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**Impact of Recruitment, Performance Appraisals, and Training on Turnover  
Intention Directly and Indirectly Through Affective Commitment in the  
Twin Cities of Pakistan**



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## **Dedication**

This modest endeavor is dedicated particularly to my cherished and esteemed parents and siblings. Their love and guidance empower me to fulfill the research task, and their good wishes have consistently served as a foundation for my success.

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### **Author's Declaration**

I, Amna Qayyum, affirm that the research entitled "Impact of Recruitment, Appraisals, and Training on Turnover Intention directly & indirectly through Affective Commitment in twin cities of Pakistan" is entirely my original work. No one else has previously submitted it to this university or any other academic institution worldwide with the intent of seeking credit, whether partial or complete, for the conferral of a degree. If this statement is discovered to be inaccurate at any point, including after graduation, the University reserves the right to revoke my master's degree

## **Abstract**

This research digs into the connections among recruitment practices, performance appraisals, training programs, turnover intention, and affective commitment within the specific setting of the Twin Cities in Pakistan. Utilizing an extensive system, the research explores both immediate and roundabout effects on turnover intention, with an emphasis on the interceding and mediating role of affective commitment. Employees from the education sector in Pakistan are surveyed to collect data. The outcomes reveal the intricate dynamics between recruitment strategies, performance appraisals, and training initiatives, shedding light on their combined impact on turnover intention. Besides, the study investigates the study explores how affective commitment acts as a mediator, giving experiences into the close-to-home and attitudinal viewpoints that add to representative maintenance. The examination discoveries hold significant ramifications for associations expecting to reinforce representative commitment and moderate turnover rates inside the unmistakable socio-social setting of the Twin Urban areas of Pakistan.

Keywords: Recruitment, Performance Appraisals, Training, Turnover Intention, Affective Commitment, Employee Retention, Twin Cities, Pakistan, Human Resource Management, HR Practices.

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## Chapter 1: Introduction

### 1.1. Background of the Study:

The turnover of significant employees can sabotage an association's competitive edge by lessening efficiency and quality. Human resource management (HRM) practices, organizational commitment (OC), demographic factors, job satisfaction, and demographic factors have all been identified as significant contributors to turnover intention (Hassanpour et al., 2021). Thus, there is an emerging need to inspect the elements impacting turnover intention to acquire exact experiences into how organizations can successfully hold their representatives. The goals of this study were twofold: in the first place, to evaluate the effect of HR practices on turnover intention, and second, to investigate whether affective commitment could act as an interceding factor in this connection inside the education sector of Pakistan.

The education sector in Pakistan is a critical component of the nation's development, but it faces persistent challenges, including high rates of employee turnover. While the sector plays a vital role in shaping the country's future, it grapples with issues related to the retention of skilled educators and staff. Employee turnover has emerged as a significant concern within the educational landscape, impacting both public and private institutions. High employee turnover in the education sector places substantial financial and operational burdens on educational organizations, affecting the continuity of educational services, overall productivity, and the quality of education (Mobley, 1983). Excessive turnover is dangerous for any organization, and it undermines the efficiency and productivity of the organization. Moreover, on some occasions, it threatens the organization's long-term survival (Brereton et al., 2003). So when it comes to such a sector that holds such significance in the overall development of a country, it becomes integral to study it.

To address these challenges and maintain a dedicated and skilled workforce, Human Resource (HR) professionals in the education sector must implement effective strategies and practices. Research on the relationship between HR strategies and employee turnover has been extensively

explored in various industries worldwide (Paauwe & Boselie, 2005). However, the application of these strategies within the context of Pakistan's education sector remains underexplored. This research aims to bridge this gap by investigating HR strategies and their impact on employee turnover intention within Pakistan's education sector. By analyzing the interplay between HR practices and turnover intention among educators and staff, this study seeks to provide valuable insights that can guide HR professionals, educational institution leaders, and policymakers. A deeper understanding of the challenges and opportunities related to employee turnover in Pakistan's education sector will be instrumental in developing tailored strategies to enhance employee retention. Ultimately, this research contributes to the sector's growth and sustainability, ensuring that it continues to play a pivotal role in Pakistan's socio-economic development.

## 1.2. Overview of the Education Sector in Pakistan

As stressed by Kiani and Adiq (2013), the Education sector in Pakistan stands firm on a vital traction in the financial growth of the country. By providing people with knowledge, skills, and creative potential, it serves as the entryway to enhancing human abilities and accelerating economic growth. It is the foundation upon which improvement within a nation is ensured, fostering a sense of responsibility among the populace. Education imbues an experience with community and social obligations and draws in individuals to express their opportunities and freedom, both at the worldwide and public levels, situating the individuals as educated worldwide residents (Ahmad et al., 2014). Besides, education fosters a climate of trust and investment in society, as indicated by Ahmad et al. (2014) in his study. People are given the ability to achieve prosperity while effectively participating in a wider range of public events, which contributes to financial progress. Furthermore, it plays a crucial part in developing the character personalities of individuals, granting virtues and a sense of responsibility that urges them to contribute unequivocally to society (Iqbal, 1981). Rehman and Khan (2011) emphasize the extraordinary concept of education, emphasizing its role in broadening perspectives and enabling individuals to see the world from a variety of perspectives. Fundamentally, Education in Pakistan fills in as the establishment whereupon the country's future is worked, with broad repercussions for cultural prosperity and financial development.

Regardless of the significance of the Education sector, Pakistan faces multiple hardships. These challenges integrate issues associated with access, the nature of education, and instructive structure, and that is just a glimpse of something larger. Subsequently, a broad study of the education system becomes significant in sorting out its intricacies.

The causes of turnover vary depending on the context of the research and the nature of the organization, making the phenomenon of turnover inherently complex. This complexity raises questions regarding the generalizability of turnover research findings to various situations and populations (Griffeth et al., 2002). Holtom et al. (2008), pointed out that turnover remains a dynamic and extensively researched field despite the emergence of managerial retention strategies, the dynamic nature of the labor market, and advancements in research methods and technology. This is noteworthy considering that more than 1500 academic studies have examined the topic and call for additional research. The assorted reasons workers refer to for turnover choices in various nations add to this continuous examination need. It is interesting to note that Western countries, particularly the United States, Canada, the United Kingdom, and Australia, have seen the majority of empirical studies on turnover (Ovadje, 2009). The findings cannot be universally applied due to this Western-centric focus, especially in diverse contexts like Asia, which is characterized by collectivism and high power distance. As a result, the focus of this paper is on the twin cities of Pakistan in order to add to the existing turnover literature. This paper examines a less ambiguous and constrained aspect of Pakistan's education sector, expanding on the previous overview of the sector. The focus of this study is on determining how HR practices affect employees' intentions to leave their jobs. By researching the association between human asset practices and manager Turnover Intention, this paper aims to determine a significant issue impacting the instructive foundations. The nature of education and the sector's overall development may be adversely affected by the high teacher turnover rate. As a result, the goal of this study is to shed light on this fundamental issue and provide significant experiences that can illuminate instructional foundations' arrangements and practices. By doing so, it contributes to the larger goal of enhancing the particular sector's sufficiency and Pakistan's financial development.

### 1.3. Research Objectives

- To investigate the impact of HR Practices on Turnover Intention.
- To Investigate the Impact of Recruitment, Performance Appraisals & Training Practices on Turnover Intention.
- To find out the impact of HR Practices on Affective Commitment.
- To Investigate the Impact of Recruitment, Performance Appraisals & Training Practices on Affective Commitment.
- To investigate the impact of Affective Commitment on Turnover Intention.
- To examine the mediating role of Affective Commitment between HR Practices and Turnover Intention.

The majority of HRM studies have primarily been conducted in developed nations, Pakistan has not previously been the setting in which these crucial research objectives have been investigated. As a result, it is anticipated that this study will significantly expand our understanding of the Pakistani context and the larger body of literature.

### 1.4. Research Questions:

- What is the impact of HR Practices on Turnover Intention?
- What is the Impact of Recruitment, Performance Appraisals & Training Practices on Turnover Intention?
- What is the impact of HR Practices on Affective Commitment?
- What is the Impact of Recruitment, Performance Appraisals & Training Practices on Affective Commitment
- What is the impact of HR Affective Commitment on Turnover Intention?
- Does Affective Commitment mediates the relation between HR Practices and Turnover Intention?

## 1.5. Problem Statement:

High employee turnover rates pose a growing problem for the education sector in the Twin Cities, which can have a negative impact on educational quality and institutional stability. The purpose of this study is to investigate the connection between employee turnover intention and human resource (HR) practices in this industry. The research aims to identify the most important factors that influence employee turnover intention and propose effective HR strategies to reduce the problem. For educational institutions in the Twin Cities to improve employee retention and maintain a stable and productive workforce, it is essential to comprehend how HR practices affect intention to leave.

### 1.5.1. Recruitment and Turnover Intention

To comprehend the intricate connection between recruitment and turnover intention, it is crucial to explore the link between recruitment channels and employee job performance. The study by Chen and Cheng (2012) identifies two widespread theories that provide an explanation for this connection: the individual difference hypothesis and the realism hypothesis. According to Taylor and Schmidt (1983), the realism hypothesis is based on the disparity between the employee's expectations and actual working conditions. At the point when this gap is subtle, job satisfaction and performance are enhanced, resulting in lower turnover intentions. On the other hand, job satisfaction and performance shrink when the gap is obvious, which increases the likelihood of turnover intention.

According to Breugh and Mann's (1984) study, informal channels, like walk-ins or referrals from coworkers, are better at assessing job reality than formal channels like newspaper ads and employment agencies. Informal channels, depending on personal connections, furnish recruitment representatives with more exact data to evaluate a candidate's suitability for a specific role. In contrast, formal channels may provide data that is insufficient or less informative during the application process, which may result in expectations not being aligned and increased intentions to leave.

