The Influence Of Skill-Enhancing And Motivation-Enhancing HRM Practices On Turnover Intention: The Role Of Work Engagement

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Abstract

This study looked at how work engagement mediated the relationship between skill and motivation enhancing HRM practices and turnover intention. 307 academic employees who work at public universities in Sindh, Pakistan, provided the data. The data analysis method employed was partial least squares structural equation modelling via Smart PLS. In terms of findings, the study concludes that physical engagement does not mediate the relationship between skill and motivation-enhancing HRM practices and turnover intention, while cognitive engagement mediates the relationship between skill and motivation-enhancing HRM practices and academic staff's turnover intention. Moreover, emotional engagement mediates the relationship between skill-enhancing HRM practices and turnover intention, while emotional engagement does not mediate the relationship between motivation-enhancing HRM practices and turnover intention. Practitioners looking to enhance work engagement can do so by developing the proper skill and motivation to enhance HRM practices to reduce turnover intention. This paper adds to the body of literature by demonstrating work engagement as a crucial mediating mechanism through which turnover intention can be reduced by providing proper skills and motivation enhancing HRM practices among academic staff.

Keywords – Skill-enhancing, motivation-enhancing, work engagement, and turnover intention.

Introduction

Extant literature has ample confirmation that individuals are important assets for organizations where they are challenging to replace (Becker & Gerhart, 1996; Szamosi, 2006; Perez & Ordonez de Pablos, 2003). Because of the intense competition, having great human resources is becoming essential for companies (Islam, Ahmad, & Ahmed, 2014). The high prevalence of Turnover intention (TOI) has a negative impact on the organization's communication structure, employee dedication, and unity; hence this issue needs to be addressed (Staw, 1980). The intention of employees to leave their organisations voluntarily in the future is referred to as turnover intention (Crossley, Grauer, Lin, & Stanton, 2002). Given that these are the most significant predictors of employees' behaviour, a business must look into the factors that adversely affect employee performance and encourage TOI. (Van Schalkwyk, Bothma, DuToit & Rothmann, 2010). Various studies conducted by researchers have provided the solution to

reduce turnover intention (Imran, Ali, & Islam, 2014).

Academics are crucial to a decent education in higher education institutions. The effectiveness of the missions and obligations assigned to higher education institutions, as well as the objectives set for them, depends heavily on the academic staff members (Altbach, 2006). According to Stromquist (2007), academics are real vehicles and actors in higher education institutions, primarily because they are involved in the creation, growth, and dissemination of the knowledge that forms the core and original purposes of such institutions. As stated by Robyn and Du Preez (2013), Higher education institutions are more reliant on their academic staff, and losing them would seriously affect the quality of teaching and research. Henceforth, academic staff turnover concerns universities officials and becomes a serious problem that needs to be addressed. Academic literature claims that in recent decades, HRM methods have drawn substantial attention for their effects on an important variable, which is turnover intention (Luna-Arocas & Camps, 2008). This is primarily due to the difficulty many human resources departments have in keeping their talented and devoted workers. This is the reason why extensive empirical research had been carried out to examine the link between HRM practices and turnover intention, especially among the academic staff (Anvari, Amin, Ismail, & Ahmad, 2010; Joarder & Sharif, 2012). Nonetheless, specific HRM practices address specific problems. The high-performance work systems will usually measure the general system of HR practices, which suggests the usual experiences that may shape employees' behaviors and attitudes toward the organization. The interconnected HR practises have an impact on one another and act as a synergistic effect. HPWS will send messages to employees about their value and status in an organization (Gavino, Wayne, & Erdogan, 2012; Takeuchi et al., 2007). Kehoe and Wright (2013) suggest that high-performance is an approach that focuses on encouraging employees'

ability/skill, motivation, and opportunity to be consistent with organizational objectives.

According to studies, employing HRM strategies that boost skills and motivation will help a business improve, maintain that development, and accomplish its goals (Darwish, 2013). HRM techniques that improve skills are those that use recruitment, selection, and training to affect employees' competences. In other words, skill-enhancing HRM methods improve staff members' capacity to accomplish organisational goals (Jiang, Lepak, Han, Hong, Kim, & Winkler, 2012). Prior research have demonstrated that effective recruiting, selection, and training assist firms in finding and keeping competent personnel while reducing turnover. (Jiang et al., 2012; Subramony, 2009). Additionally, motivation-enhancing behaviours point to the psychological mechanisms that promote, guide, and sustain voluntarily undertaken goal-directed acts (Mitchell, 1982). Individual and group incentives, merit-based pay, and regular performance feedback are examples of techniques that increase motivation. These practises refer to actions taken to encourage discretionary workers to devote more effort to their jobs and be more likely to engage in ways that support effective production. These practices will retain valuable employees and reduce their turnover intention (Gardner, Wright, & Moynihan, 2011). Overall, academic staff may have a high level of energy and feel committed and involved in their work if they operate in an atmosphere where specific skill- and motivation-enhancing practises exist, which may lead to a decreased intention to leave their position. As a result, the aim of this study is to investigate the motivational mechanisms behind academic staff members' work engagement in the relationship between HRM skill- and motivation-enhancing practises and intention to leave.

