

A STUDY ON THE IMPACT OF LEADER BEHAVIOURS ON EMPLOYEE TURNOVER INTENTIONS

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ABSTRACT

This research analysed academic staff at Malaysian polytechnics. The researcher conducted a study to determine the existence of a significant correlation between leadership empowering behaviour and the turnover intention to quit. The researcher suggested several research questions. Firstly, Leadership Empowering Behaviour has a significant impact on psychological responses (job satisfaction and job performance). Secondly, determine the impact of job satisfaction and job performance on turnover intention. Third, investigate the effect of psychological reactions on the empowerment of leaders and their turnover intentions. SPSS and SmartPLS3 were used to analyse the questionnaire data from 376 respondents. The researcher devised a study method that focuses on enhancing leadership behaviours such as empowerment, psychological reactions, and turnover intention. Employee empowerment has a positive relationship with job satisfaction and job performance. Job satisfaction and performance serve as a buffer between Empowering Leadership Behaviour and turnover intention. The findings of this study have the potential to have a significant impact on Malaysia's polytechnics by serving as a baseline for progress.

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1. INTRODUCTION

Malaysian polytechnics are competing with the global world for advancement. Resignation intentions were found to be disregarded by human resource management in this research. Leadership was the critical factor here instead. Leaders' role in shaping employees' work experience factors influences employees' attitudes and loyalty to the organization (Klerk & Stander, 2014; Chan & Mak, 2014). Once there is a feeling of belonging to the company, this encourages commitment and drives the desire to resign (Albrecht & Andreetta, 2011). Feelings of ownership at work improve job satisfaction and productivity (Schyns & Wolfram, 2008; Buech, Michel, & Sonntag, 2010). Job performance and job satisfaction are the psychological elements that function as mediators in this study. An organisation's motivational policies and practices are required to promote desired behaviours in individuals, teams, and organisations (Campbell, Campbell, & Chia, 1996; Van Knippenberg, 2000; Reis & Peña, 2001; T. M. Peterson, 2007;). In terms of job performance, the discipline of psychology concerned with the workplace is also included in human resource management. This study aims to ascertain the factors that contribute to faculty members' intent to resign from the Malaysian polytechnics. The study looked at relationships with Leadership Empowering Behaviour as a dependent variable. While job satisfaction and job performance act as mediator, the turnover intention acts as the dependent variable. This study will investigate the role of leadership in influencing turnover intentions among Malaysian polytechnic academic personnel. Source: Police Diary, 2017

2. LITERATURE REVIEW

A leader influences, motivates and enables others to participate in the effectiveness and success of the company, using goals and a vision (Robbins & Judge, 2015). Srivastava, Bartol, and Locke (2006) report that while a range of leadership behaviours have been researched, leaders' empowering behaviours have had a substantial influence. Konczak, Stelly, and Trusty (2000) defined six elements of behavioural empowered leadership as follows: 1. Delegation of authority occurs when leaders empower and share information and knowledge with followers, allowing them to contribute fully and make significant organisational decisions. (Hakimi, Van Knippenberg, & Giessner, 2010). 2. Accountability for the results (Accountability for outcomes). Leaders place a premium on the redistribution of authority and the assignment of additional responsibilities to their subordinates. 3. They are accountable for the outcomes (Konczak et al., 2000; Hakimi et al., 2010). 4. Allowing and including subordinates in the problem-solving process (Konczak et al., 2000; Van Dierendonck & Dijkstra 2012) is termed self-directed decision-making (Mills, Fleck, & Kozikowski, 2013). 5. Managers communicate with employees, and employees communicate with various others. (Konczak et al., 2000; Arnold, Arad, Rhoades, & Drasgow, 2000; Pearce &

Sims, 2002). 6. Skill development and coaching (coaching) for inventive performance, in which leaders create opportunities for subordinates to receive training and improve their talents (Konczak et al., 2000; Pearce & Sims, 2002). Cameron, Mora, Leutscher, and Calarco (2011) also state that human capital development is one of the good practices that must be implemented to be productive for an organisation.

Employee intention to quit is a strong predictor of future behaviour and resignation (Schmidt, & Hayes, 2002; Carmeli & Weisberg, 2006; Harter; Park & Kim, 2009). Staying or leaving an organisation is a part of an employee's behavioural decision-making process and one of the human resource manager's ongoing challenges (Mano-Negrin, 2001). Every organisation faces layoffs; some employees leave of their own volition. Layoffs impose additional costs on the organisation, such as resignation, recruitment, and selection. Several studies have been published on this topic (Waldman et al., 2004; Addae et al., 2006; Iqra et al., 2014;). When employees are dissatisfied with their jobs, and organisations lack trust in them, their resignation intentions become stronger, they leave the organisation, and their work duration is reduced (Jeffrey, 2007). The evidence is conclusive that a strong and consistent intention to resign is associated with voluntary resignation (Dalessio, Silverman, & Schuck, 1986; Griffeth & Hom, 1988; Mathieu & Zajac, 1990). Researchers discovered that the strongest predictor of actual resignation is the intention to quit, or that the intention to quit remains the strongest predictor of actual resignation (Mowday, Porter, & Steers, 1982; Hendrix, Robbins, & Summers, 1999). The intention to resign is critical to the organisation's stability, productivity, and high costs (Firth et al., 2004; Siong et al., 2006). Organizations can benefit from an understanding of and control over the factors that contribute to employee layoffs and associated costs. (Du Plooy & Roodt, 2010).