Inadequate recruitment strategies result in discrepancies among employees and their jobs, raising turnover intentions. According to Randolph's (2005) study, alignment between the ideas of new employees and the values of the organization lowers intentions to leave and raises job satisfaction. According to Linnehan and Blau (2003), new employees with a different outlook on the workplace are more likely to consider leaving.

In conclusion, applicants' attitudes and choices are significantly influenced by organizational recruitment practices (Rynes et al., 1980). Employees may be less likely to consider quitting their jobs if the recruitment process is well-executed, aligned with the institutional values and missions, and evaluates candidate suitability.

### 1.5.2. Training and Turnover Intention

A well-structured training program plays a pivotal part in an organization's ability to handle rising difficulties (Hussain et al., 2020). Manggasa and Tanuwijaya (2023) concentrate on features of the significance of training in improving employees' ongoing abilities and cultivating the fostering of new ones fundamental for the future. According to Ashikali and Groeneveld, training that is managed well not only improves skill development but also increases employees' affective commitment. Employee commitment is a significant predictor of performance, impacting satisfaction and the intention to stay with the organization.

Furthermore, Manggasa and Tanuwijaya (2023) emphasize that training positively influences the work productivity of a current employee, aligning their efforts with the organization's interests. Improved performance, in turn, leads to enhanced employee benefits, contributing to job satisfaction. Nguyen and Shao's (2019) research underscores the positive correlation between training participation, organizational commitment, and loyalty intentions, particularly among female employees. This implies that training plays a vital role in reducing turnover intention, with more frequent training associated with lower turnover intentions.

In the context of educational institutions, this research explores the influence of training on turnover intention, providing valuable insights into its pivotal role in human resource planning.

### 1.5.3. Performance Appraisals and Their Effect on Turnover Intention

According to Saratun (2016), performance appraisals are an essential tool for managing and shaping employee attitudes and behaviors. As indicated by Memon et al. (2019), the effect of performance appraisals stretches out to work commitment that in results impacts turnover intentions. Implementing an impartial and effective appraisal system is crucial, as their research demonstrates. Budgeting and strategic planning for these systems may increase employee satisfaction with performance reviews, which may result in increased levels of work engagement and fewer intentions to leave the company. The connection between performance appraisals and monetary outcomes is highlighted by Kampkötter (2016). Appraisals that link individual performance to monetary rewards, such as bonuses, promotions, recognition, or salary increases, have positive effects on both attitudinal and behavioral outcomes. Employees are more likely to be content with performance appraisal systems when they can perceive the tangible connection between their performance and financial incentives (Memon et al., 2019).

Kampkötter (2016) makes the connection between performance appraisals and financial outcomes clear. Both attitudinal and behavioral outcomes benefit from appraisals that link individual performance to monetary rewards like bonuses, promotions, recognition, or salary increases. When employees can see a clear link between their performance and financial rewards, they are more likely to be satisfied with performance evaluation systems and less likely to intend to leave (Memon et al., 2019). According to Ismail and Gali (2016), the primary objectives of a performance appraisal system are to inspire the workforce, boost employee performance by highlighting their strengths and weaknesses, and link high performance to rewards like raises and bonuses. Employee satisfaction with performance appraisals rises, engagement rises, and intentions to leave the company drop as a result of this positive overall experience.

So Performance appraisals increase employee commitment and job satisfaction, and they can reduce the likelihood of employee turnover by providing constructive feedback and opportunities for professional development. On the other hand, employees may be more likely to intend to leave if they receive inadequate feedback or appraisals.



## 1.6. Educational Sector and Turnover Intention:

Education is the most important factor in human development, directing progress in the right direction. It not only develops a useful and very educated populace but additionally opens doors for those minimized socially and financially. The strong link between education and national development has been the subject of numerous empirical studies by numerous researchers (Kazmi et al., 2005).

The education sector, considered foremost and essential in any country, regardless of prevailing conditions, holds a crucial part in forming the financial landscape (Waqas et al., 2012). Breton (2012) emphasizes that raising employees' marginal productivity through education becomes a crucial component of raising a nation's revenue. This demonstrates how important human capital is at all educational levels, including primary, secondary, and higher education.

According to information provided by the World Bank, Pakistan, a developing nation, devotes 2.2% of its gross domestic product to education (Malik, 2015). However, there are disparities in the literacy landscape, with an overall rate of 58%. Metropolitan regions boast a higher education rate at 74%, while provincial regions lag at 49% (Malik, 2015). In light of this dichotomy, it is imperative to focus efforts on ensuring equitable educational opportunities for a variety of demographics. In such situations, turnover in schooling organizations of representatives holds significant importance.

This study aims to investigate the full impact of human resource (HR) practices on employee turnover intention in Pakistan's educational sector, with a focus on the Twin Cities, including recruitment, training, and performance appraisals. This study aims to provide educational institutions with useful insights and practical recommendations for enhancing employee retention, fostering organizational stability, and promoting growth within the dynamic educational landscape of Pakistan by establishing the relationships between these HR practices and turnover intention.

## 1.7. Research Contribution

This thesis makes a significant and timely contribution to the fields of human resource management and education administration. This study is a pivotal piece of research that sheds light

on the intricate relationship between human resource practices and the intentions of employees to leave their positions in the education sector in an era marked by increasing competition for talent and a growing emphasis on educational quality. By zeroing in on the unique setting of the Twin Urban areas' educational sector, the thesis offers experiences that stretch out past the domains of academia and have practical implications for educational institutions and policymakers alike.

In addition, the study provides a nuanced perspective on the elements that influence turnover intention including recruitment, Appraisals, and training aspects that are crucial considerations for educational leaders and human resource professionals. First and foremost, from an academic stance, this study adds to the current literature by offering a top-to-bottom exploration of the particular elements inside the education sector, a setting that has been generally underrepresented in prior research. By centering on managerial staff, the research aims to give a more nuanced comprehension of how HR practices impact turnover intention across different hierarchical jobs. Furthermore, it adds to the theoretical framework by analyzing the mediating impacts of affective commitment in the relationship between HR practices and turnover intention. This research upgrades our hypothetical comprehension of the psychological mechanisms at play inside the education sector, revealing insight into how representatives' connection to their associations might intercede the effect of HR practices on their intention to leave

Ultimately, the thesis bridges a critical knowledge gap and invites further inquiry, promoting a deeper understanding of the dynamics between HR practices and employee turnover intention in a sector where human capital is paramount. It is not only a valuable contribution to the academic discourse but also a resource with real-world applicability, fostering the cultivation of a stable and motivated workforce in the education sector of the Twin Cities and beyond.

## 1.8. Research Gap

The existing body of research on the connection between Human Resources Practices and employee turnover has centered around evolved nations, as featured by (e.g. Guest, 2002; Gould-Williams, 2003; Wright et al., 2003, Harley, 2002; Tessema & Soeters, 2006). These researches have contributed significant insight into the positive connection between Human Resources Practices and Turnover. Nonetheless, it is fundamental to perceive that most of this research has

not stretched out its degree to emerging nations, like Pakistan. Aycan et al. (2000) appropriately portrayed Pakistan as an 'under-explored' country in the field of HRM works, featuring the huge gap in understanding the materialness and effect of HR practices in such settings.

This thesis embarks on a critical exploration of the relationship between HR practices and employee turnover intention within the specific context of the education sector in the Twin Cities, where Pakistan fills in as a delegate of an emerging nation. Pakistan faces major difficulties, including a generally low proficiency rate, where managerial employee performance and retention are distinguished as a possible contributing element to this issue. Besides, notwithstanding the presence of devoted employees, none of the instructive foundations in Pakistan have yet accomplished acknowledgment on the worldwide stage.

By focusing on the education sector in the Twin Cities, this research seeks to address this research gap and add to the more extensive comprehension of the ramifications of HR practices in a non-industrial nation's educational setting. The discoveries of this study are supposed to reveal insight into the subtleties and elements of HR Practices inside the Twin Urban communities' educational sector and their possible effect on employee retention, offering insights that might have reasonable ramifications for instructive foundations in comparative emerging nation settings.

### 1.9. Scope of the study

A comprehensive assessment of the multifaceted relationship between human resource practices and employees' intentions to leave their roles is the scope of the study. Recruitment, training and development, and performance evaluations are the HR practices that will be examined in this study. Recognizing the unique regional dynamics, policies, and demographics that may influence HR practices and employee turnover intentions, the study will primarily focus on educational institutions in Pakistan's Twin Cities, Islamabad, and Rawalpindi.

The education sector serves as the primary focus, and respondents representing managerial educational staff serve as the primary unit of analysis. The term "managerial staff" refers to those with leadership or supervisory responsibilities, such as department heads, principals, or administrators, for this exploration. Alternately, non-managerial staff envelops workers without direct administrative obligations, including administrative and support staff as well as teachers.

To fully comprehend the intricate connection between HR practices and turnover intention, perspectives from managerial perspectives must be taken into account. This approach considers a nuanced investigation of what these practices mean for people at various hierarchical levels, considering variables, for example, the nature of job roles, leadership responsibilities, and decision-making authorities. This study aims to provide insights that are broadly applicable across various organizational hierarchies and contribute to a more comprehensive understanding of the interaction between HR practices and turnover intention in the education industry. It covers a wide range of roles in the sector.

### 1.10. Thesis Structure

This paper follows an organized configuration that starts with a compact review of literature, including the concept of employer turnover, turnover intention, and HR practices, which incorporates recruitment, training, and appraisals. Consequently, the empirical research digs into the relationship between HRM practices, affective commitment (AC), and turnover intention within the education sector of Pakistan. Finally, our discussion section summarizes and interprets the findings of the study, highlighting managerial implications, recognizing the study's limitations, and suggesting future research directions. This methodical approach ensures a thorough examination of the topic and adds new insights to the existing body of work

## Chapter 2: Literature review

### 2.1. Turnover:

Over the past decade, many researchers have tried to understand the concept of Turnover, yet many aspects are still to be explored. Mobley's (1977) work spearheads an extensive investigation of the psychological cycles that lead to what we usually allude to in hierarchical terms as "turnover." In particular, Mobley recommended that disappointment with one's present place of employment triggers considerations of leaving. Thus, these contemplations lead people to think about the benefits of looking for new employment and the likely disadvantages of leaving their current position. During this pursuit of job searches, people might find other choices, which they assess and analyze. Assuming the examinations favor these options over their present place of employment, it actuates the choice to resign and at last outcomes in employees leaving, eventually prompting turnover inside an organization. Mobley (1979) further developed this model by distinguishing extra factors that impact the withdrawal cycle from a far-off point of view.