Organizational engagement, personal engagement, and situational engagement are the three different types of engagement. The current study focuses on how engaged

employees are. Personal engagement, according to Kahn, is the "Harnessing of organization members' selves to their work roles", (Kahn, 1990). According to Kahn (1992), When workers are engaged, they use and express them physically, cognitively, and emotionally during work performances. May, Gilson, and Harter (2004), the amount of employee involvement could be raised by improving availability, safety, and meaning. The study defined safety as the capacity to express oneself without regard to one's status or career, availability as the perception of having the mental, physical, and emotional resources required to complete the task, and meaningfulness as the positive sense of involvement in role performance.

Work engagement is a mechanism that explains the connection between HRM practises and individual behaviour, claim Alfes, Shantz, Truss, and Soane (2013). Positive HRM practises are perceived positively by employees, who are more likely to be engaged in their work (Alfes et al., 2013). Since physical, cognitive, and emotional involvement have a mediating role in the relationship between skill and motivation enhancement HRM practises and turnover intention among academic staff at public universities in Sindh province of Pakistan, this study aims to investigate this relationship.

Theoretical background and hypotheses development
Social exchange theory (SET)
SET explains a chain of events that results in obligations. These interactions are interconnected and rely on the activities of other people (Blau, 1964). This theory implies that employees tend to act in ways that reflect the actions of their organizations or managers (Agyemang & Ofei, 2013). The main purpose of this exchange process is to maximize the benefits and minimize the costs (Agarwala, 2003). When employees get resources from the organization, they will be motivated and engaged in their work activities; and these will be repaid through beneficial outcomes to their

organizations. These resources are divided into two types: economic outcomes and socio-emotional outcomes (Foa & Foa, 1974). Economic outcomes are associated with financial requirements and they are tangible. When an organization provides economical resources to its employees, they will feel obligated; and in return will give beneficial outcomes to their organizations (Cro panzano & Mitchell, 2005). Socio-emotional outcomes are associated with the social requirements of the individual and are often symbolic and particularistic. Here, the person is valued with great respect (Shore, Tetrick, & Barksdale, 2006).

Literature shows that HRM practises can be seen as a crucial contribution to the processes of social and economic exchange (Snape & Redman, 2010). The employees' attitudes, behavior, and perception can be shaped through these practicesThe correct implementation of skills-, motivation-, and opportunity-enhancing HRM strategies by a company can reassure employees that their employer cares about their wellness and send a clear message that the company loves them. The HRM strategies that increase employee engagement will lower the likelihood of turnover, according to SET. (Shah & Beh, 2016). According to SET, fair and consistently designed HRM practices will enhance positive attitudinal outcomes at a workplace and exert a positive effect on employee work engagement. Employee disengagement, on the other hand, may occur when firms don't offer the required resources and benefits. Because of this, organization must focus on sound HRM procedures to help their staff members attain a happy and productive work environment (work engagement).

Literature review and hypotheses development
Skill and motivation-enhancing practices
Skill-enhancing HRM practices include the practices such as recruitment, selection, and extensive training (Gardner et al., 2011). According to Bello-Pintado (2015), skill-

enhancing practices refer to the practices that enhance the skills of employees to achieve organizational goals through hiring and investing in training. These procedures significantly influence how much employees believe they are a good fit for the position and the company.Skilled employees use their abilities to create innovative ideas (Teir & Zhang, 2016). Gardner et al. (2011) argue that skill-enhancing practices impact the level of commitment of individual employees in the job, in which consequently affects the group's level of collective commitment. According to Comm and Mathaisel (2003), these practices are crucial for improving employees' commitment, motivation, contentment, and other attitude outcomes; which can be a powerful tool in encouraging each employee to work harder by getting highly engaged and committed to his or her job.

On the other hand, motivation-enhancing practices help to direct employees' efforts in achieving the objectives and goals of organizations (Subramony, 2009). These practices stimulate the employees to pursue a certain course of action with enthusiasm and devotion. Motivation-enhancing practices encourage action, imagination, and independent effort for improved performance in the workplace (Gardner et al., 2011). The motivation-enhancing practices include employee appreciation, compensation and benefits, performance reviews, and chances for career advancement and development. These practices are very important in enhancing employees' motivation, commitment, satisfaction, and other attitudinal outcomes; which can be powerful tools in encouraging an individual employee to work harder by being highly engaged.

