intention.
- To examine the impact of Transformational Change on Employee Turnover Intention.
- To investigate how Job Autonomy and Transformational Change is leading towards Talent Engagement.

- To investigate how Talent engagement is affecting Employee Turnover Intention.

### **1.3.1 Research Question**

- What is the effect of Job Autonomy on Employee Turnover Intention?
- What is the effect of Transformational change on Employee Turnover Intention?
- What is the linkage between Job Autonomy and Talent Engagement?
- What is the linkage between Transformational Change and Talent Engagement?
- What is the effect of Talent Engagement on Employee Turnover Intention?

### **1.4 Research Gap**

Every Nation is planning to improve their educational sector and update it according to new technological advancement so that learning could be made more purposeful and the impact of it becomes greater than before. Other countries research is coming with the effects of changed environment. (Spillane,2019) addressed that how adapting to new change have changed educational environment positively in U.S. However, Pakistan's research is still finding the issues. Memoon, (2010) highlighted on various issues that Pakistan's education sector is facing but how to overcome these issues are not addressed openly. This research focuses on some important factors that can help in changing the mindset of people to a more advanced way.

A clear understanding of positive effects of an autonomous work environment is shown in researches done in Pakistan. Khan, (2012) highlighted the impact of autonomous environment in medical institutions of Pakistan. Naqvi, (2013) studied effect of Job Autonomy in Tobacco industry of Pakistan. However, very few studies regarding job autonomy is done in educational sector of Pakistan. This research will analyze the relation between job autonomy and how it will lead towards improving the educational sector. Asad, (2021), Mir, (2012), Saleem, (2017) and other researchers in Pakistan focuses more on transformational leadership in educational sector, rather than transformational change because reshaping the work strategies first, is more important than focusing on leadership (Mahat, 2016). Leadership in Pakistan is weak because of lack of unity amongst the members working under one roof. Amin, (2013) concluded in his research that leadership has a negative effect on job satisfaction because of poor work culture. Pakistan needs to change their work strategies, update them to current trends, motivate employees to accept the change and then beyond this, comes the leadership concept (Anderson, 2010). Very less researches

has been done on the topic of transformational change within the Pakistani educational sector (Muhammad, 2020). This research studies an important variable which is studied few times in Pakistan, "Talent Engagement". According to Shah and Beh, (2016), Scholars are paying close attention to the topic of talent engagement because the success of a company today depends totally on its employees. This will be the first time, talent engagement will be studied to reduce the employee turnover intention and improve the education sector of Pakistan. Highlighting the methodological gap, this study will be analyzed through SMART PLS software which is not used before while studying these variables. To the best of the researchers' knowledge, little research has been done on the elements that lead to employee turnover intentions.

### **1.5 Research Significance**

This study signifies the need to apply transformational change and give autonomy to teachers, serving the education sector of Pakistan, to reduce the turnover intentions. It also highlights on the need to focus on talent engagement as employees are valuable assets for an organization. This research proves very effective for educationists as it helps in improving the education sector of Pakistan. Kabungaidze, (2013) correlated a negative relation between job satisfaction and employee turnover intention. He identified different factors that can help reduce it, which includes an autonomous environment and change in work strategies. This study provides assistance to the management in better understanding of the factors that can help motivate teachers. This study tells about how change in work culture and strategies can help teachers to shift from traditional methods of teaching to a more advanced and digitalized methods which are proven helpful for the coming generation to learn more (Griffin, 2012). This research focuses on two aspects of talent engagement i.e. job engagement and organizational engagement. (Saks, 2006). It shows that engaged employees will show more sincerity towards the organization which is very beneficial for the education sector to work on it as it will be reducing the turnover intention and increasing the growth of education sector. These variables will benefit the education industry by two aspects, one is how talent engagement will help in retaining good talent and making the employee engaged so they work effectively and contribute in advancing the methods of teaching, and, second is to identify the importance that these variables holds and the positive affect that it creates such as reduced turnover intention. To conclude, this research tells ways of reducing turnover intentions

because engaged employees are more productive for the organization's growth and well-being (Markos, 2010).

## **1.6 Scope**

This research focuses on education sector of Pakistan. It addresses important variables that can help solve the issues faced by education sector. The study revolves around teachers and how can they contribute effectively to the sector. It involves multiple factors such as job autonomy, transformational change and talent engagement, all three factors have their own importance. This research studies these three variables and how they can help in reducing the teacher's turnover intentions. According to Schaufeli, (2019), employee engagement increases when the working environment is updated and employees are given with autonomous environment. She further referred this stage as opposite of burnout. When employees are engaged enough, the productivity level increases. This study focuses on how education sector can utilize their teachers to give effective and efficient results, which ultimately will lead towards success of educational sector. Furthermore, this study fulfills all the hallmarks of research, which emphasizes on a fact that if these variables are studied in some other industry, it will give same results so this shows how important and valuable these variables are and their impact.

## **1.7 Limitations**

The data of the research is collected from top five private schools operating in twin cities only. More areas could be included while collecting data for more reliability. The method for collecting data was quantitative i.e. through questionnaires. Qualitative data should also be examined to see the effect of job autonomy and transformational change on employee turnover intention. Due to time constraint, more variable should be studied in order to examine the variables that affect employee turnover intention. This is a cross sectional study. However, it should be studied under longitudinal aspect which will give more accurate results. Proportionate sampling technique has been used while collecting data. Other sampling technique could also be used to find more accurate results. Time constraint is another research limitation which resulted in less respondents and less target area. Another limitation of the study is, if additional time is available, to conduct the analysis on SEM-AMOS (Structural equation modelling – Analysis of Moment Structures).

## **Chapter 2**

### **Literature Review**

#### **2.1 Employee Turnover Intention**

Employee turnover intention is considered as the main topic of discussion for academics, researchers and professionals (Lambert et al., 2001). Turnover usually relates to the departure of a worker from the company (Naumann, 1992) whereas the purposeful decision to depart from any organization is known as turnover intention (Tett and Mayer, 1993). Mobley (1982) defines it as the removal of a person's membership from the organization. Peterson, (2004) has identified turnover intentions as an important concern for the human resource department. Ton and Huckman, (2008) also highlighted on this phenomenon due to its severe effect on the organization's health. Abbasi et al. (2008) has discussed the turnover intentions in depth and analyzed how harmful it is for an organization, in terms of an image of the organization, as well as, cost maximization. He further referred the cost, in terms of advertising for new employees, the process of recruitment and selection, training and development of newly hired employees and destabilization of organizational processes. Fitz-enz (1997) found that every tenth management and professional employee suffers direct and indirect losses to the organization of approximately \$1 million.

There are multiple factors which results in employee shifting from one organization to another. Work culture, loads of tasks, duties and responsibilities, lack of communication process and poor compensatory rewards have a direct relationship with employee turnover intentions (Ongori, 2007). Employees always seek recognition for the efforts they put on. If the working conditions are poor which elaborates as no flexibility or autonomy. Employees are bound to follow the work methods given by the organization. There is a high chance of employees planning to shift to another work space (Milman, 2002). Similarly, if an employee faces lack of supervision and there is no support and encouragement by the organization then intentions to leave rises (Yahaya et al., 2009). This situation will increase stress level and according to Leontaridi and Ward, (2002) job stress is considered as the most important consequence of turnover intentions. William, (2003) also analyzed a close relation between stress level and turnover intention. When employees face negligence by the organization, they become unsatisfied and demotivated. Lack of satisfaction is the most crucial step as it leads towards high turnover intentions (Kemery et al., 1987).