At the point when an organization is mentioned, its pulse, its actual substance, is its Human resources; they are the heart that pushes it towards turning into a resonating success story (Jaw and Liu, 2003). Human Resources are incredibly vital to the organization since their worth is elusive and not effectively duplicated (Stovel and Bontis, 2002). They should be perceived as significant contributors to the productive accomplishment of the organization's prosperity (Abbasi and Hollman, 2000). In this manner, administrators and managers should be aware of Employee Turnover and how to control it. As per Shaw et al. (1998), Employee Turnover has been a significant research area in sociology over the last century that has made researchers find it challenging to state why employee in any industry leave their organizations. It is seen that organizations invest extensive energy and capital in training developing and retaining their

employees. So it is fundamental that businesses need to track down ways of decreasing the expense related to employee turnover. Even though there is no standard system for understanding the turnover cycle, a great many variables have been found valuable in deciphering employee turnover (Morrell et al., 2004). Employee Turnover is a deficiency of output as characterized by Ngamkroeckjoti et al. (2012).

The appearance of globalization and its effect on individuals, nations, and organizations have made employee commitments the focal point of development. This implies that workers are treated as human resources and capital. They are crucial to any firm as their worth is elusive and can't be imitated like different resources (Stovel and Bontis, 2002). Thus it is fundamental that managers ought to perceive the representatives as a significant supporter of hierarchical achievement (Abbasi and Hollman, 2000).

Employee turnover is as ancient as employment itself, yet as a subject of academic research it has existed for a little more than a hundred years and its occasions are reflected in the papers of Diemer (1917) and Fisher (1917). In agrarian and pre-modern social societies, employee mobility was restricted, bringing about low turnover rates. The modern upset and urbanization expanded the work market opportunities, adding to higher turnover (Zhou and Zhong, 2022). World War I and II additionally affected labor force elements. Post-war periods, portrayed by financial development and professional stability, saw more steady labor forces (Falconi et al., 2020). The next phase of the twentieth century brought tremendous changes. Expanded employee mobility, changes in generational work perspectives, and globalization prompted a more powerful work market. Organizations perceived the essential significance of controlling turnover, driving the development of exploration in these areas to address contemporary labor force difficulties.

## **2.2. Turnover Intention:**

According to Ak (2018), a basic forerunner to finding employment in another organization is the intention to leave, which is frequently referred to as "turnover Intention." Kerlinger and Lee (1974) characterized turnover intention as an employee's very own assessment of the probability that they plan to leave the organization. Generally, the turnover intention can be depicted as the tendency of an employee to stop their present place of employment. It addresses a conduct viewpoint

demonstrating whether a worker wishes to proceed or end their ongoing business (Bigliardi et al., 2005).

To additionally show turnover expectation, Vandenberg and Nelson (1999) gave a precise definition, describing it as a person's emotional likelihood of leaving the association for all time eventually soon. Studies have reliably tracked down that turnover expectations, or the goal to leave a place of employment, act as a strong indicator of turnover (Griffeth et al., 2000). Turnover intention mirrors a worker's psychological choice regarding whether to remain with or leave the association (Jacobs and Roodt, 2007).

All these authors, at different times, have emphasized the significance of turnover intention within organizations. Kuman (2011) focused on turnover as a basic issue in all areas, influencing efficiency, item and administration quality, and benefit. Associations, no matter what their size, area, or business nature, have reliably communicated worry about workers' turnover aim (Sang et al., 2012).

Taking into account both turnover rate and turnover intention, the inquiry emerges concerning which holds more prominent significance. Numerous researchers have focused on turnover intention over turnover rate, affirming that it conveys fundamental importance inside an association, outperforming the simple measurable portrayal of turnover (Zhang and Feng, 2011). The turnover intention has been depicted as the overall strength of a singular's longing to intentionally separate from an association (Hom and Griffeth, 1991). While turnover implies the flight of specific people, the essential spotlight ought to reliably be on those representatives who stay focused on the organization's central goal.

Consequently, the work on turnover intention remains a more precise indicator of worker turnover, emphasizing the importance of both these concepts (Ajzen and Fishbein, 1980). Schwepker's (2001) research has shown a positive relationship between employee turnover intention and employee turnover rate.

To understand the concepts separately, employee turnover can be characterized as the deliberate end of a worker's relationship with an association (Morrell et al., 2001), while turnover intention addresses the cognizant and conscious eagerness of a representative to leave the association (Tett

and Meyer, 1993). Regardless of their interrelatedness, there is a restricted combination among these streams, bringing about a divided collection of information.

## **2.3. Human Resource Practices:**

### **2.3.1. Recruitment Practice:**

Recruitment practices play a pivotal role in any organization, with significant ramifications for job satisfaction, job performance, and turnover intention. There exist two theories, the realism and the individual difference theory, which have been generally investigated in literature to make sense of the connection between recruitment channels and job-related results (Taylor and Schmidt, 1983).

The realism theory, as proposed by Taylor and Schmidt (1983), fixates on the apparent gap between job reality and the expectations of the new hire. At the point when this gap is insignificant or minimal, job satisfaction and performance will more often than not be higher, while turnover intention remains lower. On the other hand, when candidates see a huge misalignment between their expectations and the actual job reality, both job satisfaction as well as performance decline, prompting an expansion in turnover intention in an organization (Randolph, 2005). Further substantiating the realism theory, a finding by Chen and Cheng (2012) including private teachers in Taiwan uncovered that the comprehension of the job at hand, both by recruiters and candidates, plays a significant part in impacting job performance, job satisfaction, and turnover intentions. Their study highlights the significance of compelling recruitment strategies, which, when first-rate, can upgrade candidates' performance and satisfaction with the working environment and lessen turnover intention. It is pivotal for organizations to plan such frameworks that give precise data to prospective candidates, empowering them to settle on informed choices and adjust their assumptions to the job culture and environment (Chen and Cheng, 2012). Channels for the recruitment process utilized in the recruiting system likewise significantly affect representative results. Breugh and Mann (1984) conducted research including 98 social laborers and found that people selected through informal channels, like representative references, showed preferable work execution over those employed through conventional channels, like job postings and ads. The candidate who got positions through informal channels enjoyed the benefit of prior information



about the working environment culture and climate, prompting expanded job satisfaction and decreased turnover intention (Breugh and Mann, 1984).

These discoveries all in all highlight the meaning of the recruitment cycle in forming an employee's will to stay as well as his job performance and experience. At the point when recruitment isn't executed efficiently, and prospective employees have expectations that are unrealistic or are not fully informed about the job at hand, it can prompt expanded turnover intentions for the organization. Subsequently, it is fundamental for organizations to plan recruitment techniques that overcome any barriers, in this manner cultivating job satisfaction and retaining valuable talent.

### **2.3.2. Training Practices:**

The connection between the training of employees and turnover intention has been a subject of significant research interest, with outstanding contributions tracing back to the original work of Becker (1962). The hypothetical literature in this space proposes that the impact of training on individuals' voluntary turnover can shift, contingent upon variables, for example, the kind of training, the appropriation of training costs, firms' assumptions about representative turnover, and the approaches of contending firms (Becker, 1962).

Training practices are in many cases seen as an investment that upgrades employee efficiency (Sieben, 2007). Becker's spearheading work grouped training into two fundamental classes: general and specific training. General training equips representatives with abilities that are similarly appropriate in many firms, expanding their efficiency for their ongoing manager as well as for expected future businesses. Thus, general training doesn't typically stop workers from looking for new positions. Conversely, specific training improves workers' efficiency for the employer giving the training however has restricted applicability somewhere else, which means that the employee is unlikely to quit. The advantages of specific training are lost when workers leave the firm. Along these lines, it is related to lower turnover rates since representatives are less disposed to stop, and managers are less disposed to terminate employees who have gone through unambiguous training (Becker, 1962; Loewenstein and Spletzer, 1999) because the expense that the company endured for the trainings, as well as the employer now, is skilled for the company.

Empirical discoveries can additionally exemplify specific training's part in lessening the turnover intention of employees. Research directed by Elias (1994) uncovered that females who got formal training were more averse to resigning. Also, Lynch (1991) found that people who got on-the-job training were less disposed to leave their ongoing jobs. Besides, Kesen (2016) concentrated that worker training can essentially influence turnover intention by decreasing the event of turnover.

In any case, it is vital to highlight that specific training, which adjusts representatives with the prerequisites and practices of their ongoing employer, plays a major part in decreasing turnover intention. Without the investment in specific training, the affinity for representatives to consider elective business choices will in general increment. This features the remarkable and significant job of training related to the job at hand in encouraging representative maintenance and lessening turnover intention inside associations.

### **2.3.3. Performance Appraisal Practice:**

As indicated by Dulebohn and Ferris (1999), Performance Appraisal addresses a focal capability of HRM and has stayed a significant subject of examination among researchers. In one more concentrate by Poon (2004), it made sense of that the utilization of performance appraisals as a managerial device, since performance appraisals are much of the time used to settle on significant employee decisions, for example, increases in salary and advancements, rely somewhat upon whether the rating examination framework can give exact information on worker performance since rating precision is a basic part of the appraisal cycle. Therefore, employees are likely less likely to want to quit their current jobs when they perceive that their performance ratings, as well as pay raises and promotions, are determined by their performance (Kacmar et al., 199).