Mediating role of physical, cognitive, and emotional engagement between skill and motivation enhancing practices and turnover intention

According to Snape and Redman (2010), HPWS emerges to show how effective implementation of HRM practices has a direct effect on work engagement and employee performance. Their study shows that there is a strong connection between employee work outcomes and HPWS. Muduli, Verma, and Datta (2016) revealed that high-performance work systems and employee engagement are positively correlated. Furthermore, according to Aybas and Acar (2017), HRM practices have a positive effect on employee engagement. Engagement is defined as the psychological state experienced by employees related to their work along with related behaviors. Engagement has three dimensions, which are physical, cognitive, and emotional (Alfes, Truss, Soane, Rees, Gatenby, 2010). Physical engagement is an example of a physical ability that affects psychological activity and and behavior. Hence, physically engaged employees have the ability to go above and beyond for the employer (Kumar & Sia, 2012). Cognitive engagement indicates that employees are willing and can focus their attention on giving their best performance. It also keeps the concentration sustained over time and helps to make purposeful targets (Beal, Weiss, Barros, & MacDermid, 2005). Emotional engagement is defined as the positive emotional responses of employees to their work (Klassen, Yerdelen, & Durksen, 2013). The quality of one's positive energy is referred to as the emotional component of employee engagement. (Loehr, Loehr, & Schwartz, 2005).

Several factors impact employees' engagement; such as employee voice, meaningfulness, HR practices, attitudes towards managers, person-job fit, and organizational advocacy (Alfes et al., 2010). Engagement involves the attachment of employees to their work in a way that they fully spend their resources at their workplace. It is demonstrated as engrossment, energy, and effort to accomplish organizational goals (Macey & Schneider, 2008; Schaufeli, Salanova, González-Romá, & Bakker, 2002). There are several other positive outcomes of employee engagement, such as innovation and better performance (Salanova, Agut, & Peiró, 2005), and work satisfaction with a decrease in

burnout (Hallberg & Schaufeli, 2006; Koyuncu, Burke, & Fiksenbaum, 2006). Hence, under effective skill-enhancing HRM practices, employees can be kept at a high level of engagement with the resultant upsurge in customer satisfaction, profitability, and organizational success. Lee Whittington and Galpin (2010) suggested that these procedures are crucial motivators of worker engagement. On the other side, uneven and inadequate HRM practise implementation may result in a greater level of disengagement (Ang, Bartram, McNeil, Leggat, & Stanton, 2013).

Additionally, research (Shuck, Twyford, Reio, & Shuck, 2014) has indicated that engaged individuals are more likely to stay with their current firms, whereas disengaged people want to quit them. For instance, a bad work environment might lead to negative thinking, which can lead to burnout and the desire to quit. Strong bonds between highly engaged workers and their organisations will lead to high productivity and a lower turnover rate. The intention to turnover is negatively correlated with the physical engagement. Physically disengaged workers are prepared to physically withdraw their energies and desire to leave their workplaces. Similar to this, if a worker experiences cognitive disengagement, they will become dissatisfied with their jobs and desire to leave (Shuck et al., 2014). Employees who are emotionally engaged are dependable and give their all at work to accomplish organisational goals. Employees that are highly engaged physically, mentally, and emotionally are therefore extremely dedicated to their companies and have a low intention to leave (Salleh & Memon, 2015). Employees that are disengaged lack adequate drive to pay attention to a job at work. The worker is prompted to look for another workplace as a result.

Research has shown a significant correlation between HRM practises, employee engagement, and intention to leave the company. For instance, a study by Shuck et al. (2014) discovered a bad correlation between involvement and intention to leave. These activities, according to Lee Whittington and Galpin (2010), are significant motivators of worker engagement. In a similar vein, Halbesleben (2010) found a bad correlation between employee engagement and intention to leave. According to Karatepe (2013), work engagement serves as a mediating factor between activities that boost motivation and skill and employees' intention to leave their jobs. Researchers from many fields have also looked into the mediating function of work engagement. A company can increase physical, cognitive, and emotional engagement and encourage employee motivation, output, and retention by using HRM techniques effectively.

The most well acknowledged underlying theory for turnover relationships is SET, which has been widely used to understand the employee-employer relationship (Blau, 2006). (Cropanzano & Mitchell, 2005). The reciprocity principles between an employer and an employee are highlighted by this philosophy. As a result, when firms implement sound HRM procedures, their employees are more committed (Wayne, Shore, & Liden, 1997). These associations between social interchange and higher employee commitment, lower intention to leave, better performance, and greater engagement are held by organisations (Saks, 2006; Shore & Wayne, 1993). Work engagement, according to Juhdi, Pa'wan, and Hansaram (2013), mediates the link between HRM practises and intention to leave. This leads us to the following hypotheses:

H1: Physical engagement mediates the relationship between skill-enhancing practices and turnover intention.

H2 Physical engagement mediates the relationship between motivation-enhancing practices and turnover intention.

H3: Cognitive engagement mediates the relationship between skill-enhancing practices and turnover intention.

H4: Cognitive engagement mediates the relationship between motivation-enhancing practices and turnover intention.