In a competitive era, turnover intentions have become a normal trend because of lack of recognition and support from the organization (Altaf and Awan, 2012). He further said that every organization is facing this issue. Another origin of it is extreme work load because every employee faces it. Work load is the quantity of work or tasks given to an employee to do (Qureshi et al., 2012). Work load is increased by incompetency of management while distributing the work. As defined by Mazloun et al., (2008) that overloading one's workload due to time constraints and the difficulty of the work is what leads to stress.

Maslach and Jacksons (1986) came up with another factor that causes turnover intentions of employees to increase that is burnout. Burnout is a stage that is defined in three components; First component is emotional stress where an employee feels emotionally and physically drained by work load. Second component is when an employee becomes so negative to the work and job related factors. The last component is decreased personal achievement which are further defined as feelings of incompetence and a lack of encouragement or personal accomplishment (Um and Harrison, 1998). Maslach, (2016) highlighted on a fact that burnout is not a result of a single activity or some hectic day at work, rather burnout emerges as a sustained reaction to ongoing workplace pressures; it is a sickness that progressively develops. Bakker et al., (2014) concluded that burnout leads to increase in employee turnover intention. He further emphasized that organizations need to focus on burned out employees and satisfy them in order to achieve high performance level.

Ramlall, (2004) argued that due to poor working conditions in Asian countries, moving from one organization to another has become customary. Covey, (1997) emphasized that hiring new and competent talent is an easy task but retaining them satisfying them and fulfilling their needs is a complex task. Each organization should focus on retaining their employees as employees are considered as valuable assets of an organization and they are the ones who will help the organization in accomplishing the goals, therefore, more focus needs to be on their well-being in order to reduce employee turnover intention (Abii et al., 2013).

Greenberg, (1990) conceptualized the term "Organizational Justice" by saying that it can create well-being of an employee and can make an employee more determined to work. It is defined as an employee's opinion on fairness at work. Sora et al., (2010) signified the importance of organizational justice by saying that employees who experience organizational justice have lower turnover intentions and more work satisfaction, which implies decreased job insecurity.

Employee turnover intention is emerging into a serious issue that needs to be looked upon. Despite of the fact that so many researchers have studied on it and gave their views to reduce it, this phenomenon is still existing and is increasing due to competitiveness. Human resource management needs to have a serious eye on employees who are thinking to shift. This can only be reduced when employees' needs are being fulfilled and they have a sense of accomplishment and are satisfied (Rizwan, 2014).

Turnover intentions in the education sector of Pakistan has increased to a huge extent which is why the quality of education is decreasing. To overcome this issue, this research focuses on some important variables that can be applied in any organization to reduce the turnover intentions (Alzayed and Murshid, 2018).

## **2.2 Job Autonomy**

Hackman and Oldham (1975) defined job autonomy as the extent to which the job allows the employee significant flexibility, freedom and choice in scheduling the work and deciding how it will be completed. It is basically allowing the employees to customize their working environment so that they can work efficiently. The concept of job autonomy got hyped when organization started to focus on external and internal rewards that an employee deserves, to be motivated and to achieve goals efficiently (Pfister and Lukka, 2019). Job autonomy, thus, demonstrates the extent to which a job permits ordinary work to be autonomous, self-determined, and cautious, as well as to make decisions and choose ways of execution for daily activities (Morgeson, 2005).

Furstenberg (2021) also defined job autonomy from the leader's perspective that such an environment should be created by them in which the employees know what the work is. An organization's tolerance for independence and caution in work activities was identified as having a comparable impression of autonomy (Dee, 2000). Deci and Ryan, (2010) said that goal clarity must be there, employees should know about their goals and objectives to be achieved. When employees have knowledge of their goals, then they should be given autonomous environment, that says that how to do the work should be completely dependent on employees.

Edward and Richard (2011) proposed the self-determination theory in which autonomy is defined as an environment where members see themselves as facilitators of their own behavior. The intended goals and the methods for achieving them is decided by the employees and there is an absence of pressure amongst them.

Breaugh (2011) highlighted three facets of autonomy. First is Work-Method Autonomy, where a member chose his/her own way of performing a specific task. Second is Work-Scheduling Autonomy, which is the extent where a member feel that they have power over their work activities. Last is Work-Criteria Autonomy, where a member feel that he/she has the right to change or choose the standards use to assess their performance. Collins and Steinberg (2006) focused on a type of Job autonomy. Their research tells that when individuals can perform the task efficiently and effectively without any external support, it comprises as behavioral autonomy. Autonomy is very important, nowadays, in order to perform their task successfully. Different researches have been conducted seeing the importance of autonomy as it makes an employee free from any kind of pressure which makes them independent i.e. they are the one responsible for their own actions. When the element of autonomy is present then the members are more likely to produce better results. Langfred (2017) gave a term of self-managing to the employees and team (If the work is done in teams), who are provided with an autonomous environment. Kiggundu (2018) in his research highlighted that autonomy is very important for an individual to achieve the goals effectively. Autonomy can be described in two levels as stated by (langfred, 2005). One is team-level autonomy and the other is individual autonomy. Individual autonomy is defined as the level of freedom an individual member has to carry out the task (Hackman and Oldham, 1976). Whereas, team-level autonomy is defined as the amount of freedom the team possess in order to carry out the task (Stewart and Barrick, 2016). Both the elements hold immense importance as shown by driedonks, (2010) that it leads to organizational success.

Naqvi, (2013) deduced an alarming situation that could arise as a result of autonomy. She says that high level of autonomy is over estimated by employees. Limitations must be put in place if everyone starts to experience a lot of independence. Deric, (2020) also highlighted on the same fact. His literature contains several arguments against liberally high freedom, including an incorrect understanding of a person's identity, the falsification of fairness principles, the lack of accountability for rational control actions, and a lack of awareness of the significance of personal connections.

Karim, (2017) has found a strong linkage between job autonomy and employee engagement. When an employee is given with an autonomous environment, they feel more engaged towards the work. They will show more sincerity towards the organizational goals. Moe, (2019) called job autonomy as a straightforward concept, employees are more likely to stay in their existing organizations

because they feel more ownership of their job when they perceive themselves as having discretionary power in carrying out their corporate tasks.

Hackman and Oldham, (1975) said that job autonomy has been measured as a global phenomenon, without differentiating between different characteristics of it. The effect of autonomy on organizational processes, procedures, and schedule suggests the value of a multi-dimensional approach (Chung, 1977).

This research focuses on the educational sector of Pakistan and targeting teachers so their autonomy is the main focus of the research. Baldrige and associates, (1973) defined Faculty autonomy as the capacity of professionals to decide work patterns, actively engage in significant academic decision-making, have work appraised by professional peers, and be largely free of bureaucratic regulations and restraints. Perry, (1977) studied the job autonomy on faculty of U.S and concluded that professors who reported having high degrees of autonomy were happier with their teaching, experienced less work-related stress, and were less likely to think about leaving their positions. As faculty members feel a sense of personal responsibility, competence, and success, autonomy seems to help faculty members meet their higher-order requirements for achievement and accomplishment. Spector, (1986) also concluded the positive effects of job autonomy in educational institution by saying that high levels of performance, motivation, and job satisfaction as well as low levels of turnover and absenteeism have all been linked to teachers who self-regulate their work procedures and approaches.