Agreeing Peterson (2004) and Brown et al. (2010) turnover is prevented by a decent performance appraisal framework whereas a weak performance appraisal brings about workers' aim to leave (Brown et al. 2010). Performance appraisals are a way a worker concludes regardless of whether the person needs to remain with the association, in some cases these evaluations get affected by working environment political issues. Employees will be dissatisfied in their jobs if they believe their Performance appraisals are influenced by political considerations. Such disappointment is probably going to bring about considerations of leaving their jobs (Poon, 2004). Mobley (1977) in

his model expressed that work disappointment is converted into contemplations of stopping because stopping is supposed to bring about a seriously fulfilling position. Various examinations have laid out work fulfillment which is brought about by Performance appraisals as a critical indicator of representative turnover (Hom et al., 1992); Griffeth et al., 2000). According to the aforementioned studies, employees who are demotivated by an ineffective appraisal system are more likely to quit. The representatives discern that their evaluation depends on political contemplations as opposed to true areas of strength for putting on their work fulfillment and turnover intentions. In such associations, representatives are disappointed in their occupations and become negative about their future in the association (Aziz et al., 2013). Then again, a decent association's performance appraisal framework influences turnover intention through the associations between representatives. Exemplary exploration leader-member exchange theory exhibited that correspondence prompts high-quality supervisor-subordinate connections (Dough puncher and Ganster, 1985) Representatives who had great associations with their directors had administrators who much of the time consulted with workers about the subtleties of their jobs, their job performance, and work issues, and ways of working on their presentation; these great administrative connections thus assumed a key part in worker maintenance (Graen et al., 1982) A very much planned performance appraisal framework produces a continuous succession of a manager who is fair and unbiased - representative transactions (Konovsky and Pugh, 1994) if the connection between the director and subordinate is sound the worker won't ponder to quit his job. Performance appraisal frameworks produce open doors for supervisors to assess worker performance and give opinions and feedback on progress (Kuvaas, 2011). These frameworks empower directors to screen worker execution, recognize regions needing improvement, and change representative objectives on a case-by-case basis. The customized feedback arising out of a very much planned performance appraisal framework assists a worker with creating position-specific skills and abilities that upgrade his performance, working on the fit between the representative and their work (Bretz et al., 1994).

HRM practices are utilized by the association to draw in, persuade, and hold its representatives to accomplish its objectives and functional goals (Lepak and Snell, 1999) one of them i performance appraisals, which is one of the fundamental HRM practices to gauge the viability and productivity of worker performance (Redman et al., 2000). It empowers both the association and the workers to perceive, assess, and foster a singular norm of execution (Ikramullah et al., 2012), it recognizes

the commitment of individual representatives and makes every worker more dedicated to the association (Armstrong-Stassen and Schlosser, 2010). Performance appraisals empower both the association and the workers to perceive, assess, and foster a singular norm of execution (Ikramullah et al., 2012) and to urge unfortunate entertainers to improve (Scott and Einstein, 2001).

#### **2.4. Affective commitment:**

As framed by Meyer and Allen (1991), affective commitment means a close-to-home bond, distinguishing proof, and dynamic commitment with the association. In their ensuing work (Meyer and Allen, 1997), the multi-layered nature of commitment is clarified, affective commitment, which means profound connection and dedication, continuance commitment, related to the expenses attached to leaving the association, and normative commitment, which includes convictions. Tett and Meyer's (1993) meta-examination dug into the connections between turnover intentions variables such as job satisfaction and organizational commitment.

Griffeth et al.'s (2000) study corroborated that quit intention, synonymous with turnover intention, emerged as the most robust predictor of actual turnover. According to Meyer and Allen (1991), organizational commitment encapsulates the emotional and cognitive aspects of an employee's connection with the organization, influencing the decision to maintain organizational membership. Steers and Porter (1992) emphasize that individuals committed to an organization are more inclined to remain, lacking any intention to depart. Lum et al. (1998), in their exploration of nursing turnover, found that turnover intention was directly predicted by commitment and indirectly influenced by job satisfaction. Pay satisfaction exerted both direct and indirect effects on turnover intention, mediated by job satisfaction and commitment. Various studies consistently identify commitment as a reliable predictor of turnover intention, establishing it as a crucial precursor to turnover behavior in the existing literature (Horner & Hollingsworth).

Griffeth et al. (2000) concentrate on certifying that quit intention, inseparable from turnover intention, arose as the robust indicator of real turnover. Organizational commitment, according to Meyer and Allen (1991), encompasses the emotional and cognitive aspects of an employee's connection to the organization, influencing the decision to remain a member. Steers and Watchman (1992) underscore that people focused on an association are more disposed to stay, without any aim to withdraw. Lum et al. (1998), in their investigation of nursing turnover, observed that

turnover Intention was anticipated by work performance commonly referred to as job performance and job satisfaction. Additionally, pay satisfaction applied both direct and indirect consequences for turnover intention, mediated by job satisfaction and commitment. In the existing body of research, numerous studies consistently identify commitment as a reliable predictor of turnover intention, establishing it as a crucial precursor to turnover behavior (Mobley et al., 1978).

## **2.5. Theoretical Background**

According to Cropanzano & Mitchell (2005), social exchange theory (SET) serves as a fundamental framework for comprehending workplace dynamics, permeating every aspect of life, and directing interdependent interactions on both the personal and group levels. We have based our theoretical framework on social exchange theory in the context of our study, which focuses on employee behavior in the workplace. According to Rex & Homan (1961), social exchange is the deliberate exchange of activities—tangible or intangible—with varying degrees of reward or cost between at least two individuals. Taking this as a foundation, Blau (1964) extended the idea to include voluntary actions that an organization takes for its employees in exchange for reciprocity. Social exchange entails deliberate actions taken by individuals or groups in anticipation of similar actions being taken in return.

As per Cropanzano et al. (2017), SET includes a commencement by an individual toward a target, a corresponding conduct reaction from the target, and the resultant relationship. Relationships are becoming increasingly complex in today's corporate environment (Chernyak-Hai & Rabenu, 2018). According to Song et al., (2007), people frequently feel obligated to reciprocate in social interactions. According to the findings of Shore and Wayne's (1993) study, there are significant ties between commitment and social exchange. Social trade is decidedly connected with emotional responsibility (Hom et al., 2009). Representatives who develop connections grounded in friendly correspondence with their associations will quite often foster connection and recognizable proof with their working environment.

This social exchange element fills in as inspiration, encouraging contribution, and embeddedness in the association. As far as consistent responsibility, people might see remaining in their ongoing association as more favorable than seeking another job somewhere else. This viewpoint stretches out past monetary contemplations to envelop social aspects, as people are hesitant to cut off

companionships or coalitions. In this manner, ceaseless responsibility is supposed to be connected to social change (Küçük, 2020).

## **2.6. Theoretical Framework:**

This theoretical framework examines the impact of HR practices on turnover intention in the education sector of twin cities in Pakistan, with affective commitment serving as a mediating variable.

### **1. Independent Variable: HR Practices**

- Recruitment
- Training
- Appraisals

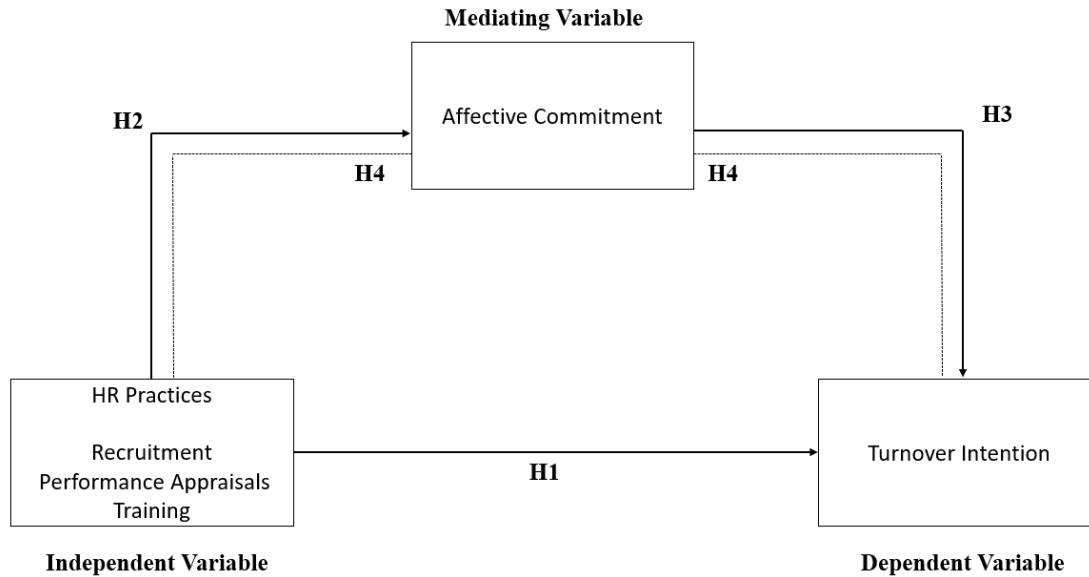
HR practices represent the independent variable in this framework. Recruitment, training, and appraisals are key components of HR practices that play a vital role in shaping the work environment, employee experience, and overall organizational culture in the education sector of the twin cities.

### **2. Mediating Variable: Affective Commitment**

Affective commitment serves as the mediating variable in this framework. It reflects the emotional attachment and identification employees have with their organization. In the context of this study, affective commitment acts as the bridge between HR practices and turnover intention.

### **3. Dependent Variable: Turnover Intention**

Turnover intention is the dependent variable in this framework. It signifies the employee's inclination or desire to leave the organization. The focus is on understanding how HR practices influence turnover intention and how affective commitment mediates this relationship.



## 2.7. Research Hypothesis:

**H1: HR Practices negatively relates to Turnover Intention.**

**H1a: Recruitment, Performance Appraisals & Training Practices negatively relates to Turnover Intention.**

**H2: HR Practices positively relates to Affective Commitment.**

**H2a: Recruitment, Performance Appraisals & Training Practices Positively relates to Affective Commitment.**

**H3: Affective Commitment negatively relates to Turnover Intention**

**H4: Affective Commitment mediates the relationship between HR Practices and Turnover Intention.**

This theoretical framework provides a structured basis for investigating the relationships among recruitment, training, performance appraisals, affective commitment, and turnover intention within the context of the education sector in Pakistan.