Six scales to measure turnover intention (Alienation, Helping Behavior, Burnout Inventory, Work Engagement, Task Performance (Assignments) and Work-based Identity) were used in a study conducted by Bothma and Roodt (2013). *Alienation* in the workplace refers to employees who may be unable to meet their social needs (Nasurdin, Ramayah, & Kumaresan, 2005) and disconnect between their perceptions of objective work conditions and their specific interests, such as values and ambitions (Nasurdin, Ramayah, & Kumaresan, 2005). According to Mendoza & Lara, (2007) *Helping behaviour* refers to voluntary actions taken to assist others, with or without consideration of rewards. Helping behaviour is a form of prosocial behaviour (voluntary action taken to assist or benefit another person or group of people, such as sharing, advising, rescuing, and helping) (Eisenberg & Mussen, 1989; Siegler, 2006). According to Podsakoff, MacKenzie, Paine, and Bachrach (2000), helping behaviour can be conceptualised in various ways, including generosity, peacemakers, cheerleaders, and interpersonal helping. *Burnout* is a type of psychological stress. Job burnout is defined by fatigue, a lack of enthusiasm and motivation, feelings of ineffectiveness, and may even include an element of frustration because of decreased workplace effectiveness (Ruotsalainen, Verbeek, Mariné, & Serra, 2014). *Task performance* can be defined as the incumbent's efficiency in carrying out activities that contribute to the technical core of the organisation, either directly or indirectly through the provision of required materials or services (Borman & Motowidlo, 1993). *Work Engagement* is defined as "the self-utilisation of organisational members for their assigned work roles: during an engagement, an individual performs work and expresses themselves physically, cognitively, emotionally, and mentally while performing the assigned role" (Kahn, 1990). *Work-based Identity* (Task-Based Identity) refers to self-concept-based work that incorporates organisations, jobs, and other identities that shape the role and behaviour of a person who practices work (Charon, 1992). They are necessary because identity "indicates what one should do, think, and feel" (Ashforth & Kreiner, 1999).

Several meanings have been applied to the concept of job satisfaction or employee satisfaction. Job satisfaction describes how a person feels about a specific job. Affective reactions are a result of individuals making comparisons between their own lives and those of people who are desired, expected, or entitled (Oshagbemi, 1999). Some say it is all about the work, how one feels about it, e.g., whether they enjoy the task, the type of work, and their supervisor's direction (Spector, 1997). Additionally, research shows that people with varying attitudes toward their work (affective job satisfaction) have varying levels of job satisfaction. On the other hand, people with varying cognitive viewpoints about their work (cognitive job satisfaction) have similar levels of job satisfaction (Moorman, 1993). The type of job satisfaction, called intrinsic or extrinsic, can be further divided into internal or external (Ivancevich, Konopaske, & Matteson, 2008). Intrinsic resources, such as attitudes, are largely determined by the individual characteristics of the person. The environment outside of the organisation (including the climate of the workplace) influences the source that an organisation depends on. Economists favour theories based on external sources, even if they are talking about different terms. Intrinsic sources are more common in the social sciences (Luchak, 2003). Smith, Kendall, and Hulin (1969) developed the Job Descriptive Index (JDI) to measure job satisfaction. This measure has a demonstrated history of reliability and validity, which was why the Job Descriptive Index was selected. The Job Descriptive Index has been created to measure job satisfaction by taking into consideration 5 factors: employment, salary, promotion, supervision, and co-workers.

Job performance evaluation is the process of determining whether an individual is performing satisfactorily. Job performance is a subfield of industrial and organisational psychology (a subfield of psychology concerned with work-related issues) and human resource management. Job performance is defined as the total value derived from an employee's behaviour over a specified period (Motowidlo, Borman, & Schmidt, 1997). Achievement is a critical criterion for determining the success of an organisation (Rotenberry & Moberg, 2007). The distinction between performance and motivation refers to performance as the result of evaluating a person's behaviour to determine their good and bad performance on a task. In contrast, motivation

is one of the variables that affect an employee's performance at work. (George & Jones, 2007). Job satisfaction is also included in job satisfaction performance, but it is still contingent upon the level of intrinsic and extrinsic outcomes (Ivancevich et al., 2008). A significant factor in organisational behaviour research is to know how job performance influences company success. Employees must perform well for an organisation to succeed (Colquitt, LePine, & Wesson, 2010). Welbourne, Johnson, and Amir (1997) developed the Role-Based Performance Scale to measure job performance. It was selected for this position because previous research has demonstrated its reliability and effectiveness in measuring job performance. The purpose of the Role-Based Performance Scale is to provide insight into the five aspects of work: employment, career, innovation, team spirit, and organisational welfare.