To conclude the crux of Job Autonomy, Bakker and Demerouti, (2017) referred it with Job, Demand- Resources (JDR) model by finding a positive and linear relationship between job autonomy and employee well-being as higher levels of job autonomy is anticipated to improve employees' ability to deal with job demands and other potential stressors in the workplace.

**H1 Job Autonomy have a negative relation with Employee Turnover Intention**

**H2 Job Autonomy have a positive impact on Talent Engagement**

### **2.3 Transformational Change**

Due to an increased global and national competition in the education sector, the educational institutions are developing multiple organizational practices (Mowles et al., 2010). The institutions are trying to bring a transformative change in the staff attitudes, behavior as well as their

performance. The restructuring has shaped the traditional roles of school principals and educators (Bredeson, 1991). The change in any organization has multiple faces and it varies according to the demand. Some changes are planned while others are unplanned, the change can be large, limited, fast, slow or basic (Al-Omari, 2012). Transformational change is one facet of organizational change that has captured the attention within the field of organizational change.

Bass (1985) defines transformational change as a process in which a leader tries to generate awareness regarding right and important issues amongst his fellow workers and colleagues with the aim to improve their performance. Rafferty, (2017) says that a person's view of how much a change affects an organization's core systems, such as its traditional values, structures, and strategies, is referred to as transformational change. Kezar (2001) defined transformational change as “change affecting institutional cultures, as, deep and pervasive, intentional and occurring over time”. Kezar, (2001) believes that this sort of change will alter “organizational structures and processes, leads to reorganized priorities, affects organizational assumptions and ideologies, and is collective, institution-wide undertaking”. Commenting on the transformational change, Ackerman (1997) claims that it happens after transitional phase, as it involves altering the already built assumptions of the educators regarding the structure, process, culture and strategy. Transformational change targets these assumptions and attempts to transform them in order to improve learning and performance.

Al-Omari, (2012) explains that within the educational sector transformational change is linked with the implementation of new process which includes “strategies, tasks, leadership, and cultural markers of progress”. Strategic change involves change in curriculum, in pedagogies, student learning and assessment practices, policies, budgets, new structures and new decision-making structures. Examples of cultural markers of progress include “changes in the patterns of interactions between individuals or groups, changes in the school self-image, changes in the types of conversations, and in new attitudes and beliefs”.

Getting individuals to think differently is a challenging yet significant task claimed by Eckel and Kezar (2003). They claim that adoption of the new mindset is “cognitive and intellectual process” which is triggered through the set of activities that are designed intentionally in a way that they pressurize the individual to erase the previous set of assumptions, ideas and mental models. The leaders constantly try to negotiate meaning and attempt to come to a consistent new understanding

within the changing school work environment. Leaders at the transforming schools aim to construct a personal reality by exploring the meanings of suggested adjustments for schoolwork and pedagogies. Transformational change in education sector demands a continuous effort to implement the science of behavior in order to not only produce but also maintain coordination between “organization structure, strategic operations, individuals and culture with the aim to develop organizational solutions toward creativity, and developing capability in the organization for renewing” (French, Bell, Zawacki, 2000).

Al-Omari lays bare the two reasons which make transformational change a very challenging process; first reason relates to the uncertainty regarding the future state as transformation involves a trial and error process when the new information is being gathered. Since with the incoming of innovative ideas and information, time limit cannot be determined. The actual change process will emerge and will take its time to implement. Which is why the leaders having to work in unpredictable phase as they will be unaware of the outcome. And the second challenge is that the current state and the future state will be different from each other therefore, the individuals’ will have to adapt themselves according to the demands and will have to let go of the previous views and beliefs in order to ensure successful implementation. This requires a complete shift in the worldview that could fit into their future perspective, to make that worldview operational is whole another task.

Studies on transformational change are very rare when it comes to Pakistan because of the uncertain budgetary situation, political instability and the deteriorating economic situation. Very less researches has been done on the topic of transformational change within the Pakistani educational sector. Two researches that have been done around transformational learning takes Higher Level education and Distance Teaching in Pakistan. Muhammad, (2020) emphasized that distance teaching takes into consideration the epidemic situation on learning and the way it has impacted the students, teachers and parent lives and the other research takes into consideration the organizational commitment and its impact on transformational leadership within the higher education level in Karachi, Pakistan. Transformational change has been a territory that needs more exploration in Pakistan (Shabroz, 2019).

**H3 Transformational change have a negative relation with Employee Turnover Intention**

**H4 Transformational change have a positive impact on Talent Engagement**

## **2.4 Talent Engagement**

In the high-income economy, human capital is seen as the primary engine of innovation and creativity. The search for talent and ways to engage them so they move the organization toward success and sustainable performance are a result of business globalization. The "War for talent," as it was described by McKinsey in 2000, has focused academics' and practitioners' attention on talent engagement and its potential applications.

Talent Engagement was conceptualized by Kahn, (1990) in a study published in the *Academy of Management Journal*. In academic writing, he was the first to define engagement and describe personal involvement and disengagement at work in his ethnographic study. The extent to which an employee feels motivated and dedicated towards the work is referred as employee engagement. The employees who have high level of employee engagement show more sincerity towards their work and organizational performance (Saks, 2006).

Pandita (2018) highlighted on the importance of engaged employees that they are more devoted to the organization's goals, which leads to higher employee performance, focused efforts, and better outcomes. Albrecht (2015) further supported that such employees share the notion that their job has an impact on the organization's outcomes and performance. The more an employee is engaged, more effective the performance is which ultimately leads to organization goals and success. Sun (2019) defines engagement as multi-faceted construct. May (2015) expressed that engagement comprised not only cognitive abilities, but also the ability to apply emotions and behaviors in a variety of situations. Shen (2019) proposed theory of employee engagement which states that it is a unique construct that consists of emotional, behavior and cognitive components that then links with an individual performance. When an employee is emotionally strong, has a mental capacity to think uniquely and shows a positive behavioral attitude, then the individual performance will be positively affected. Schaufeli (2019) defined engagement as the opposite of burnout which is a state of mental, physical and emotional exhaustion. Organizations need to transform their environment that results in high employee engagement level so that productivity increases and so is the performance of an organization. Macey and Schneider (2018) emphasized that employee engagement is a broad term that encompasses various types of engagement (traits engagement,

psychological state engagement, behavioral engagement), each of which requires different conceptualizations, such as proactive personality (traits engagement), involvement (psychological state engagement), and organizational citizenship behavior (organizational citizenship behavior). Another concept regarding employee engagement is also discussed by Hewitt organization, 2014 which theorized employee engagement to be the degree to which employee wants to stay in the organization and work for the organization. They further defined it in three aspects. First is “Say” which emphasize on employee using positive language regarding his/her organization. Second is “Stay” that employee wants to stay in that specific organization for a longer period of time and last is “Strive” which highlights on the sincerity of an employee that he/she wants to work for the organizational success with full sincerity. Such an employee that fulfills all three aspects are regarded as the ones with high engagement level.

With the passage of time and need of requirement, employee engagement is evolved into Talent Engagement. The difference between them is denoted by Christian et al, (2011) by saying that when employee engagement is a traditional process which deals with employees when they are hired. Employers deal them in a way that makes them engaged but all of this takes place after getting an employee on board. However, Talent Engagement is the advanced version of employee engagement. The candidate is being engaged throughout his/her journey, from the time of employee’s acquisition to getting him/her onboard and even his/her learning and development.