H5: Emotional engagement mediates the relationship between skill-enhancing practices and turnover intention.

H6: Emotional engagement mediates the relationship between motivation-enhancing practices and turnover intention.

Research framework

The conceptual framework for the current investigation is displayed in Figure 1. Through the mediating function of physical, cognitive, and emotional engagement, the study intends to evaluate the influence of skill-enhancing and motivation-enhancing HRM practises on academic staff turnover intention in the public universities of Sindh, Pakistan.
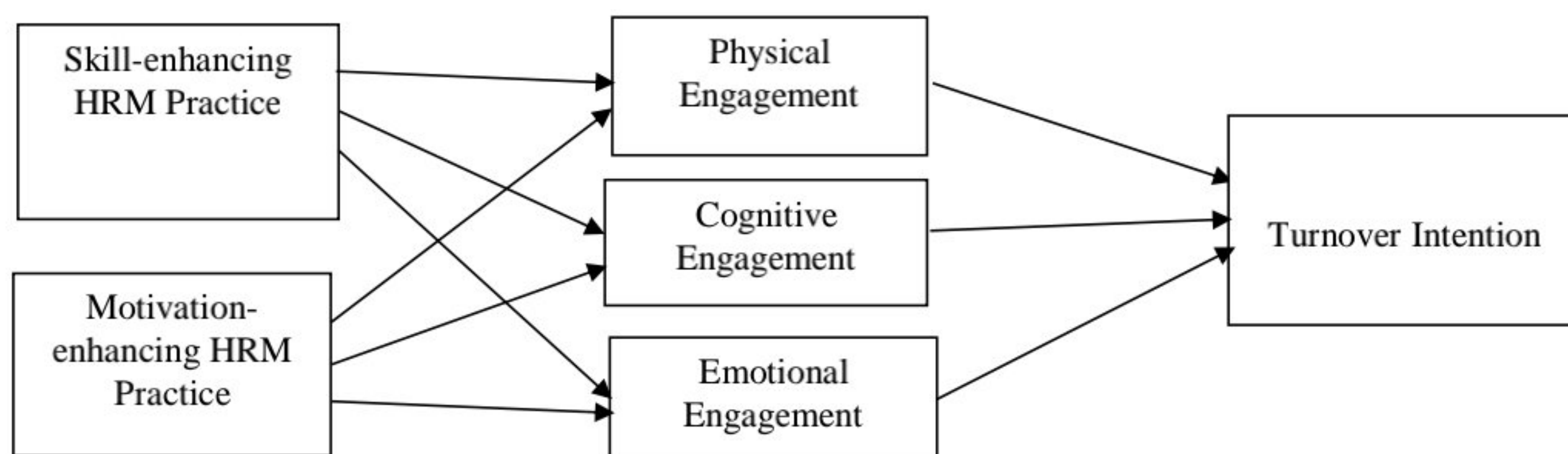

Figure 1. Theoretical framework

Methods
Sample and data collection

The academic staff employed by various public universities in Sindh, Pakistan, was the focus of the current study. Using the judgmental sampling technique, the respondents were specifically chosen to ensure that some of them accurately represented the population. To conduct the study the researcher first contacted to the universities. Out of 23, 16 university administrations had expressed interest in taking part and assist us in data collection. Upon their agreement, the researchers held personal meetings with the registrars of those 16 public universities and gave them a briefing regarding the purpose and advantages of the present research. During the meeting, we ensured them that all academic staff members' comments would be kept private and utilized only for research. The questionnaires were then distributed to the academic staff members in the various departments by the registrars and their representatives. Through the use of power

analysis, the researchers in this work calculated the sample size for structural equation modelling (Hair, Sarstedt, Ringle, & Gudergan 2017). Using power analysis the minimal sample size should be determined using the largest number of predictors in the particular research (Hair, Hult, Ringle, & Sarstedt, 2016). Further, following the recommended rule of thumb developed by Cohen (1992) and further recommendation by Hair et al. (2016), power analysis should be calculated based on 80% statistical power, minimum R^2 value, significance level, and the number of models' predictors. Hence, in the PLS path model for the current study, a minimum sample size of 103 is needed to detect a minimum R^2 value of 0.10; with recommended statistical power of 80% and a 5% significance level. The distribution of 700 surveys, resulted in the receipt and response to 329 of those questionnaires.. Out of the 329 questionnaires, 307 questionnaires were complete and useable, which makes the response rate 43.85% (of a total of 700

questionnaires). In this study, the 307 responses received from the academic staff suggested by Cohen (1992) utilising power analysis to determine the minimal sample size for PLS-SEM analysis, which is above 103.