The framework for this study is based on the Leadership Empowerment Behavior Theory, which is divided into six dimensions introduced by Konczak et al., (2000): delegation of authority (distribution of power), accountability for outcomes (accountability of work results), self-directed decision making, and information sharing. Assume that treating employees and subordinates well and involving them in decision-making will result in a good internal reputation. In that case, organisational leaders must employ professional communication at all levels and engage employees in strategic, interactive, empowering, democratic, and relationship-oriented behaviours (Rita Men & Stacks, 2013). Supporting a leader enables him or her to strengthen the positive relationship between transformational leadership and employees and to unleash previously untapped levels of creativity. (Cheung & Wong, 2011). According to previous research, job satisfaction and affective commitment would be considered reasons for resignation (Griffeth, Hom, & Gaertner, 2000). The intention to stay or leave a job is now commonly recognized as the final and most cognitive phase in the voluntary resignation decision-making process, and it is also the most difficult to determine (Lambert, Hogan, & Barton, 2001). Jones, Katak, Futrell, and Johnston (2001) discovered that behavioural leadership influences job satisfaction both directly and indirectly, influencing both intentions to leave and actual resignations. Employment satisfaction is defined by the attitude and task of an employee, such as the preference to supervisors (Van Dick et al., 2004). Dewettinck and Ameijde (2011) discovered a strong direct relationship between the empowerment behaviours of leaders and employee attitudes in a study. The study showed leaders' crucial role in shaping an organization's attitudes to facilitate transformation, in particular work satisfaction. Leaders have a crucial role in moulding the work experiences of employees through encouraging employee attitudes and hence loyalty to the organisation (Klerk & Stander, 2014; Chan & Mak, 2014). If feelings of belonging to the organisation result in motivation, there will be a higher level of commitment, which will influence the intention to resign (Albrecht & Andreetta, 2011). Employees take ownership of the organization's feelings, which improves job satisfaction and performance (Schyns & Wolfram, 2008; Buech et al., 2010). As a result, the dependent variable is the turnover intention.

Edwin R. Locke's (1976) Range of Affect Theory is a job satisfaction model because it serves as a mediator of job satisfaction. This theory emphasises satisfaction as a function of "what approach implies that individuals differ in their proclivity to be satisfied with their jobs" (Staw, Bell, & Clausen, 1986). This is a significant explanation for job satisfaction because it is consistent over time and throughout a career and employment (Staw & Cohen-Charash, 2005). Individuals who do not fulfil their responsibilities will experience anxiety and regret. Additionally, they will feel insignificant because they will not live up to their expectations and aspirations.

Next, the researcher cited Goal Setting Theory and prior research on job performance, implying that job performance and satisfaction are contingent on employee goal orientation (Van Yperen & Janssen, 2002). It is believed that goal orientation establishes a framework with distinct cognitive perceptions, i.e., how people approach, perceive and respond to circumstances of achievement (Van Yperen, 2003). Target-oriented employees can be eager to discuss and learn new ways to regularly deal with challenges and opportunities in their work with their managers. This action can assist employees in achieving their abilities and skill development objectives (Janssen & Van Yperen, 2004). As a result, employees and supervisors rely on one another for support and loyalty, sharing critical information and models of trust, respect, and accountability (Graen & Uhl-Bien, 1995; Howell & Hall-Merenda, 1999). Each employee who develops a unique social relationship with his or her supervisor, as well as the quality of their opinion exchange, has a positive effect on job performance and task attitudes (Janssen & Van Yperen, 2004; Fluegge-Woolf, 2014). The quality of supervisor-follower relationships has a greater influence on follower performance than the quality of supervisor-follower relationships (Chen, Lam, & Zhong, 2010; Sue-Chan, Chen, & Lam, 2011). As such, an organisation acknowledges the manager's or managers' role as internal mentors (Latham, Almost, Mann, & Moore, 2005). Coaching is critical because it can help individuals develop their interpersonal abilities (Kearns, 2006). Thus, leadership behaviour and coaching are defined as assisting employees in developing their own strategies for personal performance improvement and growth (Hackman & Wageman, 2005; Bakker & Demerouti, 2007; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009; Sue-Chan et al., 2011). To explain the mediating factors, this performance theory is applied to the relationship between each of the variables in this study.

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The researchers constructed the theoretical framework of the study, which served as the basis for the research hypothesis, because of the theories addressed. Figure 1 shows the theoretical framework for this study.

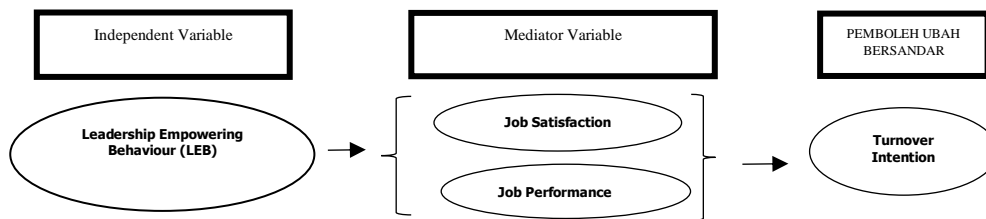


Figure 1.
Theoretical Framework of the Study

The following hypotheses are formulated considering the evidence discussed previously:

- Hypothesis 1: Leadership Empowering Behaviour has a positive relationship with Job Satisfaction.
- Hypothesis 2: Leadership Empowering Behaviour has a positive relationship with Job Performance.
- Hypothesis 3: Job Satisfaction has a negative relationship with Turnover Intention.
- Hypothesis 4: Job Performance has a negative relationship with Turnover Intention.
- Hypothesis 5: Job Satisfaction is a mediating factor between the relationship between Leadership Empowering Behaviour and Turnover Intention.
- Hypothesis 6: Job Performance is a mediating factor between the relationship between Leadership Empowering Behaviour and Turnover Intention.