Saks, (2006) identified two dimensions of Talent Engagement. One is Job Engagement and the other is Organizational Engagement. May et al., (2004) defines job engagement as the degree of passion and commitment that employee has for their task. Organizational commitment refers to the bond or the connection that an employee has with the employer or the organization (Harter et al., 2002). According to the notion of engagement as being role-related (Kahn, 1990), it measures how present a person is psychologically in a specific organizational role. Most organizational members' two primary functions are their work role (job engagement) and their role as an organization member (Organization engagement).

Shah (2016) study on Talent engagement presume that both micro and macro perspective have an impact on the process of engaging talent. Therefore, employees will perform better the more involved they are. There are explanations that suggest there are two distinct views through which to view employee engagement. Therefore, this study concurs with Saks' (2006) advice to look at this idea from the perspectives of both the job and the organization.



To sum up, Talent engagement have a direct impact on organizational success as when employees are more engaged, they show high level of motivation and sincerity towards work and as a result, their work is more productive, more efficient and more effective. Susana, (2017) signifies the importance of engagement by saying that such employees have better dedication, better health and are more active. Wilmar and Arnold, (2016) said that dedicated employees show positive behavior and are ready to work overtime with full sincerity and motivation when compared with the dis engaged employees.

**H5 Talent Engagement has a negative relation with Employee Turnover Intention**

**H6 Talent Engagement mediates the relationship between Job Autonomy and Turnover Intentions.**

**H7 Talent Engagement mediates the relationship between Transformational change and Turnover Intentions.**

## **2.5 Relationship among all the variables**

Much emphasis has been dedicated to the issue of minimizing employee turnover intentions, as recommended by Maertz and Griffeth (2004), in contrast to the limited research that comprehensively incorporates employees' incentive to stay with or leave their firm. According to research on turnover intentions, practices that increase motivation reduce those intentions. Numerous research has shown that behaviors that increase motivation have a negative link with intentions to leave your job. This study focuses on few practices that have a strong linkage between them. As said by Snape, (2010) that autonomous environment helps an employee to practice their part of work according to the way they want. They are given with the freedom in selecting the methods and sequence of the work they perform. Buck, (2002) concluded a positive relation of autonomy with engagement. The more an autonomous environment, more engaged an employee is and less turnover intentions will that specific employee have. Similarly, new changes and trends are appearing in our work culture which needs to be implemented as said by Weiner, (2009) that updated work strategies help an organization to succeed. Employees make the change possible by

accepting it (Esserman, 2014). Those organizations who are providing the latest resources to their employees have seen a drastic shift in their employees being more satisfied and engaged. Such employees will give their time and efforts to the organization, keeping the organizational goals more prior Lavergne (2014). Engaged employees will serve the organization for longer period of time, hence reducing the turnover intention (Samuel, 2009).

All these variables are best elaborated by applying social exchange theory which highlights that autonomous environment, transformational change affects talent engagement as they make an employee engaged from the very start of recruitment process and this then leads towards less employee turnover intentions.

## **2.6 Theory**

**Social Exchange theory** is applied to all the variables in this study.

Cropanzano, (2017) explained Social Exchange Theory by stating that social behavior changes when some rewards are given, be it profit or non-profit rewards. It maximizes benefits and reduces cost. This is explained by Lawler, (1999), he says that when an employee is given with rewards, he/she will be more satisfied and will perform better. Such performance will be beneficial for the organizational goals. Vice versa, if an employee is not given with rewards and satisfactory remarks, then he/she will be dissatisfied. Their dissatisfaction will be shown in their work, as a result, they will leave, causing a loss to organization.

Chambers, (2004) studied the theory of social exchange on job autonomy. He emphasized on autonomous environment and its benefits by saying that an autonomous environment gives an employee, more satisfaction. When employees are more satisfied, their work performance becomes effective for organizational health. Water (2010) introduced the term “micro-management” which refers to a management style where managers are highly controlling and because of that, employees get stressed out. Mankins and Garton, (2017) highlighted on such scenarios that managers should always allow employees to sequence their work. Employees must have autonomy as it leads to satisfaction and more engagement.

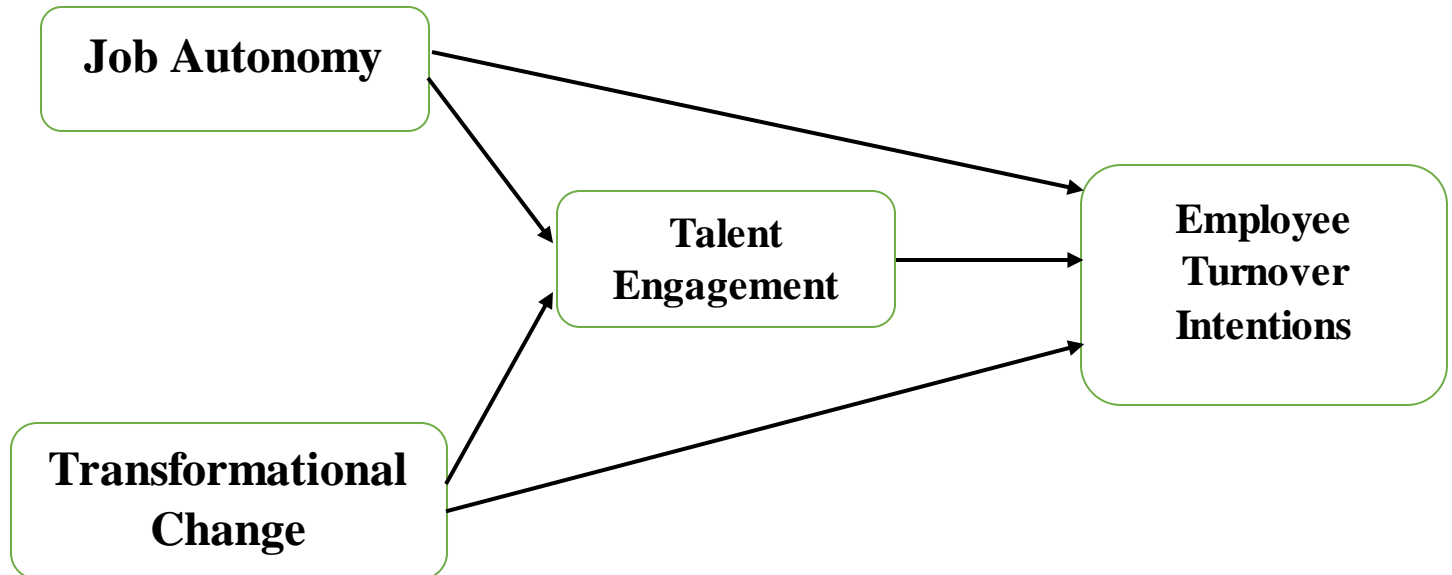
De Cieri and Kramar (2008) highlighted on transformational change. They say that quality of work affects employees' perspective. They linked implementing new strategies with pay scales by saying that if employees are receiving salary according to their expectations and work load, then they will perform in a more effective and efficient way. Chen and Spector (1992) also analyzed the same concept that updated work strategies will motivate the employees and they will perform better. This concept has its importance in nowadays where strategies are being shifted towards digitalized form, rather than manual. In technological era and new software development, data is being recorded in automated form rather than manually through paper work. They proved that work strategies that are more automated, those employees are more engaged to the organization (Tate, 2019).