Respondent profile

Among the 307 sample respondents, the male were 67.4 percent and were and 32.6 percent. According to their age, 19.5 percent of respondents were aged between 21 and 30; 47.1% were aged between 31 and 40; 21.3 percent were aged between 41 and 50; and 10.7% were aged between 51 and 60 (51-60 years). 80 percent of the 307 sample respondents were married, 18.9 percent were single, and 0.3 percent were widowed. Of them, 68 percent had master's degrees, and 32 percent had doctoral degrees. 63.2 percent of the group were lecturers, followed by assistant professors 23.5 percent, associate professors 7.5 percent, and professors 5.8 percent. The demographic breakdown of the respondents is shown in Table 1.

Table 1. Demographic profile of the respondents (n = 307)

Demographic Variable	Category	Frequency	Percentage
Age	Greater than 21- Less than 30	63	20.5
	Greater than 31- Less than 40	146	47.1
	Greater than 41- Less than 50	65	21.3
	Greater than 51- Less than 60	33	10.7
Gender	Male	207	67.4
	Female	100	32.6
Education	Masters	218	71.0
	PhD	89	29.0
Marital Status	Married	248	80.8
	Unmarried	58	18.9
	Divorced	0	0
	Widowed	1	0.3
Designation	Lecturer	194	63.2
	Assistant professor	72	23.5
	Associate professor	23	7.5
	Professor	18	5.8

Measures

All of the study's measures were modified from earlier research, and several had numerous items to better fit the study's setting. The original scales' English language have been kept. This is due to the fact that English is the primary language of instruction at all Pakistani universities. Given this, participants in the study had no trouble answering the questionnaire in English. Additionally, questionnaires in the English language were used in earlier research carried out in Pakistani universities (Arshad & Ameen, 2018; Torlak & Kuzey, 2019). The scoring of all items was created on a five-point Likert scale (1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree).

Measurement of turnover intention: Five items that were taken from Wayne et al. to measure turnover intention were used (1997). 0.89 was the Cronbach's alpha. The sample item consists of, "I often think of quitting the job at this organization."

Measurement of skill enhancing and motivation enhancing HRM practices: Thirteen items, adapted from Tian, Cordery, and Gamble, were used to assess the effectiveness of skill- and

motivation-enhancing HRM strategies (2016). There were six items for practises that would increase motivation, and seven things for practises that would increase skills. Cronbach's alpha of 0.90 indicates a respectable result. The list of practises for improving skills includes, "Only the best employees are hired to work in my organization"; and for motivation enhancing practices, "My pay in this organization is higher than what competitors offer".

Measurement of physical engagement: Five measures of physical engagement were used, taken from Rich, Lepine, and Crawford (2010). An acceptable Cronbach's alpha is 0.899. The sample item consists of, "I work with intensity on my job".

Measurement of cognitive engagement: Four items, taken from Rich et al., were used to gauge cognitive involvement (2010). An acceptable Cronbach's alpha is 0.898. The sample item consists of, "At work, I pay a lot of attention to my job".

Measurement of emotional engagement: Four items were used to gauge emotional involvement; they were adapted from Rich et al (2010). Cronbach's alpha of 0.94 indicates satisfactory results. The sample item consists of, "I am enthusiastic in my job".

Missing value treatment

For the statistical analysis to proceed without further problems, the data were examined for missing values. When a responder unintentionally overlooks a response in the data, researchers must cope with missing data. Due to this, Roberts and Grover (2009) advised closely scrutinising the raw data to prevent missing values. This is due to the fact that the more missing values there are in the data, the greater the likelihood that there will be a statistical power issue or even bias (Acock, 2005). As a result, we followed Hair et al. (2010) advices and used mean imputation to fill

in the gaps in this study's data. With this approach, the mean of all the known values for the specified attributes was used to replace any missing values. All of the variables' means were calculated using the SPSS programme, and missing values were then substituted in the study with their respective means.

Common method variance

Data for both exogenous and endogenous variables in this study were gathered from a single source, which could lead to a common method variance (CMV) issue. The present study carried out a common latent factor test to look for common method bias in SEM utilising AMOS and the SPSS Harman's single factor test for that purpose (Podsakoff & Organ, 1986; Podsakoff et al. 2003). We entered all the constructs into the principal component factor analysis using the SPSS programme and then started the analysis. According to the test results, only one factor, or a restrictive extraction, can account for the variance of 43.14 percent. As a result, the current study is free of typical technique bias. However, in order to confirm the existence of the common method using AMOS, a direct assessment of a latent common method factor was also carried out in light of the criticism that the Harman Single factor test is insensitive (Podsakoff et al. 2003). This method loaded a latent component as well as the theoretical constructions for each item. Since the computed variance (15%) was below the cutoff of 50%, the findings of the common factor method application revealed that there was no discernible common method bias in the data.

Analysis strategy

This study utilised SPSS for data analysis, and descriptive analysis was performed to evaluate the mean, standard deviations, and correlations (Refer to Table 2). The measurement and structural models in this study were both examined using the smart PLS 3.2.7 version.