3. METHODOLOGY

3.1 Research Design

The positivist paradigm, empirical epistemology, and quantitative methodology are all incorporated into this study. The primary reason for using positivist studies in this study is that experts have conducted them in this field. Remenyi et al., (1998) proposed a methodological framework based on previous studies' findings that provides researcher with a strong expectation that the phenomenon will occur in the real world, allowing the researcher to develop a model or paradigm. As a result, the variables are known, and theories support the research conducted in this study. The study used a cross-sectional design and collected data over time. The data gathered using a series of questionnaires distributed electronically. Methods of distribution and collection have chosen to mitigate interviewer bias and the effects of social well-being and maximise respondents' benefits by completing surveys at their convenience (Langley and Kypri, 2011). Officers from various polytechnics' Innovation and Commercial Research Units (UPIK) aided in distributing and collecting questionnaires. In comparison, the electronic survey method is advantageous because it directly and quickly reaches the targeted respondents. One week was allotted for respondents to complete and return the survey questions. The researcher used questionnaires as the primary instrumentation for answering the questions posed. The questionnaire form distributed to the sample consisted of five parts: part A related to the sample's demographics, part B (Leadership), part C (Job Performance), part D (Work Motivation), and part E (Turnover Intention), which is a Likert scale ranging from 1 to 5. This application is also supported by Chua Yan Piau (2006), who stated that the Likert scale (1- 5) is widely used nowadays. Using a scale of two to seven allows for better quality data and more options for analysis (Mohamad Najib, 1999). A scale of one represents strongly disagreeing; scale two disagrees; scale three is uncertain; scale four agrees, and scale five strongly agrees. At the same time, the scale is used for part A of the Ordinal and Nominal scales.

3.2 Sample

The population of this study, conducted by academic staff at a Malaysian polytechnic, was 7426 people (e-SIS, 2016). The researcher employed a probability sampling technique that involves selecting stratified random sample subjects (stratified). In Malaysia, polytechnics are Premier, Conventional, and METro (Maximizing Education and Training Opportunities) polytechnics. According to the sample size determination table, Krejcie and Morgan's (1970) table, the sample size could be 7426 people. Between 364 and 367 people were included in the sample (Sekaran and Bougie, 2009). The researcher used the probability sampling method to obtain the desired sample size, randomly selecting sample subjects at a 3: 2: 1 ratio.

3.3 Data Analysis

The data was analysed using two Anderson and Gerbing-recommended measures (1988). Before the structural and interaction model effects emerge to test the study hypotheses, models measuring invalidity and unidimensionality are required. The data were analysed using Partial Least Squares (PLS), a technique for modelling structural equations that use essential components (Chin, 1998). PLS is an excellent choice for this study. PLS can model complex structural equations containing 50 or more constructs (Chin, 2010). Second, it is conducive to theory development (new variables added to theory). Third, it is predictive and thus does not require many additional sample sizes for simple modelling techniques (Urbach and Ahlemann, 2010).

4. RESULTS AND ANALYSIS

4.1 Respondents Characteristics

The researcher analyse data obtained from questionnaires distributed to randomly selected samples using quantitative methods. The data will be analysed using SPSS and SmartPLS 3. Following data entry, a total of 376 questionnaires were eligible for use in this study. The frequency of respondents in this study is shown in Table 1.

Table 1
Profile of Respondents

Variable (N = 376)	Frequency (N=376)	Percentage (%)
Polytechnic Serving		
Premier Polytechnic	67	17.8
Conventional Polytechnics	291	77.4
METro Polytechnic	18	4.8
Gender		
Men	137	36.4
Women	239	63.6
Age		
20 - 30 years	37	9.8
31 - 40 years	213	56.6
41 - 50 years	100	26.6
51 - 60 years	26	6.9
Marriage status		
Single	48	12.8
Married	320	85.1
Widow/Widower	8	2.1
Higher Education Level		
Diploma	13	3.5
Bachelor's Degree	184	48.9
Master	165	43.9
Ph.D	14	3.7

The method used in this study is the Hierarchical Components Approach. Additionally, this method is referred to as the Repeated Indicator Approach (Wold, 1982). This is the most frequently used technique for estimating high-level constructs with SmartPLS software. De Battisti et al., (2014) and Becker et al., (2015) are two previous studies that used this method. All first-order factors are directly proportional to second-order factors (Wetzels et al., 2009). Each construct's indicators are repeated on the second level construct. All latent variables were modelled as formative measures in this study. Hair et al. proposed several statistical criterion measurements for evaluating formative measures. Table 2 shows the summary results of the Measurement Results for the Formative Construct.