This study is predicated on the idea that employees who are more engaged will have better ties to their employers, as proposed by Saks (2006), who claims that behavior courses are linked to social exchange theory. Thus, motivated individuals exhibit more pro-organizational behavior, supporting Saks' (2006) claim that social exchange theory accurately depicts employee engagement.

Covey, (1997) highlighted on an issue that it is very easy to hire employees but difficult to retain them. Organizations are enhancing their strategies to make employees motivated and engaged. As stated by Andrews, (2009), when employees are motivated, they grow to feel a sense of loyalty to the organization. In other words, motivational practices make employees engaged and in return they take organizational goals as their priority, which reduces the employee turnover intention. Its referred as give and take relationship where an employee is given with perks and benefits and in return, organizations engages them to a level that they show sincerity towards the organization.

Hence, applying the social exchange theory principles to the relationship between an employee and an organization leads to the conclusion that an employee will continue to work for an organization and make meaningful contributions if they believe there are more advantages than disadvantages to doing so (Shah 2018).

## 2.7 Theoretical Framework



## Chapter 3

### Methodology

#### 3.1 Research Design

De Vaus (2001) defined the research design as an outline to gather, assess and examine the data to reach a conclusion. Yin (2009) further emphasized by referring it to as base of research, without it the conclusion drawn will fail to answer and fulfill the research questions and objectives. Kumar (2019) has addressed three types of methodologies when conducting a research study. The term "Qualitative methodology" refers to a methodology that gauges the emotions and sentiments of the subject. "Quantitative methodology" study statistical variations between variables and "mixed methodology" is a combination of quantitative and qualitative. This research is being studied under quantitative methodology.

### **3.1.1 Research Type**

This research is cross-sectional. It focuses on collecting data from one group at one certain occasion. Salyer (2021) identified cross-sectional study as the best option when examining the prevalence of an outcome at a specific time.

### **3.1.2 Type of Study**

This is a causal research also referred as explanatory research. It assesses the existence of a cause-and-effect connection between the variables. The study uses primary data to test the causal relationship between job autonomy, organizational transformation, talent engagement and employee turnover intention.

### **3.1.3 Research Strategy**

Verschuren (2003) defined research strategy as a systematic plan that guides researcher thoughts and efforts. A research strategy provides the required guidance for the researcher. The current study used a survey methodology, which includes using structured questionnaires, to gather data from participants. The goal of this study is to gather information on a literary subject, examine it, and draw a conclusion.

### **3.1.4 Research Approach**

This research has utilized deductive approach which is concerned with creating a hypotheses based on a theory already in existence, and then establishing a research method to test the assumption made on base of theory (Jahn, 2011). This approach has four parts as identified by Abdugarimova, (2021), creation, formulation, gathering, and analysis of hypotheses.

### **3.1.5 Research Philosophy**

Saunders (2015) has proposed 4 types of research philosophy. This study uses “Positivism” Philosophy which believes that only knowledge that has been obtained by observation, including measurement, can be trusted. The basis of “Positivism” is quantitative observations that result in statistical analyses.

## 3.2 Population and Sampling

### 3.2.1 Population

Population is defined as a complete group, a researcher is aiming to analyze and draw conclusions from (Kumar, 2019). This research collects data by sending questionnaires to teachers working in educational sector of Pakistan, focusing only on twin cities i.e. Islamabad and Rawalpindi. Furthermore, the research has elaborated more on selecting Top Five schools, depending on the quality of education, operating in twin cities of Pakistan which includes Roots Millennium Schools, Beaconhouse School System, Froebels International Schools, The City Schools, Headstart Schools (Education Directory, 2022).

### 3.2.2 Sampling

For data gathering, it is difficult for researcher to visit each individual and gather data from, so a sample that will represent the total population is taken into consideration. To determine a valid sample that accurately represents the population, various tools, like the sample size calculator, Morgan table, etc. are utilized.

## 3.3 Sample Frame

According to Pakistan's Education Directory (2022), Roots Millennium Schools have 15 branches, Beaconhouse School system have 25 branches, The City School has 21 branches, Froebels International Schools have 5 branches and Headstart schools have 9 branches operating successfully in Twin cities of Pakistan. This research targets the teachers employed in these schools, so following are the total number of teachers in these schools;

Schools	Number of Teachers Employed
Roots Millennium Schools	220
Beaconhouse School System	350
The City School	252
Froebels International Schools	92
Head Start School	110
Total	1,024

According to Morgan Sample Size Calculator, the sample finalized for data collection from the above given population is 285. On the analysis of answers of 285 respondents, the relationship between the variables will be assessed.

### 3.4 Sampling Technique

This research uses multi stage sampling technique which is a part of random probability. At first stage, different stratas are made. Since this study focuses only on the top five schools in twin cities of Pakistan so five stratas are developed. With the help of questionnaire, data is collected from each strata. Second stage is Proportionate sampling, which means that according to each strata's population, data is collected accordingly. Total number of population is 1,024. Number of teachers employed at each schools are also given in the above table. Dividing the number of employed teachers by the total population will give the number of how much data is to be collected by each school. The following table will show the exact percentage of data collected, through sending them questionnaire, from each stratas according to their proportion.

Schools	Data Collected (%)
Roots Millennium Schools	21%
Beaconhouse School System	34%
The City School	25%
Froebels International Schools	9%
Head Start School	11%

### 3.5 Operationalization of the Variable

#### 3.5.1 Job Autonomy

The respective scale of 9 items has been adopted from the paper, The Measurement of Work Autonomy by Breugh, J. A. (1985).

### **3.5.2 Transformational Change**

The transformational change was measured with the 3-item instrument developed by Rafferty and Griffin (2006).

### **3.5.3 Talent Engagement**

The respective scale of Talent engagement proposed by Saks (2006) has been adopted. It has four items.

### **3.5.4 Employee Turnover Intention**

Employee Turnover intention was measured with 5 item scale proposed by Demo et al. (2012).

## **Chapter 4**

### **Results and Findings**

The data that was gathered throughout the survey is thoroughly analyzed in this chapter. The measurement model, data validity, and data reliability is also measured, followed by the structural model. It also evaluates collinearity, does hypotheses testing, and calculates the extent of the impact of independent factors on dependent variables. This part of study also analyzes the mediating relationship between the variables.

#### **4.1 Demographic**

The analysis of data was based on 285 respondents. With the help of SPSS, demographics were found. There were 180 female respondents and 105 male respondents. 125 respondents belong to 25-30 age group. 114 respondents belong to 26-30 age group. 24 respondents belong to 36-40 age group and 22 respondents belong to 40 and above age group. Demographic profile also showed the qualification of the teachers employed in schools. Number of teachers possessing bachelor's degree were 117. Master's degree holders were 134. Number of teachers having MS/M.Phil Degree were 21 and the rest 13 were PHD holders. However, amount data was collected according to the proportions calculated in chapter 3. Table below shows the percentage of demographic of the research.

