

The Impact of Psychological Capital and Employee Engagement on Turnover Intention: A Survey of Teachers in Guangxi Private Colleges and Universities

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Abstract: Based on the social identity theory and social exchange theory, the paper explores the influence mechanism of psychological capital and employee engagement and turnover intention among teachers in Guangxi private colleges and universities. The theoretical model is constructed and a questionnaire survey is conducted among 600 teachers in Guangxi private colleges and universities. AMOS and SPSS were used for correlation analysis and regression analysis of the data. The results show that the teachers' employee engagement and its three dimensions have significant negative correlation with the turnover intention, psychological capital is significantly negatively correlated with turnover intention in general. However, the resilience dimension of psychological capital has no significant relationship with turnover intention.

Keywords: Employee engagement; Psychological capital; Turnover intention.

1 INTRODUCTION

Guangxi province is the largest autonomous region in southwest China, and has the largest number of private colleges and universities. There are a total of 82 colleges and universities in Guangxi, including 56 public institutions and 29 private institutions [1]. Private colleges and universities account for 31.7% of all institutions in Guangxi, which is 3.5% higher than the proportion of private colleges and universities in China [2]. However, MYCOS's report also points out that the demission rate of teachers in private colleges and universities in Guangxi is between 12%-17%, much higher than other regions [3]. Private colleges and universities in Guangxi were founded late; their overall development lags behind the national average level, and their own difficulties and challenges, such as teachers' quality, employee engagement, psychological capital, etc. All the above reasons are the main inducements of the turnover intention of teachers in private colleges and universities.

2 LITERATURE REVIEW AND RESEARCH HYPOTHESIS

Teacher turnover has always been a concern for university administrators and researchers [4]. Existing research suggests that there are many factors associated with turnover intention, which can be divided into personal attitudes (organizational identification and organizational commitment) and external factors (job characteristics, leadership, and organizational behavior) [5]. Psychological studies have shown that psychological capital is closely related to individual psychological and behavioral variables [6]. In addition, employee engagement has been a hot topic, and most studies have shown that the higher the employee engagement, the lower the turnover rate. Based on this, the paper studies the effect of psychological capital and employee engagement on the turnover intention of university teachers. And the framework of the article is as follows in Fig.1.

2.1 Psychological capital

The concept of psychological capital and related research are limited. At present, the definition of psychological capital by Luthans, Youssef and Avolio (2007) is generally accepted as the concept and measurement method of psychological capital in the academic circle. In their opinion, psychological capital refers to "an individual's state of positive psychological development", including the following contents :(1) having confidence (self-efficacy) that one can successfully complete challenging tasks by making necessary efforts; (2) Make positive attributions about current and future success (optimism); (3) Adhere to the goal, in order to achieve success, when necessary to re-choose the route to achieve the goal (hope); (4) Persevering, recovering quickly and taking detours to achieve success when encountering problems and difficulties (Resilience)[7]. Study found that psychological capital positively correlated with job performance, and negatively correlated with turnover intention. Even, some studies have pointed out that psychological capital is negatively correlated with turnover intention. In summary, the following hypotheses are proposed:

H1: Psychological capital has a negative effect on turnover intention.

H1a: Self-efficacy has a negative effect on turnover intention.

H1b: Hope has a negative effect on turnover intention.

H1c: Optimistic has a negative effect on turnover intention.

H1d: Resilience has a negative effect on turnover intention.

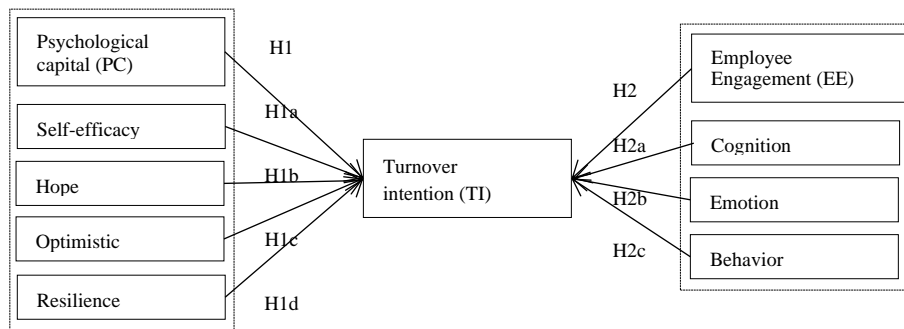


Fig. 1. Theoretical model framework [Finger credit: Original]