Table 2
Summary of Measurement Results for Formative Constructs

Constructs			Item	Convergent	Weights	VIF	T-value Weights	T-value loading	P-value Weights	P-value Loading
Leadership (KMG)	Empowering	Behaviour	Distribution of Power (KAK)	0.706	0.392	2.468	3.034**	20.763**	0.001	0.000
			Accountability (KBK)		0.294	3.951	2.758**	27.506**	0.003	0.000
			Self-Decision (KK)		0.138	2.775	1.255	17.214**	0.105	0.000
			Sharing information (KKK)		0.042	4.211	0.752	23.896**	0.226	0.000
			Skills Development (KPK)		0.242	3.411	2.663**	31.979**	0.004	0.000
			Coaching (KPM)		0.047	4.025	0.027	21.443**	0.489	0.000
Job Satisfaction (KK)			Rank (KPkgt)	0.669	0.084	3.522	1.471	25.264**	0.071	0.000
			Work (KPkj)		0.213	2.729	3.389**	20.900**	0.000	0.000
			Supervision (KPSn)		0.425	2.824	4.448**	25.574**	0.000	0.000
			Colleagues (KRS)		0.388	1.502	4.082**	12.765**	0.000	0.000
			Salary (KG)		0.103	1.554	1.745	11.994**	0.041	0.000
Job Performance (PK)			Innovator (PI)	0.658	-0.039	2.053	0.302	7.989**	0.382	0.000
			Career (PK)		0.277	2.421	2.764**	16.091**	0.003	0.000
			Organization (PO)		0.162	2.628	1.553	15.085**	0.061	0.000
			Work (PP)		0.232	1.540	3.718**	11.014**	0.000	0.000
			Team Spirit (PSB)		0.548	2.653	4.898**	23.628**	0.000	0.000
Turnover Intention (NMJ)			Burnout Inventories (NMBO)	0.759	0.132	1.311	2.608**	3.852**	0.005	0.000
			Helping Attitude (NMHB)		0.381	1.227	3.746**	7.368**	0.000	0.000
			Isolation (NMJA)		-0.015	1.431	0.531	5.633**	0.298	0.000
			Task Performance (NMTP)		0.007	1.877	0.966	10.597**	0.167	0.000
			Identity Based Assignments (NMWB)		0.549	1.908	6.919**	23.491**	0.000	0.000
			Work Involvement (NMWE)		0.295	1.899	3.852**	19.503**	0.000	0.000

The method used in this study is the Hierarchical Components Approach. Additionally, this method is referred to as the Repeated Indicator Approach (Wold, 1982). This is the most frequently used technique for estimating high-level constructs with SmartPLS software. De Battisti et al., (2014) and Becker et al., (2015) are two previous studies that used this method. All first-order factors are directly proportional to second-order factors (Wetzels et al., 2009). Each construct's indicators are repeated on the second level construct. All latent variables were modelled as formative measures in this study. Hair et al. proposed several statistical criterion measurements for evaluating formative measures. Table 2 summarises the results of the Formative Construct Measurement. Convergent validation employs Chin's (1988) redundancy analysis to quantify formative validation. According to Table 2, the path coefficient of formative measurement is 0.759, which is greater than 0.7. (Hair et al., 2013). Leadership Empowering Behavior, Job Satisfaction, and Job Performance all have path coefficient values of 0.706, 0.669, and 0.658, respectively. A value of 0.6 is acceptable if the study is natural exploratory in nature (Hair et al., 2013). Each indicator's multicollinearity assessment ensures that the Variance Inflation Factor (VIF) does not exceed 0.5. Thus, collinearity is not greater than the critical level for each formative construct (Hair et al., 2013). Finally, assess the importance and utility of formative indicators. The bootstrapping results must indicate whether the outer weight of each formative cue is significant or not. According to Hair et al., (2013), even if an indicator is insignificant, it can be retained if its validity content (outer loading) is significant; otherwise, no item is eliminated. As a result, it can be concluded that all study constructs are adequately measured. Figure 2 depicts the framework for the second stage construct measurement model.

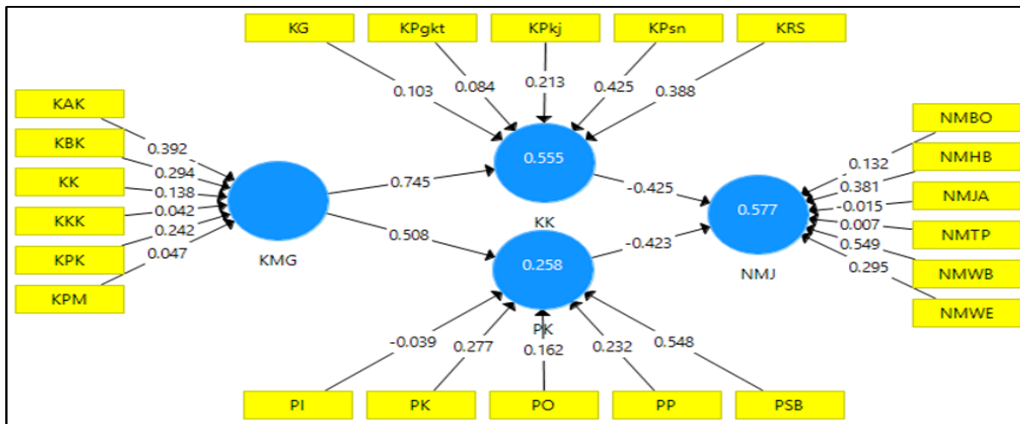


Figure 2
Framework of the Second Stage Construct Measurement Model

Following the measuring model analysis, this section evaluates the structural model to determine the direct effect. Duarte and Raposo (2010) define structural models as "research hypotheses built on the linkages in the study model between latent variables." By assessing the direct relationship between the study variables, the validity of the structure model is determined. Bootstrap analysis was performed to assess the statistically significant route coefficients. Sharma and Kim (2013) define bootstrapping as non-parametrically inferential, non-distributional statistical procedure. Re-sampling 500 samples is a standard recommendation when estimating a parameter using the bootstrapping method (Chin, 1998). As a result, the bootstrapping method used 500 resamples to determine the significance of the regression coefficients in this study.