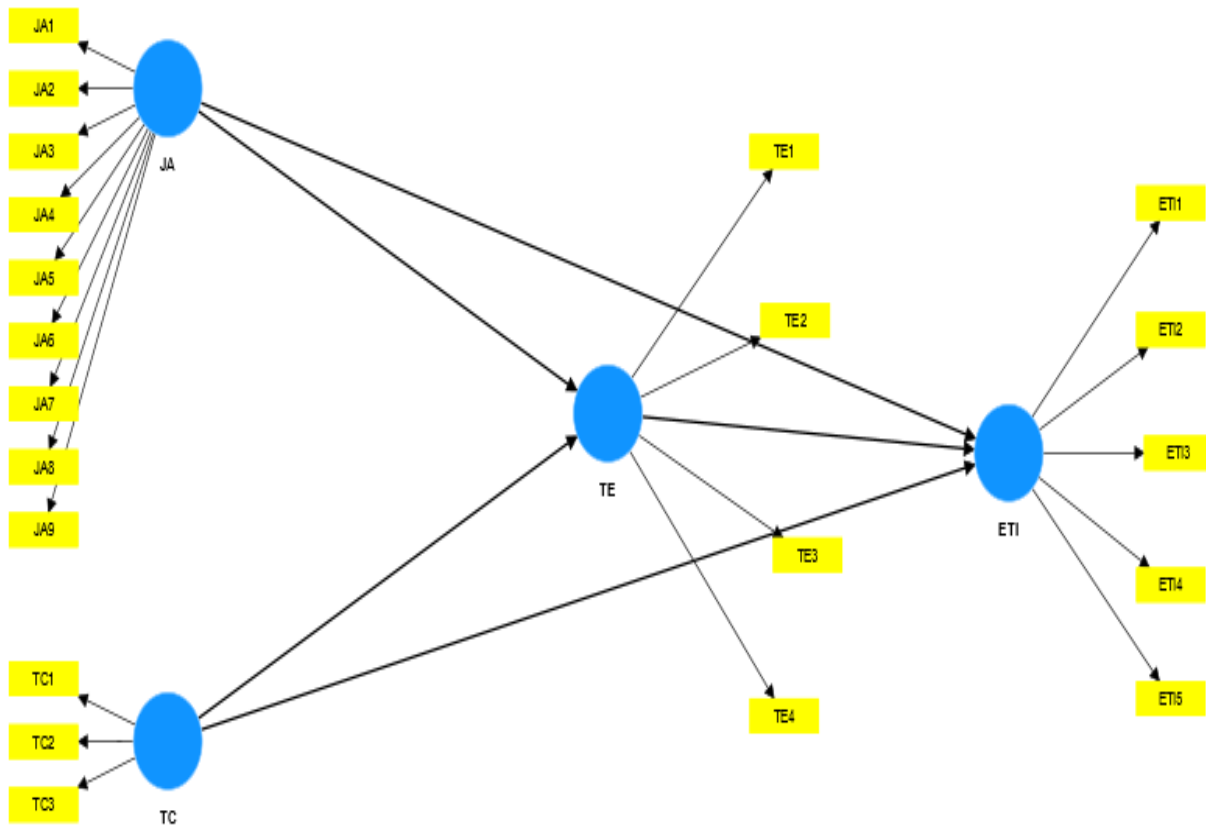


<b>DEMOGRAPHIC</b>		
	<b>PERCENTAGE</b>	
Age	25-30	43.8%
	31-35	40.0%
	36-40	8.0%
	40 and above	8.2%
Gender	MALES	36.80%
	FEMALES	63.20%
Qualification	Bachelors	41.0%
	Masters	47.0%
	MS/M.Phil.	7.0%
	Doctoral	4.50%
Schools	Roots Millennium Schools	21%
	Beaconhouse School System	34%
	The City School	25%
	Froebels International Schools	9%
	Head Start School	11%

## 4.2 Structure Model

Structure model is also referred as measurement model. The measurement model shows how factor loadings have been evaluated using observable variables in order to examine the measurement properties of those constructs. As mentioned in Chapter 3 about 4 variables being studied in this research. 21 items were used to measure these variables. SmartPLS is used to measure the reliability and validity of items.

Following diagram is the structural model of the research as displayed by SmartPLS;



### 4.3 Internal Consistency

The research executed the PLS algorithm (300 maximum iterations, path weighting scheme). The evaluation of the measurement model (outer model) is the process in question. The outside loadings over 0.708 are recommended, showing that item dependability is adequate and that the items account for more than 50% of the variation in a construct. According to, the numbers above 0.60 are likewise acceptable (Byrne, 2016). Values below 0.4 are not accepted as they show that item dependability is not adequate.

The analysis proved that the values of outer loadings were above 0.7. According to Byrne (2016), ETI5, JA8, TC3 and TE3 are also accepted as they lie at 0.6-0.7.

The table below shows the outer loadings of each item, as derived by SmartPLS software.

<b>Items of each variables</b>	<b>Factor Loadings</b>
<b>Job Autonomy</b>	
JA1	<b>0.785</b>
JA2	<b>0.785</b>
JA3	<b>0.697</b>
JA4	<b>0.703</b>
JA5	<b>0.838</b>
JA6	<b>0.881</b>
JA7	<b>0.737</b>
JA8	<b>0.63</b>
JA9	<b>0.725</b>
<b>Transformational Change</b>	
TC1	<b>0.931</b>
TC2	<b>0.732</b>
TC3	<b>0.684</b>
<b>Talent Engagement</b>	
TE1	<b>0.810</b>
TE2	<b>0.721</b>
TE3	<b>0.682</b>
TE4	<b>0.814</b>
<b>Employee Turnover Intentions</b>	
ETI1	<b>0.785</b>
ETI2	<b>0.829</b>
ETI3	<b>0.878</b>
ETI4	<b>0.801</b>
ETI5	<b>0.634</b>

#### 4.4 Convergent Validity

With the help of software SmartPLS, convergent validity of the variables was assessed. The Cronbach's Alpha, roh A, Composite Reliability (CR), and Average Variance Extracted are used to determine the convergent Validity.

The standard value of Cronbach's Alpha is between 0.7-0.9. Above 0.6 is also acceptable, according to Hulin, (2001). However, values above 0.95 are considered as not good as it indicates low reliability due to redundancy. Composite reliability and roh\_A values should be above than 0.7, such values will indicate internal consistency reliability. Average Variance Extracted should be above than 0.5, according to the standard value.

Following table shows the Cronbach's Alpha, roh\_A, Composite Reliability (CR), and Average Variance Extracted of the results analyzed;

	<b>Cronbach's Alpha</b>	<b>roh_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>ETI</b>	0.782	0.814	0.844	0.534
<b>JA</b>	0.904	0.928	0.921	0.566
<b>TC</b>	0.698	0.941	0.823	0.613
<b>TE</b>	0.716	0.743	0.822	0.540

The above tables show that all the values are up to the standard mark and showing internal and consistent reliability amongst the variables.

#### 4.5 Discriminant Validity

This measurement demonstrates how significantly the variables differ from one another. In three separate criteria, SmartPLS exhibits discriminant validity. Fornell and Lacker and cross loading are the first two criterions, however neither is regarded as dependable. For discriminant validity, the third criterion, known as the "Hetrotrait-Monotrait ratio (HTMT)", is regarded as dependable. "It is the geometric mean of the average correlations of the indicators measuring the same construct, divided by the mean of all correlations of the indicators measuring various

constructions." This measure's values should be less than 0.90, which indicates that the variables differ from one another.