2.2 Employee engagement

Employee engagement was proposed by Kahn (1990) [8]. He pointed out that engagement should include emotional, cognitive and physical dimensions, and be measured from the psychological experience experienced by employees at work and their cognition of work and organization as well as their ultimate behavior. Subsequently, Schaufeli (2004) measured engagement level from three dimensions of cognition, emotion and behavior [9]. In order to describe the employee engagement of university teachers, the paper treats employee engagement in a narrow sense, measures it from three dimensions of cognition, emotion and behavior. Among them, cognition refers to the psychological state in which employees can realize their self-worth at work. Emotion refers to the degree of initiative and willingness of employees at work, as well as the psychological bearing capacity and toughness in the face of difficulties. Behavior is concentrated in the work and not easy to be disturbed by the outside world. From Job Demand-Resource Theory, organization authorization and superior support can be more conducive to the development of work, and it is conducive to the display of employees' ability level. Employees feel the organization's recognition and trust of their ability and effort, thus affecting their work initiative and engagement and reducing the risk of demission. Therefore, the following assumptions are made:

H2: Employee engagement has a negative effect on turnover intention.

H2a: Cognition has a negative effect on turnover intention.

H2b: Emotion has a negative effect on turnover intention.

H2c: Behavior has a negative effect on turnover intention.

3 METHODS

The measurement variables used in this paper are psychological capital, employee engagement and turnover intention. These variables are derived from previous studies to ensure data quality. As for the dependent variable turnover intention, the paper followed the view of Lambert (2001), turnover intention was the behavior of employees wishing or preparing to leave their current job, which is expressed as the desire to leave or search for different employment [10]. In addition, variables were observed with multiple questions, and likert-5 scale was used to measure.

The respondents were private college teachers in Guangxi Province. This paper adopts the method of destination sampling. The survey included online questionnaires and face-to-face interviews. A total of 600 questionnaires were distributed. 565 were recovered, and 515 were effective, and the effective recovery rate was 85.8%.

3.1 Reliability and validity tests

SPSS was used to conduct reliability test and exploratory factor analysis of the questionnaire. The reliability test results showed that the overall reliability coefficient of the employee engagement measurement coefficient was 0.786, the measurement coefficient of psychological capital was 0.815, and the measurement reliability coefficient of turnover intention was 0.883, both of which passed the reliability test. KMO Test and Barlett Test of Sphericity were used to test the validity of the questionnaire. KMO was greater than 0.8 and $P < 0.001$, indicating that the overall validity of the scale was good and passed the test. In this study, Amos was used to conduct confirmatory factor analysis (CFA) on variables to test the discriminant validity among employee engagement, psychological capital and turnover intention, among which the single factor model fitted the best. $\chi^2/df = 1.444 < 2.5$, RMSEA (Root Mean Square Error of Approximation) = 0.060 < 0.08, CFI (Comparative Fit Index), GFI (Goodness-of-Fit Index), and TLI (Tucker-Lewis Index) were all greater than 0.9, and goodness of fit was significantly higher than other models. Therefore, this paper adopts single factor model to study.

3.2 Correlation analysis

The mean value, standard deviation and reliability coefficient of each variable can be obtained from Table 2. From the mean value in the table, the highest score is employee engagement (M=3.61), indicating that most private college teachers have relatively high engagement to their current work. In addition, turnover intention is negatively correlated with employee engagement ($r = -0.476$, $P < 0.01$). Turnover intention is negatively correlated with psychological capital ($r = -0.328$, $P < 0.01$).