## **Chapter 3: Methodology**

The population, sample size, sampling method, and measuring instruments utilized in this study are discussed in detail in this chapter. It also provides an overview of the research philosophy. The collection of primary data was accomplished through the conveyance of surveys. The literature review identified several studies that served as inspiration for the questionnaire design. These surveys were then administered to the managerial members of the top five universities in Pakistan as recognized by the Higher Education Commission (HEC).

### **3.1. Research Philosophy:**

#### **3.1.1. Positivism:**

The research philosophy for this study is positivism. We have utilized this philosophy to empirically investigate the impact of recruitment, appraisals, and training on turnover intention, both directly and indirectly through affective commitment, within the twin cities of Pakistan. By taking on a positivist methodology, the paper aims to add to a thorough and objective comprehension of the working environment in the Education Sector.

As explained by Ryan (2018), Positivism suggests that when we conduct research, we should approach it like scientists do with natural phenomena. It means looking for logical and coherent connections among things and sorting out these connections by utilizing tools to demonstrate and legitimize them experimentally. It emphasizes the importance of finding clear and logical connections between the things we study. Phillips and Burbules (2000) suggested that knowledge should be objective and free from any bias stemming from the researcher's values and beliefs. The history of this concept is explained by Park et al. (n.d.) in their study, they stated that the Enlightenment, which occurred between the 17th and 18th centuries, is where positivism



originated from, Impacted by scholars like Descartes and Locke who motivated this methodology. The scientific community wanted to get away from the old ways where rulers could say something was true just because they said it. During the Enlightenment, certain individuals liked the idea of having an independent perspective and sorting out what was actual in light of proof. This led to the development of positivism. Rather than depending on what powerful individuals said, it zeroed in on researchers utilizing experiments to find reality (Park et al., n.d.).

### **3.2. Research Type: Quantitative**

This study employs a quantitative method to systematically examine the impact of recruitment, appraisals, and training on turnover intention, both directly and indirectly through affective commitment, within the twin cities of Pakistan. The quantitative approach is portrayed by the assortment and examination of numerical data to observe connections, patterns, relationships, and statistical significance. The primary means of gathering data will be surveys. The utilization of statistical tools and techniques, such as regression analysis, helped in the identification of the causal relationship between the variables under study. This quantitative methodology means to give a methodical, objective, and measurably grounded research of the predefined HR Practices in the Educational work environment, adding to a nuanced comprehension of these peculiarities inside the setting of the twin urban communities of Pakistan.

### **3.3. Research Strategy: Survey/Questionnaire**

The research strategy included the use of surveys/questionnaires. The survey was made using Google Forms and conveyed to respondents using both hand-conveyed and online means. There were five sections to the survey: the underlying segment accumulated general data, including age, experience, name, and role. Resulting areas dug into the HR Practices researched — Recruitment, Performance Appraisals, Training—and the mediator, Affective Commitment. An in-depth investigation of participants' perspectives on Pakistani universities' HR practices was provided by the specific questions in each section. This approach worked with a precise and organized assessment of what these HR practices meant for turnover intention.

### **3.4. Research approach: Cross-sectional**

The study embraced a cross-sectional approach, through this, we tried to seek a preview of the connections between HR practices and turnover intentions at a specific point in time. Respondents were carefully chosen from the main 5 Universities in Pakistan, as recognized by the Higher Education Commission (HEC), ensuring a representative sample of people with different scholarly foundations and experiences. This strategy made it possible to simultaneously collect data on recruitment, performance appraisals, training, and affective commitment, giving a complete picture of how these factors work together in the context of higher education. The cross-sectional design made it possible to look at these relationships at a specific time, making it easier to look at how HR practices affect university professionals' intentions to leave their jobs over time.

### **3.5. Target Population:**

For this study, the population comprised the managerial staff of the top 5 universities in Pakistan, as recognized by the Higher Education Commission (HEC). After research into available resources through web content majority of sites have claimed these universities to be the top five universities of Pakistan recognized by the Higher Education Commission.

1. Quaid e Azam University –QAU
2. National University of Sciences & Technology – NUST
3. University of Engineering and Technology - UET
4. Institute of Space Technology –IST
5. Commission on Science and Technology for Sustainable Development in the South – COMSATS

The information regarding managerial staff was acquired from all five universities as our study focused on managerial workers of higher education. The number of managerial staff members from each university was determined through extensive phone and email communication, resulting in the following counts:

1. Quaid e Azam University –QAU – 10
2. National University of Sciences & Technology – NUST -88
3. University of Engineering and Technology – UET – 27

4. Institute of Space Technology –IST – 27
5. Commission on Science and Technology for Sustainable Development in the South – COMSATS - 86

After summing all the managerial members of this university the population was obtained which accumulated to 238.

### **3.6. Sample Size:**

We used the Krejcie and Morgan table (1970), a widely recognized resource for determining the population's sample size, to create a statistically representative sample. Our study's population was 238, and the table directed us to an example size of 144 managerial members. This selected sample size was then appropriated among the selected five universities, and information was gathered from 144 administrative individuals. This deliberate methodology guarantees the portrayal of managerial staff from every university, adding to the generalizability of findings to the more extensive context of higher education in Pakistan.

### **3.7. Sample Technique: Stratified Random Sampling.**

The sampling technique utilized in this study is stratified random sampling (SRS), a deep-rooted technique in data analysis. SRS includes partitioning the populace into particular subgroups, or "strata," considering a more nuanced portrayal of different characteristics inside the general populace. Inside every stratum, the utilization of uniform random sampling ensures the determination of a sample that is illustrative of that particular subgroup. Samples from each stratum is then combined to make a complete "stratified random sample" (T. D. Nguyen et al., 2020).

As indicated by T. D. Nguyen et al. (2020), SRS offers distinctive benefits, especially in its adaptability. This adaptability empowers researchers to decisively distribute sample sizes to explicit strata in light of the apparent significance of every subgroup. By embracing this technique, our study guarantees that the sample size isn't just irregular yet in addition decisively illustrative of the different strata inside within the managerial staff population of the top 5 universities in Pakistan. The systematic use of SRS not only permitted us to capture the heterogeneity among the

managerial staff of the universities yet in addition worked with a designated and deliberate portion of samples, lining up with the particular objectives of our research.

### 3.8. Measurement Instruments:

Sr. No.	Variables		No. of items	Sourced By	Validated by	Scale used
1	HR Practices	Recruitment Practices	2 items used	Motsoeneng, R.P. (2011)	Chandrasekara, C. M. B. R. D., & Perera, G. D. (2016).	1-5 Likert Scale
		Training	2 items used	Mostafa et al. (2015)	Aburumman et al. (2020)	1-5 Likert Scale
		Performance Appraisals	2 items used	Lee et al. (2010)	Aburumman et al. (2020)	1-5 Likert Scale
2	Affective Commitment		3 items used	Meyer and Allen (1991).	Paré and Tremblay (2007)	1-5 Likert Scale
			2 items used	Morin, A. J et al. (2009)	Edgar and Geare (2016)	1-5 Likert Scale
3	Turnover Intention		2 items used	Paré and Tremblay (2007)	C. Lee et al. (2012)	1-5 Likert Scale

The Table above shows the sources of the survey utilized for the study. The study employed measurement tools from various sources to assess different variables. Recruitment was measured using a 2-item scale adapted from Motsoeneng, R.P. (2011), validated by Chandrasekara, C. M.

B. R. D., & Perera, G. D. (2016). Training, on the other hand, utilized measurements from Mostafa et al. (2015) with 2 items, validated by Aburumman et al. (2020), and additional 2 items were from Aburumman et al. (2020) validated by Lee et al. (2010). For the performance appraisal variable, measurements were taken from Lee et al. (2010) with 2 items, and the scale was validated by Aburumman et al. (2020). Affective commitment was assessed using a 3-item scale derived from Meyer and Allen (1991), validated by Paré and Tremblay (2007), and 3 items from Morin, A. J et al. (2009), validated by Edgar and Geare (2016). Lastly, turnover intention measurements were based on C. Lee et al. (2012) with 2 items, and the scale was validated by Paré and Tremblay (2007). All factors were estimated utilizing a 5-point Likert scale.

The survey questionnaire encompassed measures related to human resource practices, specifically focusing on Recruitment, Training, and Performance Appraisals. The questionnaire was structured into six sections, with the first section capturing demographic information, such as name, current position, age range, gender, education level, and years of managerial experience, comprising a total of six items. Sections two through four were dedicated to the study variables of human resource practices: Recruitment (Section two, six items), Training (Section three, five items), and Performance Appraisals (Section four, three items), summing up to 14 items in total.

Following these, section five addressed affective commitment (AC) with three items, and section six delved into turnover intentions with another two items. All items related to the study variables were borrowed from previous researchers, with minimal modifications. In total, the questionnaire included 25 items.

### **3.9. Research Design:**

This study utilizes a survey-based research design, wherein a survey is made and regulated to the objective populace. Hence, the gathered information is input into the Statistical Package for the Social Sciences (SPSS) for analysis. In the study's analysis section, the results of the SPSS analysis are interpreted.

### **3.10. Data analysis and technique:**

This study centers around the unique landscape of twin cities in Pakistan, taking into account the whole context of Pakistan. The study, which examines the country's top five universities as ranked

by the Higher Education Commission (HEC), focuses specifically on the education sector. Inside these scholastic organizations, the examination is tailored to capture the experiences of managers, in particular directors and group leads. These positions are considered essential for the powerful working of any association inside any industry.

To disentangle the complexities of the gathered information, the study relied on SPSS (Statistical Package for the Social Sciences) for analysis, a thorough statistical software. The utilized analysis in this scientific excursion envelops a complex methodology:

1. Reliability Analysis
2. Descriptive Analysis
3. Regression Analysis
4. Correlation Analysis
5. Mediation Analysis

Through this analytical research the conclusion which is nuanced and robust is drawn, extricating significant insights from the information. Finally, the result generated through SPSS followed by the analysis and interpretations significantly contribute to our propelling comprehension of the education sector in the twin urban areas and, specifically, the more extensive context of Pakistan.