	<b>ETI</b>	<b>JA</b>	<b>TC</b>	<b>TE</b>
<b>ETI</b>				
<b>JA</b>	<b>0.456</b>			
<b>TC</b>	<b>0.517</b>	<b>0.681</b>		
<b>TE</b>	<b>0.546</b>	<b>0.540</b>	<b>0.676</b>	

As shown in the above table of Discriminant Validity through Hetrotrait-Monotrait ratio (HTMT) criteria, all the values are below 0.90, showing that the variables are differing from one another, making the model satisfactory.

#### **4.6 Assessing Structural Model**

When the outer model is reliable, the inner path model evaluation follows. In the second stage, it is assessed whether the path loadings and path coefficients between each construct are statistically significant. Researchers utilize the Bootstrap technique to uncover the correlations between variables while evaluating structural models. Four criteria were used to evaluate the structural model: collinearity, the strength of the relationship between variables, the path coefficient and specific indirect effect

##### **4.6.1 Analyzing Collinearity**

Every independent variable in PLS-SEM analysis is subjected to Ordinary Least Square (OLS) regression. It's crucial to evaluate collinearity between variables in order to eliminate any biased estimations. To determine whether there is multicollinearity, the Variance Inflation Factor (VIF) is generated in SmartPLS. Values greater than 3.3 demonstrated strong collinearity. Standard values are below 3.3.

All of the values in our model are much below the standard value so it means that the variables do not exhibit any collinearity.

Following table shows the collinearity statistics, derived by SmartPLS:

	<b>ETI</b>	<b>JA</b>	<b>TC</b>	<b>TE</b>
<b>ETI</b>				
<b>JA</b>	<b>1.669</b>			<b>1.555</b>
<b>TC</b>	<b>1.730</b>			<b>1.555</b>
<b>TE</b>	<b>1.458</b>			

#### **4.6.2 Assessing Path Coefficients - t-values and Significance (p)**

By using the bootstrapping method, we were able to measure the model's path coefficients, t-value, and p-values. 1000 samples are regarded as the minimal size for bootstrapping (Hair Jr et al., 2017). These numbers were computed using SmartPLS' bootstrap function on 5000 samples. The table below contains the model's values.

<b>Hypothesis</b>		<b>T- Statistics</b>	<b>P values</b>	<b>Decision</b>
<b>H1</b>	<b>JA &gt; ETI</b>	<b>4.759</b>	<b>0.026</b>	<b>Significant</b>
<b>H2</b>	<b>JA &gt; TE</b>	<b>4.030</b>	<b>0.000</b>	<b>Significant</b>
<b>H3</b>	<b>TC &gt; ETI</b>	<b>3.23</b>	<b>0.02</b>	<b>Significant</b>
<b>H4</b>	<b>TC &gt; TE</b>	<b>3.56</b>	<b>0.04</b>	<b>Significant</b>
<b>H5</b>	<b>TE &gt; ETI</b>	<b>5.589</b>	<b>0.000</b>	<b>Significant</b>

The above values denoted that H1, H2, H3, H4 and H5 is proved significant as P values are below 0.05, which is the standard value. It should not exceed 0.05 and the values in the table are below 0.05. therefore, the hypothesis is proved significant.

T-values should always be above than 1.96. Less than 1.96 is not supported. However, the research analysis proved that above mentioned hypothesis are correct and significant as t-values are above 1.96.

### 4.6.3 Analyzing Mediating relationship

This research includes a mediating relationship as well. Talent Engagement is used as a mediator and its relation with job autonomy and employee turnover intentions is checked. Similarly, the mediating relationship of Talent engagement between transformational change and employee turnover intentions is also investigated.

Following table shows the T-values and P values of the mediating relationship.

<b>Hypothesis</b>		<b>T statistics</b>	<b>P values</b>
<b>H6</b>	<b>JA &gt; TE &gt; ETI</b>	4.54	0.000
<b>H7</b>	<b>TC &gt; TE &gt; ETI</b>	2.45	0.04

Above table has proved a significant mediating relationship. The T values of H6 and H7 are above the standard value which is 1.96, making it significant. P values are below 0.05, proving H6 and H7 correct and significant.

### 4.6.4 Analyzing R squared

R Squared is a statistical measure that addresses the extent of the difference for a dependent variable that is made sense of by an independent variable or variables in a relapse model. According to PLS, 0.623 is the R squared calculated. According to standard, it is described as substantial.

<b>R squared</b>	
<b>ETI</b>	<b>0.623</b>

## Chapter 5

### Discussion and Conclusion

#### 5.1 Discussion of the Findings

This study aims to find the impact of job autonomy and transformational change on employee turnover intentions with a mediating impact of talent engagement. The sector chosen for the analysis of the relation that exists between the variables is, educational sector operating in twin cities of Pakistan i.e. Islamabad and Rawalpindi. Data from respondents (Teachers employed in top five schools of Pakistan) are gathered using a structured questionnaire that has been established.

A significance level scale with a range allowing up to 5% is put up to examine the acceptance and rejection of the study's hypotheses. According to the scale of significance level established, the study's seven hypotheses (H1, H2, H3, H4, H5, H6 and H7) are accepted or rejected. Similarly, the standard value of T statistics is 1.96, it should not be below this value as above 1.96 it is considered as significant. Cronbach's Alpha typically ranges between 0.7 and 0.9. According to Hulin, above 0.6 is likewise acceptable (2001). Values above 0.95, however, are regarded as undesirable because they show low reliability as a result of redundancy. Values for composite reliability and  $\rho_h_A$  that are greater than 0.7 show internal consistency dependability. According to the standard value, the average extracted variation should be greater than 0.5.

The results proved **H1** correct as stated above in analysis part. Value of significance is 0.026, proving the hypothesis correct as Job autonomy has a negative relation with employee turnover intentions. As stated by Alamdar, (2012) that more an autonomous environment, more sincerity will be shown to organizational good health and less turnover intentions of an employee will be. It is further highlighted by Tausif, (2012) that in educational sector of Pakistan, teachers should be allowed to sequence their work, be it in form of lectures, preparing exam or some other work. When teachers will feel that organization is showing acknowledgement to their work done and is giving autonomy in sequencing the work than those employees will show more sincerity towards the organization and will not think of shifting their jobs, in short turnover intentions will be reduced.



**H2** is also proved significant as value of significance is 0.000, stating that Job Autonomy have a positive effect on Talent Engagement. As highlighted by Ali, (2014) that teachers in Pakistan needs to have an autonomous environment which will engage them. He further said that teachers feel a sense of personal responsibility, competence, and success when given with autonomy which proves that this helps in employee being more engaged towards the organization.

**H3** have been proved significant as our value for significance is 0.02, ensuring that Transformational change has a negative effect on employee turnover intention. Newman, (2017) stated that advanced work culture makes the work climate good and employee gets more motivated and satisfied working in such climate. Onorato, (2012) also highlighted on the same fact by saying that transformational change is very effective for education sector as it develops a sense of learning through modern techniques. Furthermore, Malik (2019) said that change in work culture and strategies according to new and advanced trends will shift the education sector of Pakistan to a bigger level which will increase the literacy rate. This proves that transformational changes make an employee engaged and reduces the turnover intention.

**H4** is proved correct as value of significance is 0.04, which shows that transformational change has a positive effect on talent engagement. Mir (2012) analyzed a positive relation between transformational change and talent engagement by saying that advanced work strategies makes an employee engaged. He referred to educational sector of Pakistan by highlighting on the importance of change in work strategies and culture, revolving in education sector of Pakistan. He said that advanced methods of teaching and enhancement in the work culture will make teachers more engaged to the organization. As a result, education sector of Pakistan can grow in a more effective and efficient way.