Table 2. Means, standard deviations, and correlations of all variables in this study

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Age	3.2	0.91											
2. Gender	1.3	0.46	-0.78										
3. Qualification	2.2	0.63	0.90	-.115*									
4. Marital Status	1.1	0.42	-40**	.101	-.014								
5. Designation	1.5	0.89	-36**	.21*	.56**	-.16**							
6. SEP	3.1	0.64	.19**	.062	.052	-.098	.13*						
7. MEP	2.9	0.83	.18**	-.015	.085	-.112*	.042	.37**					
8. PE	3.8	0.80	0.02	.102	-.037	-.143*	-.077	.25**	.12*				
9. CE	3.3	1.30	.16**	.085	-.017	-.15**	.112	.49**	.21**	.64**			
10. EE	3.7	0.80	.16**	.010	.063	-.024	.16**	.51**	.23**	.46**	.76**		
11. TOI	3.2	1.0	-.137*	-.044	.023	.111	-.066	-.33**	-.23**	-.46**	-.66**	-55**	

SEP= Skill-enhancing Practices, MEP= Motivation-enhancing Practices, PE= Physical Engagement, CE= Cognitive Engagement, EE= Emotional Engagement, TOI= Turnover

Results

Assessment of measurement model

The validity and reliability of the questions and constructs were assessed first. Cronbach's alpha and composite reliability (CR) were used to measure reliability. Using factor loadings, composite reliability, and average variance retrieved, convergent validity was evaluated in accordance with the advice given by Hair, Hult, Ringle, and Sarstedt (2014). (AVE). The cut-off value of 0.5 for loadings was applied, as recommended by Hair et al. (2014). The analysis was terminated for any items having loadings less than 0.5.

Additionally, composite dependability based on the suggested value of 0.7 was investigated (Henseler, Ringle, & Sinkovics, 2009). According to Table 3, the overall composite dependability of all constructions was higher than the advised value of 0.7, ranging from 0.828 to 0.961. Finally, AVE values that ranged from 0.548 to 0.859 and surpassed the suggested value of 0.5 were found for all constructions. Thus, our investigation validated the convergent validity of all constructs.

Table 3. Loadings, composite reliability, and average variance extracted

Construct	Type	Items	Loading	Deleted Items	CR	AVE
Skill-enhancing Practices	Reflective	SEP 3	0.827	SEP1 [0.327]	0.910	0.669
		SEP 4	0.852	SEP2 [0.238]		
		SEP 5	0.792			
		SEP 6	0.821			
		SEP 7	0.797			
Motivation-enhancing Practices	Reflective	MEP 1	0.806	MEP4 [0.118]	0.828	0.548
		MEP 2	0.650	MEP5 [0.024]		
		MEP 3	0.796			
		MEP 6	0.698			
Physical Engagement	Reflective	PE 1	0.895	None	0.955	0.808
		PE 2	0.876			
		PE 3	0.936			
		PE 4	0.893			
		PE 5	0.892			
Cognitive Engagement	Reflective	CE 1	0.952	None	0.961	0.859
		CE 2	0.921			
		CE 3	0.941			
		CE 4	0.892			
Emotional Engagement	Reflective	EE 1	0.867	None	0.926	0.677
		EE 2	0.902			
		EE 3	0.801			
		EE 4	0.784			
		EE 5	0.728			
		EE 6	0.843			
Turnover Intention	Reflective	TOI 1	0.856	TOI5 [0.464]	0.948	0.821
		TOI 2	0.930			
		TOI 3	0.937			
		TOI 4	0.917			

Table 4. Discriminant validity- heterotrait-monotrait (HTMT)

Construct	SEP	MEP	PE	CE	EE	TOI
Skill-enhancing practices						
Motivation-enhancing practices	0.501					
Physical engagement	0.337	0.274				
Cognitive engagement	0.569	0.428	0.684			
Emotional Engagement	0.512	0.368	0.501	0.785		
Turnover Intention	0.342	0.359	0.491	0.683	0.567	

SEP= Skill-enhancing Practices, MEP= Motivation-enhancing Practices, PE= Physical Engagement, CE= Cognitive Engagement, EE= Emotional Engagement, TOI= Turnover Intention.

The present study employed Heterotrait-Monotrait (HTMT) criterion to check the discriminant validity of the measurement model (Henseler, Ringle, & Sarstedt, 2015) after convergent validity. To assess discriminant validity, Henseler et al. (2015) suggested two cut-off values of 0.85 and 0.90 for the HTMT criterion. Table 4 shows that all values are

below the critical value of 0.90. Hence, the HTMT criterion supported the discriminant validity of the measurement model.