## **Chapter 4: Results and Findings**

In this research, data has been efficiently accumulated from managerial personnel employed within the educational domain of Pakistan, with a specific focus on the twin cities. The educational sector under study encompasses the top five ranked universities in Pakistan by the Higher Education Commission (HEC).

Utilizing a thorough analytical approach, the gathered information has gone through an extensive analysis including reliability, descriptive statistics, as well as correlation, regression analyses, and mediation analysis. This multi-layered analytical framework has been applied to determine nuanced experiences and recognize patterns inside the gathered dataset, adding to a thorough analysis of managerial dynamics inside the educational sector of Pakistan's twin cities.

The variables for the analysis are HR Practices which are Recruitment, Training, and Performance Appraisals, which is the Independent variable, Affective commitment plays the role of a mediating variable and lastly, the dependent variable is Turnover Intention.

### **4.1 Data Analysis:**

For the data analysis of this research, the statistical software tool used was SPSS Statistics. This analytical tool played a significant part in handling and deciphering the gathered data from managerial employees within Pakistan's Education sector, explicitly packed in the twin urban communities. The use of SPSS provided with a robust assessment of the dataset through different statistical methods, measures of reliability, descriptive statistics, correlation, and regression analyses. A nuanced understanding of the dynamics within the managerial landscape of the education sector in the specified geographical context is contributed to by this methodological choice, which ensures the analytical process's rigor and comprehensiveness.

#### **4.1.1. Reliability Analysis of All Variables**

Most of the time, researchers use reliability as the first step to make sure the chosen construct is reliable, which means it can produce consistent results when used repeatedly. This suggests that the construct itself is accurate, making it easier to make changes to the research topic and conduct

additional research. The metric utilized to check unwavering quality is Cronbach's Alpha, with a worth surpassing 0.7 demonstrating the construct's dependability, sorting it as good and satisfactory for repetitive use. Cronbach's Alpha mirrors the internal consistency of the construct, with values more like 1 demonstrative of higher consistency. In this research, the reliability of the survey was examined through Cronbach's Alpha to evaluate its arrangement with the expected estimations. The Cronbach's Alpha reliability test results for HR Practices, Affective Commitment, and Turnover Intention were 0.860, 0.727, and 0.7241, respectively, all exhibiting a good and acceptable level of reliability and internal consistency. The coefficients recommend a foundation for the survey utilized in this research, confirming its reliability and consistency in estimating the constructs.

#### **Reliability Statistics**

<b>Variable</b>	<b>N of Item</b>	<b>Cronbach's Alpha</b>
	<b>6</b>	
<b>HR Practices</b>		<b>0.860</b>
<b>Affective Commitment</b>	<b>5</b>	<b>0.727</b>
<b>Turnover Intention</b>	<b>2</b>	<b>0.741</b>



### 4.1.2. Descriptive Frequencies/Demographic Analysis:

Gender: Based on Gender, out of 144 respondents, 87 were male with a percentage of 60.4, and 57 were female with a percentage of 39.6.

Age: Based on age, out of 144 respondents, 16 respondents with a percentage of 11.1 fell into the category of range of 18 to 25 years old. Whereas, 39 respondents with a percentage of 27.1 fell into the category of age range between 26-35 years. Similarly, 38 respondents with a percentage of 26.4 fell into the category of age range between 36-45 years. Additionally, in the age range of 46-50, the respondents were 29 with a percentage of 20.1 and lastly the respondents above the age of 55 plus were 22 with a percentage of 15.3.

Experience: Based on experience, out of the 144, 51 respondents were having experience of 1-5 years with a percentage of 35.4. Additionally, 44 respondents were having experience of 6-10 years with a percentage of 30.6. Similarly, 21 respondents had experienced Less than 1 year with the percentage of 14.6 and lastly, 28 respondents were having experience of More than 10 years with a percentage of 19.4.

Demographics	Frequency	Percentage	Cumulative Percentage	
Gender	Female	57	39.6	39.6
	Male	87	60.4	100
Age	18-25	16	11.1	11.1
	26-35	39	27.1	38.2
	36-45	38	26.4	64.6
	45-55	29	20.1	84.7
	55+	22	15.3	100
	1-5 years	51	35.4	35.4

	<b>6-10 years</b>	<b>44</b>	<b>30.6</b>	<b>66</b>
<b>Years of Managerial Experience</b>	<b>Less than 1 year</b>	<b>21</b>	<b>14.6</b>	<b>80.6</b>
	<b>More than 10 years</b>	<b>28</b>	<b>19.4</b>	<b>100</b>

---

### 4.1.3. Descriptive Statistics

The table above shows the descriptive statistics including the number of respondents, minimum, maximum, mean values, and standard deviation of all variables. The valid sample size is 144. The characteristics of three variables are explained in the model with the range of 1-5. All mean values appear to be away from the positive and negative extremes. The mean value of HR practices is 3.6875 with a standard deviation of 1.04090, similarly, the mean value of Affective Commitment is 3.5208 with a standard deviation of 1.12796 and lastly, the mean value of Turnover Intention is 3.6181 with a standard deviation of 1.24595. The mean value for HR practices is the highest.

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<b>Descriptive Statistics</b>					
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
HR Practices	144	1	5	3.6875	1.0409
Affective Commitment	144	1	5	3.5208	1.12796
Turnover Intention	144	1	5	3.6181	1.24595
Valid N (listwise)	144				

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#### 4.1.4. Correlation:

Moving to the next analysis, correlation evaluates the strength of the connection between two variables. At the point when the relationship between two variables is strong, the relationship is high. On the other hand, a weak relationship between two variables brings about a low correlation, showing that the variables have little association. Connection analysis is the technique utilized to evaluate the strength of these connections utilizing accessible data. The connection coefficient, going from - 1 to +1, exemplifies the degree and direction of the relationship. The Pearson correlation coefficient, also known as r, provides information regarding the linear relationship that exists between variables. A positive Pearson correlation implies a positive connection, while a negative Pearson correlation signifies a negative relationship.

The above correlation analysis indicates that a relationship exists between HR practices and Affective Commitment is highly significant at 0.00 level with a magnitude of .443\*\* and in a positive direction. Whereas, a relationship that exists between HR practices and turnover intention is highly significant with a magnitude of -.319\*\* and in a negative direction. In addition, a relationship that exists between affective commitment and turnover intention is significant at 0.04 level with a magnitude of -.0241\*\* and in a negative direction.

Which proves that our H1, H2, and H3 are accepted.

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		<b>Correlations</b>		
		HR Practices	Affective Commitment	Turnover Intention
HR Practices	Pearson	<b>1</b>	.443**	-.319**
	Correlation			
	Sig. (2-tailed)		.000	.000
	N	144	144	144
Affective Commitment	Pearson	.443**	<b>1</b>	-.241**
	Correlation			
	Sig. (2-tailed)	.000		.004
	N	144	144	144

Turnover Intention	Pearson	-.319**	-.241**	<b>1</b>
	Correlation			
	Sig. (2-tailed)	.000	.004	
	N	144	144	144

#### 4.1.5. Regression analysis:

For the regression analysis, we used a linear regression model.

Model 1: The R Square value in the model shows that HR practices and Affective Commitment represented 0.114 or 11.4% variance in Turnover Intention. R2 demonstrates the degree to which Turnover Intention can be translated by HR practices and Affective Commitment. The study's R2 value is 0.114, or 11.4%, indicating that the model's independent variables account for approximately 11.4% of the dependent variable's variance. This proposes a moderate level. Adjusted R2, on the other hand, demonstrates the theoretical model's fit. Thus, with regards to this study, Adjusted R2 is 0.102 or 10.2% fit, it proposes that in the account of Affective Commitment introduced complexities and HR Practices, around 10.2% of the variability in the reliant variable is explained.

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.338 <sup>a</sup>	.114	.102	1.18102

a. Predictors: (Constant), Affective Commitment, HR Practices

The table shows that F value in the model is greater than 4 which is 9.078 and significant value is less than 0.05 which is 0.000.

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**ANOVA**

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	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.324	2	12.662	9.078	.000 <sup>b</sup>
	Residual	196.669	141	1.395		
	Total	221.993	143			

---

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Affective Commitment, HR Practices

Coefficients <sup>a</sup>						
Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.265	.402		13.110	.000
	HR Practices	-.317	.106	-.264	-2.990	.003
	Affective Commitment	-.136	.098	-.123	-1.395	.020

a. Dependent Variable: Turnover Intention

The coefficient model explains the dynamics that influence Turnover Intention. In this model, the significance values for HR practices and affective commitment are analyzed. The HR Practices coefficient is  $b=-0.317$  and  $p=0.003$  is significant, demonstrating a negative relationship with turnover Intention. The negative coefficient for HR Practices shows that higher HR Practices are related to lower turnover intention among managerial staff in the education sector of Pakistan. Nonetheless, Affective Commitment has a negative direction, and the statistical significance is  $b=-0.136$  and  $p=0.020$  in this analysis. The negative coefficient for affective commitment proposes that there is a negative relationship between affective commitment and turnover intention, the relationship is statistically significant in this analysis. This could mean that, in the particular setting of Pakistan's education sector, affective commitment is a predictor of turnover intention.

For hypothesis 2:

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 <sup>a</sup>	.197	.191	1.01459

a. Predictors: (Constant), HR Practices

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.762	1	35.762	34.741	.000 <sup>b</sup>
	Residual	146.175	142	1.029		
	Total	181.938	143			

a. Dependent Variable: Affective Commitment

b. Predictors: (Constant), HR Practices

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.749	.312		5.602	.000
	HR Practices	.480	.082	.443	5.894	.000

a. Dependent Variable: Affective Commitment

In this model, the significance values for HR practices and affective commitment are analyzed. The HR Practices coefficient is  $b=0.480$  and  $p=0.000$  is significant, and shows a positive relation. The positive coefficient for HR Practices shows that higher HR Practices are related to higher Affective Commitment among managerial staff in the education sector of Pakistan. With every one-unit increase in HR Practices, the Affective Commitment increases by approximately 0.40 units and this relation is statistically significant.