Table 3
Summary of Path Coefficients and Hypothesis Tests for Direct Relationships

Hypothesis	Relationship	Beta	SE	T-Value	P Values	Results
H1	(KMG ->KK)	0.745**	0.039	18.996	0.000	Supported
H2	(KMG -> PK)	0.508**	0.066	7.752	0.000	Supported
H3	(KK -> NMJ)	-0.425**	0.079	5.396	0.000	Supported
H4	(PK ->NMJ)	-0.423**	0.074	5.679	0.000	Supported

Note: *t-values* > 1.65*(p<0.05); *t-values* > 2.33** (p<0.01)

According to Table 3, the R² value for Job Satisfaction is 0.555, indicating that Leadership Empowers Behaviour accounts for up to 55.5 % of the variance. Further examination revealed that R² was significant and that its value was enormous. Cohen (1988) defined 0.02 - 0.12 as weak, 0.13 - 0.25 as moderate, and 0.26 and above as large. For Leadership Empowering Behaviour, there is a statistically significant positive relationship between Job Satisfaction (KK) and Job Satisfaction (KK β = 0.745, P0.01). Simultaneously, the R² for Job Performance is 0.258, indicating a variance of up to 25.8 percent in Leadership Empowering Behaviour. The relationship between Leadership Empowering Behaviour and Job Performance (PK) is significant: β = 0.508, P0.01. Finally, the R² value for Turnover Intention is 0.577, indicating that Job Performance and Job Satisfaction vary by a combined 57.7 %. Job Satisfaction (KK) also has a statistically significant relationship with Turnover Intention (NMJ): β = -0.425, P0.01. Additionally, Job Performance (PK) has a statistically significant relationship with Turnover Intention (NMJ): β = -0.423, P0.01.

Table 4
Summary of Mediation Effect Results

Hypothesis	Relationship	Flow a	Flow b	Indirect Effects	SE	<i>t-value</i>	Confidence Interval		Results
							95% LL	95% UL	
H5	KMG->KK->NMJ	0.745	-0.425	-0.317	0.01809	-17.502	-0.352	-0.281	Supported
H6	KMG->PK->NMJ	0.508	-0.423	-0.215	0.01265	-16.989	-0.240	-0.190	Supported

Based on the summary of the mediation results in table 4, hypotheses H5 and H6 meet the conditions needed to build a mediation relationship; that is, it has proven a significant indirect relationship. Bootstrapping analysis showed that the indirect effect of KK for KMG on NMJ showed a significant value of β = - 0.317 with a value of t = - 17.502. The confidence interval values (95% LL -0.352 and 95% UL - 0.281) were found not to cross the value of 0. Thus, it can be concluded that the

mediating effect is significant for H5. At the same time, the indirect effect of PK for KMG on NMJ showed a value of $\beta = -0.215$ with a significant value of t value = -16.989 . The confidence interval values (95% LL 0.240 and 95% UL 0.190) were found not to cross the value of 0. Thus, it can be concluded that the mediating effect is significant for H6.

5. DISCUSSION AND CONCLUSION

5.1 Discussion

The researcher used the instrumentation developed by the original researchers, Konczak, Stelly, and Trusty (2000), to measure Leadership Empowering Behavior. Whereas job satisfaction is measured in this study using the same items as in a previous study conducted by May-Chiun Lo et al. (2013). According to previous research, leadership is positively associated with job satisfaction (Liden et al., 2008). Employees' trust in a leader's authority influences job satisfaction (Iverson et al., 1996; Costigan et al., 1998; Spence-Laschinger et al., 2001; Dirks and Ferrin, 2002; Bartram and Casimir, 2007). Jones et al. (2001) It has shown that leadership behaviour affects employment happiness both directly and indirectly. Employment happiness is determined by the attitudes and the tasks of an individual, such as preference for quality above supervisor support (Van Dick et al., 2004). Dewettinck and Ameijde (2011) discovered a strong direct relationship between the empowerment behaviours of leaders and employee attitudes in a study. The study highlighted the key function of management in moulding attitudes of employees, especially job satisfaction, in facilitating transformation for an organisation. Leaders play a critical role in shaping employees' work experiences by nurturing employee attitudes and, as a result, employee loyalty to the organisation (Klerk and Stander, 2014; Chan and Mak, 2014). This is where loyalty will exist if the organisation owns feelings, directly increasing satisfaction (Schyns and Wolfram, 2008; Buech et al., 2010).

The results of this study show an important connection between job satisfaction and leadership empowerment. As a result, the H1 hypothesis is accepted and backed up. According to Korthuis-Smith (2002), This trust component is intimately linked with participatory leadership, management, subordinate decisions, organisational support and feedback on performance, and possibilities for improvement. The belief theory elucidates the critical role that belief plays in organisational effectiveness (Nyhan, 1997; Shockley-Zalabak et al., 2000). In addition, trust has an impact on job satisfaction, organisation's dedication, the desire to depart, confidence in internal leaders' knowledge and devotion to results. (Iverson et al., 1996; Costigan et al., 1998; Dirks and Ferrin, 2002; Spence-Laschinger et al., 2001; Bartram and Casimir, 2007). Between leaders and employees among academic staff in Malaysia, dimensions of trust may exist, resulting in satisfaction with having a positive relationship with Behavioural Empowerment Leadership.