Testing of mediation effects

A mediating effect is produced when a third construct is intervened between two other related constructs. Table 5 shows the results of hypotheses testing for mediation. In this study, hypotheses H1, H2, H3, H4, H5, and H6 were tested for the mediating role of physical, cognitive, and emotional engagement in the relationship between skill and motivation enhancing HRM practices and turnover intention. Further assessment demonstrated that physical engagement does not mediate the relationship between skill enhancing and turnover intention (β = -0.020, t-value =1.519,

p = 0.104), and motivation enhancing and turnover intention (β = -0.011, t-value = 0.957, p = 0.330). Hence, H1 and H2 were not supported. Furthermore, the results confirm the acceptance of H3 and H4, which shows that cognitive engagement mediates the relationship between skill enhancing and turnover intention (β = -0.129, t-value = 4.037, p = 0.000), and motivation enhancing and turnover intention (β = -0.251, t-value = 7.483, p = 0.000). Moreover, emotional engagement mediates the relationship between skill enhancing practices and turnover intention (β = -0.042, t-value = 2.181, p = 0.000); and emotional engagement does not mediate the relationship between motivation enhancing practices and turnover intention (β = -0.018, t-value = 1.282, p = 0.208). Hence, based on the statistical results, H5 was supported, while H6 was not supported.

Table 5. Hypotheses testing for mediation

Hypo.	Relationship	β value	SE	t-values	P- Values	[LLCI	ULCI]	Decision
H1	SEP -> PE -> TOI	-0.02	0.013	1.519	0.104			Not Supported
H2	MEP -> PE -> TOI	-0.011	0.011	0.957	0.330			Not Supported
H3	SEP -> CE -> TOI	-0.251	0.034	7.483	0.000	0.323	-0.188	Supported
H4	MEP -> CE -> TOI	-0.129	0.032	4.037	0.000	0.196	-0.068	Supported
H5	SEP -> EE -> TOI	-0.042	0.019	2.181	0.000	0.084	-0.010	Supported
H6	MEP -> EE -> TOI	-0.018	0.014	1.282	0.208			Not Supported

TOI= Turnover Intention, SEP= Skill-enhancing Practices, MEP= Motivation-enhancing Practices, PE= Physical Engagement, CE= Cognitive Engagement, EE= Emotional Engagement.

The predictive accuracy and predictive relevance of the reflective model were evaluated by the R^2 and Q^2 values (refer to Table 6). Based on the R^2 value, the combined effect of skill enhancing and motivation enhancing HRM practices explained 10.8% of the variance in the academician's physical engagement. Additionally, skill-enhancing and motivation-enhancing HRM practices explained 30.9% of the variance in the academician's cognitive engagement; while skill-enhancing and motivation-enhancing HRM practices explained 25.9% of the variance in the academician's emotional engagement.

Further, physical, cognitive, and emotional engagement explained 41.5 % of the variance in the academician's turnover intention.

In addition, the study employed the predictive relevance of the reflective model by blindfolding procedure with omission distance D = 7 (Henseler et al., 2009). The Q^2 value > 0 of the reflective endogenous construct represents the predictive relevance. The Q^2 values of physical engagement 0.079, cognitive engagement 0.251, emotional engagement 0.158, and turnover intention 0.322 confirmed the predictive relevance.

Table 6. Predictive relevance (Q^2) and R^2 values of endogenous latent constructs

Exogenous Variable	Endogenous Variable	(R^2) Values	(Q^2 Values)
Skill and Motivation enhancing Practices	Physical Engagement	0.108	0.079
Skill and Motivation enhancing Practices	Cognitive Engagement	0.309	0.251
Skill and Motivation enhancing Practices	Emotional Engagement	0.259	0.158
Physical, Cognitive, Emotional Engagement	Turnover Intention	0.415	0.322

Discussion

In the setting of universities in Sindh, Pakistan, the goal of the research is to investigate the effects of skill and motivation-enhancing HRM practises on turnover intention through the mediating role of work engagement. Unexpectedly, the current study discovered that physical engagement does not operate as a mediator between skill- and motivation-enhancing HRM strategies and employees' turnover intention. Similar results are also shown by Erdil and Müceldili (2014). This suggests that although employees may have a favorable attitude toward their employers, they might not be totally committed to their work. Employees that are disengaged exhibit bad attitudes, prioritize their own interests over those of the company, and put little effort into their jobs. When compared to employees who are engaged, their productivity and bonding with fellows is also poor. (Marrelli, 2011). Disengaged employees are not only dispassionate about their responsibilities but they are also dissatisfied enough to undermine their teammates' efforts (Wildermuth & Pauken, 2008). Organizations should create such skill- and motivation-enhancing HRM practises that boost physical engagement in order to achieve this. Work engagement influences the attitudes and behaviours of employees (Salanova & Schaufeli, 2008). On the other side, the study discovered that the association between skill- and motivation-enhancing HRM practises and turnover intention is mediated by cognitive engagement.