**H5** denotes that talent engagement has a negative relation with employee turnover intention, is proved correct as value of significance is 0.000. This value tells that engaged employees in educational sector of Pakistan have less intentions of switching their jobs to another organization. Rasheed, (2013) emphasized in his research the importance of engaged employees by highlight an important aspect that engaged employees never think of leaving an organization.

**H6** have proved that Talent engagement mediates the relationship between job autonomy and turnover intention as our findings shows that significance value is 0.000 which show that it mediates between these two variables. As stated by Shah, (2018) that when employees are given

with motivational practices, they become engaged and show sincerity towards the organization. When this happens, turnover intentions reduce. Turnover rate is highest in educational sector of Pakistan due to poor working conditions. When teachers are made engaged by providing them with autonomous working environment, then turnover intentions will reduce as they will develop a sense of belonging with that organization.

**H7** have proved that Talent engagement mediates the relationship between transformational change and turnover intention as our findings are shows that significance level is 0.04 which show that it mediates between these two variables. French, (2000) emphasized on positive effect of transformational change and how it makes an employee engaged. Shahbroz, (2019) urged the need of transformational change in educational sector of Pakistan and focused that how an employee can be made engaged, so that they work for the betterment of education sector and can improve the literacy rate. Our findings proved that talent engagement mediates the relation between transformational change and turnover intention as it gives an employee an advanced work place with advanced work culture and strategies and because of this, employee will stay in that organization for a longer period of time. Hence, reducing the turnover intentions.

The findings are consistent with a study by Saks (2006), which discovered a mediating link between talent engagement and turnover intentions. Another study found that organization participation significantly mediated the relationship between motivational factors such as job autonomy and transformational change and Turnover intentions. According to SET, organizations that invest in their employees by creating a supportive and encouraging work environment and showing them that they are appreciated by the company increase employee engagement (Saks, 2006)

## **5.2 Conclusion of the Study**

The research aims to find the impact of Job Autonomy and Transformational change on Employee turnover intention with a mediating effect of Talent engagement. Job Autonomy and Transformational change is considered as independent variables whereas Employee turnover intentions is considered as dependent variable. Main objective of study is to investigate how this turnover intention is affected by independent variables of the study. Talent engagement is used as a mediator. Through talent engagement, this study has analyzed how independent variables will be affecting the dependent variable. Educational sector of Pakistan is targeted in this research.

Furthermore, top five schools operating in twin cities of Pakistan is considered. Unit of analysis are the teachers teaching in these schools. Data has been collected through adopted questionnaires. Total sample considered for analysis is 285, as defined by the Morgan sample size calculator. Study has proved all the hypothesis made at the start of the research.

All the hypothesis has been proved significant as the values, shown in chapter 4, are lying under the standard threshold.

This study found out that job autonomy has a negative effect on Employee turnover intentions and positive effect on talent engagement. Moreover, talent engagement mediates the relationship between job autonomy and employee turnover intention.

The study also proved that transformational change has a significant effect on Talent engagement and negative effect on employee turnover intentions. Moreover, talent engagement mediates the relationship between transformational change and employee turnover intentions.

### **5.3 Limitations of the Study**

This study has some limitations which are discussed ahead. The top five private schools in the Twin Cities of Pakistan was considered for data collection. For greater dependability, additional locations could be covered during data collection. The sole method of data gathering allowed for this study is a quantitative one. Qualitative aspect should also be used. This research is cross-sectional. However, longitudinal research should be done because it will produce more reliable data. The technique of proportionate sampling was utilized when gathering data. To obtain results that are more accurate, different sampling techniques could also be used. Another study constraint that led to fewer respondents and a smaller target region is time. Due to it, only a small number of variables could be explored. If more time is available, then other variables could be added to enhance the study like organizational support, compensatory benefits etc. The study's other constraint is that analysis cannot undertake SEM-AMOS which is new and advanced method.

### **5.4 Future Recommendations**

The majority of the issues have been covered in this study, however a few small adjustments could be made to increase its efficacy and dependability. It is possible to make slight adjustments to the time frame, industry, sample size, type of research, etc. To assist the researcher in conducting an

effective research, the time period may be prolonged. The researcher may benefit from a proper time period offered to collect data from respondents with different racial and cultural backgrounds. A longer time frame could allow the researcher the opportunity to encourage members of the population (who were not surveyed) to show interest by actively engaging in the data collection process. Other than this, some different industry should also be considered to analyze the impact of these variables. This study could be done from longitudinal aspect as I will be producing more reliable and valid results with same number of population. Other sampling technique like snowball sampling could be used in future to enhance the results. Qualitative methodology could be applied for this study as through interviews, more honest answers could be achieved. As new advancements are coming, some other software like SEM-AMOS could be used to run the analysis. Moderator should be added in future research with the same framework to analyze the results in another way.

## **5.5 Implications for Practice**

### **5.5.1 Theoretical Implication**

This study will be very beneficial for the researchers who wants to examine how turnover rate could be decreased. It is an important human resource topic. In Pakistan, turnover rate for educational sector is very high (Ahmad, 2013). The Human resource managers can take benefits from this study as it has shaped multiple ways of how turnover intentions can be reduced. It is beneficial for the human resource students as it tells how one should deal with the employees in order to motivate them and make them own the organization.

### **5.5.2 Practical Implication**

This research benefits the researchers practically in a way that the findings in the study is not only restricted to theoretical perspective, rather it relies on practicality. It is beneficial to the organization as it tells how an employee must be treated so that work culture gets enhanced. It focuses on a very important aspect that how work strategies and work cultures need to be changed according to new trends and the market demands so that employees feel motivated and own that organization. This research highlights issues that educational sector is facing. It also suggests ways to improve the issues so this study is beneficial for top management in reviving their strategies.

This study is beneficial for the employees as well as they get to know about their rights that they deserve, top management also benefits from this point by knowing that motivated employees will be working effectively and efficiently for the organizational goals. They will own that organization; hence turnover intentions would be reduced. As a result, the organization will create a good image in the market and as others will adopt this strategy and focus on the variables explained and proved in the research, the whole industry will flourish. As a result, that specific organization will be benefitting and having its own good reputation in the worldwide market.

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**ANNEXURE**

**Research Scales**

**Job Autonomy**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am allowed to decide how to go about getting my job done (the method to use).					
I am able to choose the way to go about my job (the procedure to utilize).					
I am free to use the method (s) to use in carrying out my work.					
I have control over the scheduling of my work					
I have some control over the sequencing of my work activities (When I do what).					
My job is such that I can decide when to do particular activities					
My job allows me to modify the normal way we are evaluated so that I can emphasize some aspect of my job and plan down others.					
I am able to modify what my job objectives are (what I am supposed to accomplish)					
I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).					

**Transformational Change**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Large Scale changes significantly changes your unit's goals.					
Changes that affects my work unit's structure.					
Changes to the value of my work unit.					

### **Employee Turnover Intentions**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I hope to find a new job next year.					
I am always thinking of quitting my current job.					
I am planning to quit my job.					
I intend to end my career in my current job					
I will never quit my position in my organization.					

### **Talent Engagement**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I really "throw" myself into my job.					
Sometimes I am so into job that I lose track of time.					
I am highly engaged in this job.					
Being a member of this organization is very captivating.					