The results of this study show an important association between leadership and employment performance. The results of this study demonstrate a strong link between leadership and job performance (Zaccaro et al., 2001; Liden et al., 2008). Team leaders or supervisors who empower leadership have a beneficial effect on shared leadership development, which has a beneficial effect on performance (Tuuli et al., 2012; Fausing et al., 2013; Lee et al., 2014). Managers or leaders can improve organisational performance indirectly by instilling followers' trust in the information conveyed by the leader (Joseph and Winston, 2005; Errol and Bruce, 2005). Even skills development (skills development) and coaching (coaching) for innovative performance, in which leaders provide opportunities for subordinates to receive training and improve their skills (Konczak et al., 2000; Pearce and Sims, 2002). A Supervisory appraisal is critical to achieving a higher level of organisational trust through performance (Daley and Vasu, 1998). This statement supports the connection between performance and trust by examining how leaders build trust in organisations by clarifying their positions, positioning themselves, and consistently carrying out specific directions (Northouse, 2001; Bartram and Casimir, 2007; Toor and Ofori, 2009). Indeed, (Spreitzer et al., 1999; Leavy, 2005; Slitten et al., 2011; Raffay, 2011) discovered that supervisors who practise empowered leadership are more innovative, influential, and inspiring. Previous research highlights support the findings of this study, most notably Wong Humborstad et al (2014) assertion that insufficient empowerment of these employee behaviours has a negative or limited—or no—effect on individuals' job roles and performance. Leaders' role in empowering employees' behaviour influences employee performance.

In this study, the measurement of job satisfaction adopted the items used in the previous study by May-Chiun Lo, et al., (2013). While the intention to resign is the item used in this study, it was formed by the researchers based on the measurements used by previous researchers from the study of Bothma and Roodt (2013). The study results demonstrate an important association between job satisfaction and the desire to quit. Therefore, the H3 hypothesis is accepted and supported. Job satisfaction was measured using the same items as in a previous study by May-Chiun Lo et al. (2013). While the intention to quit was the item used in this study, it was constructed by the researchers using measurements from the Bothma and Roodt study (2013). The conclusions of this study show that the association between work satisfaction and resignation intentions is considerable. As a result, the H3 hypothesis was accepted and backed up.

This has indirectly backed up previous research. Additionally, researchers stated that job satisfaction measures differ according to a person's preference for measuring feelings about work (affective job satisfaction) or cognition about work (cognitive job satisfaction) (Thompson and Phua, 2012). (Moorman, 1993). If an employee agrees to perform the job and possesses the necessary skills, the job should improve employee satisfaction and productivity while decreasing absenteeism and layoff appointments (Bennett, 1978). According to Joo (2010), layoff appointments are necessary if employees are dissatisfied with the organization's policies, the organizational learning culture, and the quality of leader-employee

relationships. The primary cause of work design is, as Bingham (1978) points out, forbearance and absenteeism. This means that companies, governments, and labour unions are sensitive to employee happiness, especially as far as remuneration during implementation of employment enrichment is concerned (Walsh, 1974). In addition, the Job Characteristics Model determines if low absenteeism and resignation relate to the high level of job satisfaction. (Ivancevich et al., 2008; Rastogi and Gary, 2005; Cooper, 1973).

The study's findings indicate a statistically significant relationship between job performance and turnover intention. This supported and reinforced the H4 hypothesis. As such, these results confirm previous research carried out under the auspices of the High-Performance Work System (HPWS), which has shown that an integrated human resource practise system can influence organisational performance, employee commitment, reduction, and voluntary leaving. (Way, 2002; Wright and Boswell, 2002; Datta et al., 2005; Subramony, 2009; Chi and Lin, 2011). The term "high performance systems" refers to collecting practises of human resources that would affect knowledge, motivation, and commitment of employees. (Chi and Lin, 2011; Wu and Chaturvedi, 2009). These practises generally include recruitment and choice, payroll, training and development, management of performance and information sharing (Way, 2002; Wu and Chaturvedi, 2009; O'Halloran, 2012). The development of high-performance work systems can be influenced by environmental factors such as the sector in which an organisation operates and the size and maturity of an organisation. As a result, the management of human resources by Polytechnic Malaysia illustrates the work of organisations committed to offering services of high quality, efficiency and custody while maintaining a high level of objectivity, integrity, confidentiality, and professionalism through interactive channels (BLPK, 2010 and 2013). Despite this practice, Guthrie (2001) and Selden et al. (2013) assert that investing in a high-performance work system increases employee retention and decreases voluntary layoffs.

While job satisfaction mediates the results in this section, the hypothesis tested was Hypothesis 5: Job satisfaction acts as an intermediary between LEB and intent to quit. Based on the results of this research, hypothesis H5 has a significant mediating effect. As a result, the H5 hypothesis was accepted and supported in this study.

Previous research has established that job satisfaction is a moderating factor in the relationship between Leadership Empowering Behaviour (LEB) and Turnover Intention. Previous research has established that leadership is positively associated with job satisfaction (Liden et al., 2008). Employees' trust in a leader's authority affects job satisfaction (Iverson et al., 1996; Costigan et al., 1998; Spence-Laschinger et al., 2001; Dirks and Ferrin, 2002; Bartram and Casimir, 2007). Jones et al. (2001) showed both direct and indirect consequences of leadership behaviour in their study on job satisfaction. Employment satisfaction determined by the attitudes of an individual towards work and tasks like preference showed direct and indirect effects of leadership behaviour in their study of job satisfaction or quality over supervisory support (Van Dick et al., 2004). Dewettinck and Amejide (2011) The direct connection between leaders' empowerment compartments and employee attitudes in a study has been discovered. The study demonstrates the critical importance of leaders in shaping an organization's attitudes towards change, particularly employee satisfaction. Leaders play a critical role in shaping employees' work experiences by nurturing employee attitudes and, as a result, employee loyalty to the organisation (Klerk and Stander, 2014; Chan and Mak, 2014). This where loyalty will exist if the organisation owns feelings, directly increasing satisfaction (Schyns and Wolfram, 2008; Buech et al., 2010).