Organizations can promote engagement through the effective use of HRM techniques, which ultimately motivates and maintains the workforce (Ram & Prabhakar, 2011). Additionally, in line with empirical investigations, the results of the current study show that emotional involvement mediates the association between skill-enhancing HRM practises and employees' intention to leave their jobs (Agyemang & Ofei, 2013; Juhdi et al., 2013). Meanwhile, emotional engagement does not mediate the relationship between motivation-enhancing HRM practices and employees' turnover intention. The absence of positive interactions between employees and employers may be the cause of this. When there is a lack of respect and gratitude from the employer, even if the organisations offer greater salary, rewards, and a positive work environment, their employees will leave the organisations. This is due to the fact that the workers will experience emotional disengagement and dissatisfaction. (Yavas, Karatepe, Babakus, & Avci, 2004). Employees will decide to leave an organization if they are regularly treated unfairly at work.

Theoretical implications

The results of this investigation have both theoretical and practical implications. By analyzing the mediating role of employee engagement in the relationship between skill, motivation-enhancing HRM practices, and turnover intention, this study lends credence to earlier studies on HRM practices and turnover

intention. The analysis of work engagement as a mediator in the relationship between HRM practices and turnover intention constitutes the article's primary contribution. To our knowledge, no previous studies in the setting of Pakistani universities have looked into these relationships. The findings show that with cognitive and emotional involvement serving as mediators, skill- and motivation-enhancing HRM practices have a considerable indirect effect on the intention to leave. Positive employee perceptions of HRM procedures would increase engagement and lessen intention to leave the company. Effective HR strategies will increase employee engagement, commitment, and satisfaction, as well as their likelihood of remaining with the company. These findings add to the SET theory, which proposes that a reciprocal relationship can be discovered through a series of interactions between two parties who are under reciprocal obligation and interdependence. According to this study's theory, employees will feel obligated and exhibit a high level of engagement as payment when they believe that their employers are providing adequate socioeconomic resources through HRM practises to ensure their well-being. According to academic research, HRM practises can be seen as a crucial input to processes of social and economic exchange. (Snape & Redman, 2010). Emphasizing SET, this study theorizes that employees will feel obligated if they believe that the company is providing appropriate socioeconomic resources through HRM procedures to assure their well-being. In return, they will give a high level of physical, cognitive, and emotional engagement and reduce turnover intention (Shah & Beh, 2016). The study is providing additional empirical evidence to the growing body of literature on skill-enhancing and motivation-enhancing HRM practices, turnover intention, work engagement, and SET from the perspective of academic staff working in public universities in Sindh, Pakistan.

Practical implications

From a practical standpoint, the current study offers encouraging recommendations for the universities in Sindh, Pakistan, the Higher Education Commission (HEC) of Pakistan, and other relevant authorities and institutions to establish a working environment that encourages work engagement among their employees and reduces the intention to leave. The findings of this study have demonstrated a strong indirect impact of skill and motivation-enhancing HRM practises on the intention to leave the workforce via cognitive and emotional engagement as mediators. Employee engagement is higher when they have a favourable opinion of the HRM methods that improve their skills and motivation. Kahn (1990) discovered that the lack of three psychological factors—meaningfulness, safety, and availability—encouraged disengagement from work. However, when these circumstances are present, people are more likely to be engaged. According to Kahn, how people perceive the resources, rewards, and promises they receive influences their level of commitment. In order to prevent employees with low engagement from falling into the disengagement category, top-level management is essential (Wollard, 2011). Employees who are disengaged work to fulfil personal needs; as a result, they do not want to be at work and exhibit bad attitudes. Therefore, administrators must create duties, regulations, and processes that will boost employee dedication, as well as efficient hiring practises that will draw in the best candidates. When workers are given equal chances and the chance to communicate with management, their level of commitment rises. These are some examples of techniques that can be used in businesses to boost staff morale, which in turn affects how committed they are to sticking with their employers.

Limitations and directions for future research

This study has a few restrictions. First, the cross-sectional nature of the research design restricts the findings to cause-and-effect

correlations. Additionally, participants' attitudes, emotions, and views were only gathered once. To anticipate behaviours over time, longitudinal analysis can be used in future study. Second, we polled academic staff members about their opinions of HRM procedures, workplace engagement, and intention to leave. As a result, self-reporting may inflate the results, leading to common method variance (CMV). Third, the data were only gathered from full-time academic staff members employed by Pakistan's Sindh state universities. As a result, the findings are limited to a single province and cannot be applied to all of Pakistan's provinces. Therefore, it is advised that future research do a national-level analysis covering all private and public universities, as well as other sectors like banking and business industries in Pakistan. Fourthly, only academic staff members were used to collect the data. Therefore, data from all employees can be used as the basis for future study (i.e., executive directors, human resource managers, supporting staff, etc.). The impact of knowledge management and talent engagement in the relationship between skill- and motivation-enhancing activities and turnover intention was also not examined in this study. Future research should therefore take into account the function of knowledge management and talent engagement as mediators to correlations between practices for developing skills and motivation and turnover intention.

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