Table 1. Correlation analysis [Table credit: Original]

Variables	Mean	Standard deviation	1	2	3
Employee Engagement (EE)	3.61	0.77	0.786		
Psychological capital (PC)	3.33	0.82	0.577	0.815	
Turnover intention (TI)	3.05	0.91	-0.476**	-0.328**	0.883

Note: Significance level * $p < 0.05$, ** $p < 0.01$.

3.3 Regression analysis

The regression of psychological capital and its four dimensions to turnover intention, and the regression of employee engagement and its three dimensions to turnover intention are conducted respectively. The specific results are shown in Table 2.

From Table 2, teachers' psychological capital on turnover intention of regression model, psychological capital and the turnover intention in 0.05 level was significant negative correlation, four dimensions, self-efficacy and optimistic and turnover tendency in 0.01 level was significant negative correlation, hope and turnover intention in 0.05 level was significant negative correlation.

tion, toughness and no significant relationship between turnover intention, The regression results support H1, H1a, H1b and H1c. Refused to H1d. It also suggests that resilience may indirectly affect turnover intention. Similarly, among the supported hypotheses, the standard coefficient of the optimism dimension is the largest, and the effect on psychological capital is the largest.

Table 2. Regression of employee engagement and psychological capital to turnover intention [Table credit: Original]

Hypo-thesis	Dependent variable	Independent variables	Unstandardized coeffi-		Standard-Beta	t	Sig.	R ²	Adj. R ²
			B	Std. Error					
H1		(Constant)	4.403	0.827	/	5.708	0.000	0.075	0.075
		PC	-5.208	0.556	-3.884	-1.411*	0.021		
H1a		(Constant)	4.579	0.061	/	2.373	0.651	0.061	0.059
		Self-efficacy	-2.036	0.41	-1.654	-5.534**	0.004		
H1b		(Constant)	5.093	0.015	/	1.004	0.847	0.087	0.076
		Hope	-4.534	0.291	-2.956	-4.41*	0.049		
H1c		(Constant)	2.382	0.6	/	4.856	0.030	0.061	0.013
		Optimistic	-4.104	0.804	-2.984	-5.456**	0.006		
H1d	TI	(Constant)	2.77	0.981	/	1.045	0.612	0.038	0.031
		Resilience	-5.395	0.213	-4.312	-3.165	0.066		
H2		(Constant)	12.651	0.044	/	4.211	0.000	0.319	0.256
		EE	-5.601	0.205	-4.550	-2.115*	0.015		
H2a		(Constant)	12.441	0.431	/	7.112	0.000	0.019	0.011
		Cognition	-0.341	0.944	-0.222	-7.743*	0.020		
H2b		(Constant)	22.332	0.364	/	6.489	0.000	0.089	0.061
		Emotion	-11.35	0.965	-10.023	-2.889**	0.003		
H2c		(Constant)	-12.542	0.042	/	-3.501	0.000	0.419	0.401
		Behavior	-6.321	0.429	-4.773	-2.901**	0.007		

Note: Significance level * p < 0.05, ** p < 0.01.

There is a significant negative correlation between employee engagement and turnover intention at 0.05. Among the three dimensions, there is a significant negative correlation between engagement cognition and turnover intention at the level of 0.05, while there is a significant negative correlation between engagement emotion and turnover intention at the level of 0.01 in the other two dimensions. In other words, the higher the degree of teacher engagement, the lower the tendency to quit. Supporting the hypothesis H2, H2a, H2b, and H2c. In addition, from the analysis of the standard coefficient of each variable, the standardized regression coefficient (absolute value) of the three dimensions of employee engagement are 0.222, 10.023, and 4.773 respectively, indicating that teachers' engagement emotion has the greatest influence in the three dimensions.

4 CONCLUSIONS

This paper studies the turnover intention of teachers in Guangxi private colleges and universities, considering the influence of teachers' psychological capital, employee engagement on turn-

over intention. The empirical analysis verifies that employee engagement and its three dimensions are significantly negatively correlated with turnover intention, and psychological capital is significantly negatively correlated with turnover intention in general, but resilience in psychological capital is not significantly correlated with turnover intention. In other words, the resilience dimension does not show the expected relationship.

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