The critical role of belief in organisational efficiency (Nyhan, 1997; Shockley-Zalabak et al., 2000). Confidence also influences job satisfaction, organisational commitment, willingness to give up, confidence in the information provided by internal leaders and the commitment to results. (Iverson et al., 1996; Costigan et al., 1998; Spence-Laschinger et al., 2001; Dirks and Ferrin, 2002; Bartram and Casimir, 2007). If this dimension of trust exists, Shahidul et al. (2013) demonstrate that organisations led by ethical and empowered leaders are more likely to maintain positive relationships with their employees, thereby benefiting from their trust and loyalty. Jones et al. (2001) Displayed that leadership, directly and indirectly, influences job satisfaction, the intention to leave and real resignation. Employment satisfaction with the attitude of a single person to work and tasks like quality rather than supervision assistance (Van Dick et al., 2004). Dewettinck and Amejide (2011) discovered a strong direct relationship between the empowerment behaviours of leaders and employee attitudes in a study. The study has shown the critical role played by leaders in shaping an organization's attitudes to change, particularly job satisfaction. While the mediating factor for H6 that is Job Performance is the mediating factor between the relationship between Leadership Empowering Behaviour (LEB) and Turnover Intention. The results of this study indicate that hypothesis H6 has a significant mediating effect. Therefore, the H6 hypothesis was supported and accepted for this study.

According to previous research, managers or leaders can improve organisational performance indirectly by engendering followers' trust in the information conveyed by leaders (Joseph and Winston, 2005; Errol and Bruce, 2005). According to Zaccaro et al. (2001) and Liden et al. (2008), leadership is positively associated with employee performance. Team leaders or supervisors who empower leadership have a beneficial effect on shared leadership development, which has a beneficial effect on performance (Tuuli et al., 2012; Fausing et al., 2013; Lee et al., 2014). Even skills development (skills development) and coaching (coaching) for innovative performance, in which leaders provide opportunities for subordinates to receive training and improve their skills (Konczak et al., 2000; Pearce and Sims, 2002). A supervisory appraisal is critical to achieving a higher level of organisational trust through performance (Daley and Vasu, 1998). It substantiates this statement about performance and trust by examining leaders' integrity and consistency in establishing trust in organisations by clarifying their position and consistently carrying out specific directions (Northouse, 2001; Bartram and Casimir, 2007; Toor and Ofori,

2009). Indeed, (Spreitzer et al., 1999; Leavy, 2005; Slitten et al., 2011; Raffay, 2011) discovered that supervisors who practise empowered leadership are more innovative, influential, and inspiring. Insufficient empowerment of these employee behaviours has a detrimental or negligible—or no—effect on individuals' job roles and performance (Wong Humborstad et al., 2014). HPWs have already been shown to have a positive influence on organisational performance, employee commitment, and voluntary layoffs through an integrated system of human resource practise (Subramony, 2009; Way, 2002; Wright and Boswell, 2002; Datta et al., 2005; Chi and Lin, 2011). Even Guthrie's (2001) and Selden et al., (2013) studies demonstrated a statistically significant effect of adopting a high-performance work system on employee retention and voluntary layoffs.

5.2 Conclusion and recommendations

There are only nine factors in this study. Future research could lead to the development of specific populations and sample sizes, suggested factors for future research and separate findings and perspectives for research. The proposed factor is the length of service, which refers to a specific period spent performing a specific job (Robbins, 2005). According to (Robbins 2005), service length is the amount of time spent on a particular job. Recent research indicates a positive correlation between service length and job productivity. Byrd and Cooperman (2010) examined the relationship between compensation, length of service, performance, and peer evaluation in the market and the length of time the CEO in an organisation. In general, the alternative hypothesis demonstrates an effect on length of service, i.e., loyal, and long-serving CEOs demonstrate a positive relationship between performance and compensation and will serve longer if the compensation earned is commensurate with their effort and loyalty. On the other hand, if employees are dissatisfied with their jobs and their employers lack trust in them, their intention to resign will be greater, leave the organisation, and reduce their work duration (Jeffrey, 2007). Cotton and Tuttle (1986) classified employee layoffs into three categories based on their findings: 1. job-related variables (e.g., job satisfaction, salary, performance, and organisational commitment); 2. individual variables (e.g., age, education, gender, and length of employment); and 3. external variables (e.g., unemployment rate, job perceptions, union presence).

In conclusion, this study was able to shed light on the resigning intention at the Malaysian Polytechnic. Thus, the study of Malaysian polytechnic management, specifically the Department of Polytechnic Studies may use this study to generate ideas for improving the management of human resources or employment as well as the attitude of leaders to achieve the mission and vision of Polytechnic on a more global scale. The education sector grew and became more complex in the mid-twentieth century. Management started to refine methods of job design by observation, assessment, and analysis. Furthermore, the management of human resources must improve the design of methods of work and provide more economic incentives. To determine the optimal method for performing a given task, the management of Malaysian polytechnic must perform extensive research into working methods.

5.3 Limitations and future directions for research

This research study had few limitations. First of all, this research study focused on Polytechnic in Malaysia. In future researchers can choose different sectors such as Secondary Education Management in Malaysia. This research study had led in Malaysia. In future, researchers can choose different country. As the nature of this study is cross sectional, therefore the researchers in future can acquire time series data.

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