#### 4.1.6. Mediation Analysis:

**Model : 4**

**Y : TI (Turnover Intention) = Dependent Variable.**

**X : HRP (HR Practices) = Independent Variable**

**M : AF (Affective Commitment) = Mediating Variable.**

**Sample Size for this study = 144**

In the context of this model, with X signifying HR Practices (HRP), Y as Intention (TI), and M as Affective Commitment (AF), the given results are generated from a mediation analysis. The interpretation of the direct effect is:

- **Direct Effect:** The model estimates a direct impact of - 0.3165, suggesting that for each increasing unit in HR Practices, there is a related decrease of approximately 31.65% in Turnover Intention.
- **Standard Error:** The standard Error related to the direct impact is 0.1059, which indicates that the estimate is precise. When the standard error is smaller, the estimate is reliable.
- **t-value:** The ratio of the estimated effect to its standard error, represented by the t-value of -2.9904, aids in determining its significance. In this model, the t-values imply that the direct effect is statistically significant.
- **p-value:** With a p-value of 0.0033, is less than 0.05 which is the conventional significance level, meaning that the direct effect is statistically significant.
- **LLCI:** The lower level of the confidence interval is 0.0258, connoting the lower range within which the direct effect is likely to fall.



- ULCI: The upper level of the confidence interval is 0.1073, connoting the upper range within which the direct effect is likely to fall.

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Direct effect of X on Y

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Effect	se	t	p	LLCI	ULCI
-.3165	.1059	-2.9904	.0033	.0258	.1073

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In the context of the indirect effect model, it indicates the results of a mediation analysis. The interpretation of the indirect direct effect is:

- Indirect Effect: According to the model the indirect effect of HR Practices on Turnover Intention through Affective Commitment is assessed at - 0.0655. This suggests that for each unit increase in HR Practices, there is a related reduction of around 6.55% in Turnover Intention, and this impact is mediated through Affective Commitment.
- BootSE: The standard error connected with the bootstrapped indirect effect is 0.0513. This measurement indicates the reliability or precision of the indirect effect.
- BootLLCI: The lower limit of the bootstrapped CI is 0.1773, connoting the lower range within which the indirect effect is likely to fall.
- BootULCI: The upper limit of the bootstrapped CI is 0.2327, connoting the upper range within which the indirect effect is likely to fall.

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InDirect effect of X on Y				
	Effect	BootSE	BootLLCI	BootULCI
AF	-.0655	.0513	.1773	.2327

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According to the mediation analysis, Affective Commitment (AF) significantly influences the relationship between HR Practices (HRP) on Turnover Intention (TI) in addition to having a direct effect. The determined indirect effect of - 0.0655 shows that with improvements in HR Practices, there is a connected decrease of roughly 6.55% in Turnover Intention. This impact isn't a direct result of HR Practices but it works through the mediating variable of Affective Commitment. To summarize, both the direct and indirect model shows an indirect and direct impact of affective commitment.

## 4.2. Data Findings:

The following findings have been formed based on the results explained in the above sections, all of which are of concern to the hypothesis of this particular study.

**H1: HR Practices negatively relates to Turnover Intention.**

**H1a: Recruitment, Performance Appraisals & Training Practices negatively relates to Turnover Intention.**

Hypothesis 1 was HR Practices negatively relates to Turnover Intention. This has been accepted in correlation and regression analysis for our study. In the study's correlation analysis, HR

practices are negatively related to turnover intention and have been proven highly significant with a magnitude of almost -0.319. In the study's regression analysis, it has been proved that there exists a significant relationship between HR practices and turnover intention, so this indicates that with increased HR Practices, the turnover intention would decrease, as fewer employees would want to leave the organization. And in our study's context, in the education sector of Pakistan as the HR Practices are developed or increased the turnover intention decreases. This Hypothesis is accepted in this study.

## **H2: HR Practices positively relates to Affective Commitment**

### **H2a: Recruitment, Performance Appraisals & Training Practices positively relates to Affective Commitment**

Hypothesis 2 was HR Practices positively relates to Affective Commitment has been accepted in correlation and regression analysis for our study. In the study's correlation analysis HR practices are positively related to affective commitment and have been proven highly significant with a magnitude of almost 0.443. In the study's regression analysis, it has been proved that there exists a significant relationship between HR practices and affective commitment, so this indicates that increased and better HR Practices foster a higher level of Affective commitment, as employees feel more connected with the organization. And in our study's context, in the education sector of Pakistan as the HR Practices are developed or increased the affective commitment also flourishes. This Hypothesis is accepted in this study.

## **H3: Affective Commitment negatively relates to Turnover Intention**

Hypothesis 3 was Affective Commitment negatively relates to Turnover Intention and has been accepted in correlation and regression analysis for our study. In the study's correlation analysis, affective commitment is negatively related to the dependent variable which is the turnover intention and this hypothesis has been proven highly significant with a magnitude of almost -0.241. In the study's regression analysis, it has been proved that there exists a significant relationship between affective commitment and turnover intention, so this indicates that when employees feel emotionally connected to their particular organizations, they are less likely to consider leaving their current jobs. Through our analysis, it has been depicted that if the emotional connection of an employee is strong with their organization, the desire to quit would be less. And in our study's

context, in the education sector of Pakistan as the Affective commitment increases the turnover intention decreases. This Hypothesis is accepted in this study.

**H4: Affective Commitment mediates the relationship between HR Practices and Turnover Intention.**

Hypothesis 4 Affective Commitment mediates the relation between HR Practices and Turnover Intention, has been accepted and this result is determined by the study's mediation analysis. This has been proven to be significant. In the study's mediation analysis, affective commitment significantly mediates the relationship between HR practices and turnover intention. In other words, it means that the influence of HR practices on the reduction of turnover intention is explained by the impact of HR practices on fostering affective commitment among employees within their organization. In our study's context, in the education sector of Pakistan, as favorable HR Practices take place, it would contribute to a higher level of affective commitment and because of this emotional connection, the likelihood of employees leaving the job would decrease. This Hypothesis is accepted in this study.

<b>Hypothesis</b>	<b>Statements</b>	<b>Accepted/Rejected</b>
<b>H1</b>	<b>HR Practices negatively relates to Turnover Intention</b>	<b>Accepted</b>
<b>H1a</b>	<b>Recruitment, Performance Appraisals &amp; Training Practices negatively relates to Turnover Intention.</b>	<b>Accepted</b>
<b>H2</b>	<b>HR Practices positively relates to Affective Commitment</b>	<b>Accepted</b>
<b>H2a</b>	<b>Recruitment, Performance Appraisals &amp; Training Practices positively relates to Affective Commitment</b>	<b>Accepted</b>
<b>H3</b>	<b>Affective Commitment negatively relates to Turnover Intention</b>	<b>Accepted</b>
<b>H4</b>	<b>Affective Commitment mediates the relation between HR Practices and Turnover Intention.</b>	<b>Accepted</b>

## **Chapter 5: Discussion and Conclusion**

### **5.1 Discussion of the Findings:**

The discussion and conclusion of the result are included in this study's final chapter, along with future recommendations, practical implications, limitations, and other details. This study aimed to explore the connection between HR Practices recruitment, Training, and Performance Appraisals on the Turnover intention with affective commitment as a mediating factor in the education sector of Pakistan, with an emphasis on twin urban communities. To gain a deeper comprehension of the relationships and to serve as a foundation for the study, a literature review was compiled. The independent variable of the study was HR practices, the dependent variable was Turnover Intention and the mediating variable was Affective commitment. The result revolved around four hypotheses all of which through our analysis have been accepted as explained in the previous chapter. The managerial employees working in the education sector specifically the top five ranked universities by HEC were the respondents of our survey and were chosen for data collection, to investigate the relation between the said variables. A receptive study was built, in which there were four sections, the first was demographics, the second centered around HR Practices, the third on affective commitment, and the last section was on turnover intention. Every one of the questions was Likert scaled, which permitted the respondents to rate their responses from strongly disagree to strongly agree from 1 to 5. Every one of the data gathered was primary. Each variable contained a certain set of items, for example, HR practices had 6 items in total, the affective commitment had 5 items, and turnover intention had 2 items accumulating to 13 items for the whole survey that was accompanied by 3 items from demographics, making it a total of 16 items survey. The survey was sent through by hand and online means to 160 respondents out of which 144 were used for this study. All the respondents worked in the top 5 ranked universities of Pakistan by HEC and their roles were managerial. After the collection of the data, the collected data was put into SPSS for analysis and the results were interpreted. A scale has been put which ranges 5% of the significance level together to test the hypothesis of this study if they were acceptable or rejected. Given the significant levels in the study, every one of the four hypotheses is accepted. All hypotheses were also found to be significant. In conclusion, this study demonstrates that affective commitment

influences the relationship between HR practices and turnover intention in Pakistan's education sector.

## **5.2 Conclusion of the Study**

Time and resources were restricted for the study, so the researcher limited the paper's scope to a modest bunch of factors including; HR Practices which was the Dependent variable, and Turnover Intention which was the Independent Variable. The researcher continued to survey the literature further to investigate the profundities and ramifications of these ideas. To add a more genuine viewpoint concerning the Pakistani idea this paper saw it fit to gather direct information by utilizing a survey to gather information from inside the twin urban communities of Islamabad and Rawalpindi according to convenience sampling that was a portrayal of Pakistan. After the survey was completed, the researcher proceeded to the analysis stage, where tests such as reliability, correlation, regression, and ANOVA were conducted using the SPSS software, and mediation analysis was conducted using the Andrew Hayes Method. After the data were collected from a selected sample of 144 managerial employees of Pakistan's top five universities, the sample size was collected using the Krejcie and Morgan table (1970). We collected information from all of the managerial employees working in QAU, NUST, UET, IST, and Comsats. The correlation test showed that every one of the factors is essentially associated with each other, and the construct can likewise be believed to be valid by checking the alpha values. The hypothesis regarding the variables was accepted, as stated in the hypothesis table and the data analysis section, and the regression and mediation analyses both produced the outcomes that we had anticipated.

To affirm the relationship, HR practices, and Turnover Intention have been tested empirically with affective commitment for demographics including gender, age, and experience, and tracked down the good connection between all of them. Furthermore, regression has uncovered a significant connection between HR practices, affective commitment, and turnover intention. HR practices and affective commitment are positively correlated, while HR practices and turnover intention are negatively correlated, according to correlation analysis. The last examination was the mediation analysis that showed that the affective commitment plays as a mediator between HR practices and turnover intention in the education sector of Pakistan.

All in all, this study has shown that the independent variable HR Practices hurt Turnover intention in the education sector of the Twin Cities of Pakistan. Intending that with better HR Practices, the turnover intention would diminish, as fewer representatives would need to leave the organization. Furthermore, in our study's unique circumstance, in the education sector of Pakistan as the HR Practices are created or advanced the turnover Intention diminishes. Moreover, it was found that the mediating mechanism between these two variables is affective commitment. This study provides extensive bits of knowledge on how associations can decrease their turnover intention by giving them good HR practices and encouraging a profound association with their work. It is additionally trusted that this study will add to additional comprehension of the impacts of HR Practices perhaps not the same as what we have considered or even these on the turnover intention with affective commitment mediating the relation in other industries that are yet to be explored.

### **5.3. Implications for Practice**

#### **5.3.1 Theoretical Implications:**

This study holds some hypothetical implications, especially in light of the modest coefficient ( $r=0.114$ ) uncovered during the analysis. This measurable perception indicates the requirement for nuanced understandings and further investigation to get a handle on the complexities at play completely. This study makes a significant contribution to the development of HR theory by delving into the particular aspects of recruitment, training, and performance appraisals in the education sector. The distinguished moderate relationship between HR practices and turnover intention recommends that current frameworks and structures in Human resource management need refinement to catch the nuanced elements in the context of educational institutions. There is a call for researchers to dig further into the particulars of recruitment, training, and performance appraisals, looking at their singular effects on turnover intention to upgrade hypothetical accuracy. Hypothetical models should unequivocally integrate affective commitment, revealing insight into the instruments through which they work. Future research could investigate how affective commitment may be decisively utilized to moderate turnover intention. The contextual contemplations coming from the research's aim on the education sector in the twin communities of Pakistan suggest expected cultural and regional nuances. The observed correlations may be influenced by context-specific factors, so theoretical frameworks should be adapted to incorporate these factors. A deeper comprehension of the connection between HR practices and intention to



leave can be gained from comparative studies conducted in various sectors or regions. Other than that, temporal dynamics address another aspect that warrants hypothetical analysis. The study is presenting an assessment of the longitudinal parts of HR practices and turnover intention, advising scholars to consider how these elements advance over the long run. Coordinating such temporal dynamics into hypothetical systems and theoretical frameworks would give a more practical point of view to policymakers, considering better-educated choices. At last, the study establishes the groundwork for comprehensive HR model advancement customized to the education sector as it is one of the most important sectors of Pakistan. The study sheds light on the interconnectedness of recruitment, training, performance appraisals, affective commitment, and turnover intention and provides useful insights for developing a comprehensive model for managing educational institutions' human resources. These hypothetical ramifications on the whole add to a more nuanced comprehension of the intricacies intrinsic in HR practices inside the educational sector, making a way for future examination and useful applications.

### **5.3.2 Practical Implications:**

The results of this study convey practical implications for the education sector in Pakistan, especially inside the twin urban communities. For educational establishments, actionable insights are provided by a comprehensive comprehension of how HR practices, including recruitment, training, and performance appraisals influence intention to leave, with affective commitment acting as a mediator. Right off the bat, the study demonstrates that meticulous consideration regarding recruitment practices can fundamentally influence workers' turnover intention. By improving their recruitment strategies to guarantee a better fit between candidates and the culture of the institution, institutions stand to gain. Besides, the accentuation on training programs within the organizations highlights the critical job of consistent skill and learning advancement and mastering open doors for workers. Educational organizations would gain from investing the resources into broad training drives that upgrade work-related abilities as well as develop a feeling of responsibility among representatives. Thirdly, the importance of performance appraisals in molding turnover intentions underlines the need for fair and straightforward assessment processes. Organizations ought to guarantee that performance appraisals are led in a way seen as evenhanded and useful by representatives, consequently moderating turnover intention. In general, the study

aims to guide policymakers and managers in advancing traditional HR practices so that they can contribute to a more dedicated workplace for employees.

#### **5.4. Limitations of the Study:**

While this study provides useful insights, it faces several limitations that must be acknowledged because they could affect the findings' generalizability and applicability. To start, the study's main spotlight on the education sector inside Pakistan's twin cities communities might delineate the external legitimacy and validity of its outcomes, limiting their importance to different sectors of Pakistan. The particular attributes of the educational sector may not completely capture the complexities of HR practices in more diverse regions of the country. Adding to this issue, the use of self-report measures presents the possibility of response bias, as respondents might be leaned to give socially right reactions. Further intensifying these constraints is the cross-sectional nature of the study, which forces limitations on laying out causal connections between HR practices, affective commitment, and turnover intention. Embracing a longitudinal methodology could work with a more complete comprehension of the developing elements over the long period. It is essential to emphasize that the study serves as a valuable starting point for future research endeavors despite these acknowledged limitations. It lays the basis for a more profound investigation into the nuanced parts of HR practice and their suggestions for turnover intention reduction. Perceiving these limitations of the study prompts alert in deciphering the discoveries as well as prepares for resulting, greater examinations to refine our understanding of the issues and dynamics between HR practices and Employees.

#### **5.5. Future Recommendations:**

Drawing from the results and analysis of this study, various pathways for future analysis can be listed. First and foremost, growing the degree to incorporate a greater and different sample, integrating numerous instructive organizations crossing different locales, regions, sectors, and industries holds the possibility to increase the generalizability of the results. Furthermore, comparative analysis across various sectors would improve our understanding of the nuanced effects of HR Practices. Additionally, embracing a longitudinal study approach in the ongoing analysis would better catch the developing idea of turnover intentions and the intervening job of affective commitment after some time. This could supply a more nuanced comprehension of the

causal connections between the factors being referred to. Thirdly, diving into the impact of additional variables, for example, organizational culture, engagement practices, leadership styles, etc. can offer a more thorough perspective on the multifaceted elements at play. In conclusion, the utilization of qualitative research approaches like meetings and center gatherings, interviews, and focus groups could yield further bits of knowledge into the abstract encounters of employees and the intricacies of HR practices in the education sector. By exploring these pathways, impending research can expand upon the basis laid out by this study, adding to a more vigorous cognizance of the impact of HR practices on turnover intentions within the education sector of Pakistan's twin cities.

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# Appendices

## 1. Thesis Survey:

Section 1 of 6

### Thesis Survey- MBA

Impact of Recruitment, Performance Appraisals, and Training on Turnover Intention Directly and Indirectly Through Affective Commitment in the Twin Cities of Pakistan

Participate in our concise survey examining the impact of recruitment processes, performance appraisals, and training programs on turnover intention among employees in Pakistan. We're also exploring the role of affective commitment in this relationship. Your insights are crucial for understanding the dynamics of employee engagement in the Pakistani context. This short survey takes just a few minutes, and your responses will be kept confidential. Contribute to valuable research on enhancing employee retention in Pakistan!

Thank You!

Age \*

- 18-25
- 26-35
- 36-45
- 46-55
- 55+
- Other...

Gender

- Male
- Female



Years of managerial experience? \*

- Less than 1 year
- 1-5 years
- 6-10 years
- More than 10 years

After section 1 Continue to next section

Section 2 of 6

### Recruitment



(1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree)

The human resource department has clear internal policies and procedures on recruitment and selection. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree). \*

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Favouritism is not evident in any of the recruitment decisions at your current organization (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree)

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Favouritism is not evident in any of the recruitment decisions at your current organization (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After section 2 Continue to next section

Section 3 of 6

**Training**



(1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree)

My organization offers good training programs for growth. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In my opinion, the number of training programs provided for employees by my organization is sufficient. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After section 3 Continue to next section

After section 3 Continue to next section

Section 4 of 6

Performance appraisal (PAF)



Description (optional)

Your organization frequently does formal appraisals. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your organization utilizes the appraisal results. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After section 4 Continue to next section

Section 5 of 6

**Affective Commitment**



(1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree

I really feel as if my organization's problems are my own (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree \*

### Affective Commitment



(1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree)

I really feel as if my organization's problems are my own (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I do not feel a strong sense of belonging to my organization. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My organization has a great deal of personal meaning for me (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I don't like working for my organization \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My organization has a great deal of personal meaning for me (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I don't like working for my organization \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

when I talk about my organization to my friends, I describe it as a great place to work. \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After section 5 Continue to next section

Section 6 of 6

Turnover Intention



(1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree

I often seriously consider leaving my current job. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree \*

1	2	3	4	5
---	---	---	---	---

when I talk about my organization to my friends, I describe it as a great place to work. \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After section 5 Continue to next section

Section 6 of 6

Turnover Intention



(1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree)

I often seriously consider leaving my current job. (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I intend to quit my current job. (1) Strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree) \*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Amna Thesis

### ORIGINALITY REPORT

<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

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<b>2</b>	<b>Jaeyoon Lee, Young Woo Sohn, Minhee Kim, Seungwoo Kwon, In-Jo Park. "Relative Importance of Human Resource Practices on Affective Commitment and Turnover Intention in South Korea and United States", Frontiers in Psychology, 2018</b> Publication	<b>1%</b>
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