

**EMPLOYEE EMPOWERMENT, CAREER SATISFACTION AND INTENTION TO
STAY OF EMPLOYEES IN A PRINTING ORGANISATION IN PRETORIA.**



**VAAAL UNIVERSITY
OF TECHNOLOGY**

Inspiring thought. Shaping talent

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DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signature: _____ **Date:** _____

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree Master of Management in Human Resource management.

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The dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by giving explicit references. A bibliography is appended.

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DEDICATION

I would like to dedicate this dissertation to my dear mother who has been a constant source of love and encouragement throughout my academic journey, your love for education continually propels me to want to achieve more.

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I would like to express my sincere gratitude to the following individuals for the important roles they played in the completion of this dissertation:

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To my daughter Siyavuya may this inspire you to aim for the best in this life and help you know that if you want it you can go get it. Your birth has caused me to want more.

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ABSTRACT

Keywords: employee empowerment; career satisfaction; intention to stay; printing; organisation; government; employees.

This study aimed at investigating a relationship between employee empowerment, career satisfaction and intention to stay of employees in a printing organisation in Pretoria, South Africa. One of the crucial tasks of government is to build a public service that is capable of meeting the needs of South African citizens. Government will not be able to improve public service delivery without working together with the public servants, who are the major role-players in ensuring that the above is achieved successfully. The study was intended to investigate the relationship between employee empowerment and career satisfaction with a view to retain the employees of the Government Printing Works.

This study followed a quantitative research approach, and a structured questionnaire was used to collect data on the constructs. The questionnaire consisted of four sections. Section A solicited information on participants' demographic profile. Section B contained questions on Employee empowerment, Section C on career satisfaction and Section D on intention to stay.

The results of the correlation analysis in this study revealed that there is a significant moderate positive relationship between employee empowerment and career satisfaction. The results also revealed a weak positive relationship between employee empowerment and intention to stay. Based on the findings, a number of recommendations were made to help improve employee empowerment, career satisfaction and increase the intention to stay of employees. It was therefore recommended that conditions which may lead to employees feeling powerless should be identified and removed and certain powers should be delegated to employees to enable work decisions to be taken quicker and encourage innovativeness of employees.

Since the study results highlighted an existence of a strong relationship between career satisfaction and intention to stay, it is necessary to increase career satisfaction in order to increase intention to stay. In order to improve career satisfaction among employees, it was therefore recommended that Government Printing Works should avail opportunities for growth and more responsibility for employees by providing them with jobs that will not only challenge them but give them a sense of reward and fulfilment at the same time.

The study contributes to the body of knowledge by providing increased understanding of employee empowerment, career satisfaction and intention to stay of employees in the

government sector, specifically in the unexplored territory of government printing. The study also suggests future research opportunities on its constructs, specifically in the printing and public sectors. It is recommended that future research incorporate more than one organisation in the printing sector and more than one government department. Since this study made use of a quantitative research design, future research on these constructs could take on a qualitative or mixed methods approach to gain a deeper understanding of the constructs and their relationships.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Employee empowerment (EE) has been a topic of discussion for many years (Choi, Goh, Adam & Tan 2016:3; Prathiba 2016:45; Das & Moharana 2017:40). In previous studies conducted on this construct, the concept of EE was examined in conjunction with participative management, motivation, job autonomy and employee enrichment (Priyadharshany & Sujatha 2015:24). However, the last two decades record a growing concentration on the concept of EE as a single discourse, due to its significance in dealing with increased market competition and globalisation effects (Kohli & Sharma 2017:14).

Conger and Kanungo (1988:474) define empowerment as a process whereby conditions of powerlessness in the workplace are identified and removed. It further implies the act of delegating power to enable work decisions to be taken quickly (Turkmeglou 2019:2). According to Choi *et al.* (2016:5), the delegation of power gives employees the sense that they are valued by the organisation, and in return engenders commitment on their part towards organisational success. Choi *et al.* (2016:5) further add that empowerment may foster critical thinking and innovation among employees. This study will focus on the empowerment of employees in a printing organisation in Pretoria. The Government Printing Works (GPW) has a long history of manufacturing security matter and dissemination services for government institutions.

Srivasta and Madan (2018:298) state that there are two approaches to EE, namely structural/relational empowerment and psychological/motivational empowerment. While structural empowerment is concerned about management practices, psychological empowerment entails employees' psychological strengths. Additionally, structural empowerment is concerned with management's role in EE, while psychological empowerment deals with employees' perception of empowerment (Kohli & Sharma 2017:15). Yao (2013:530) posits that there are four dimensions to psychological empowerment, namely: meaning, competence, self-determination and impact. According to Pandey (2016:581), structural empowerment encompasses elements such as opportunities to grow and develop, resources and flexibility, Pandey (2016:581) further states that structural empowerment depends on workplace conditions.

Mohapatra and Mishra (2019:48) assert that because employees spend most of their time at the workplace it is important that they are content while being there. Moreover, because EE increases a worker's authority, knowledge and motivation, employees perceive the granting of decision-making authority to be an indication that the organisation appreciates their job contributions (Mohapatra & Mishra 2019:48). Consequently, committed, motivated and knowledgeable employees are more likely to compete successfully and adapt more easily to organisational and market changes (Khokher & Raziq 2017:81).

Mahmood and Sahar (2017:1087) opine that in organisations where career needs are developed and fulfilled, employees in return are more engaged with the organisation. According to Takawira and Coetzee (2019:209), career satisfaction (CS) of employees is important for their retention and engagement of work. Career satisfaction levels are likely to be increased among employees in organisations where the employees feel empowered.

Career is described by Agrawal and Srivastava (2018:134) as a series of jobs held during an individual's life. Career satisfaction is the success and the achievement with positive outcomes which results from an individual's work experiences (Agrawal & Srivastava 2018:134). According to Aytekin, Erdil, Erdogmus and Akgun (2016:1922), CS is the echo of the internal attitudes of individuals towards their career and the developments in it, which forms a subjective part of career success. Aytekin *et al.* (2016:1922) continue to state that CS, or psychological career success, focuses more on the individual than the organisation and considers that the internal standards of an individual are formed through the insight of satisfaction as a function of their success in their social environment; it reveals to a certain degree an individual's level of happiness (Aytekin *et al.* 2016:1923).

Some of the positive contributions of CS are palpable in health, well-being and longevity of employees in the organisation. Employees with high levels of CS are more engaged with the organisation and contribute to organisational success (Agrawal & Srivastava 2018:134). According to Shahid (2018:58), employees leave organisations if they are not satisfied with multiple factors such as lack of recognition, unfulfilling jobs and inadequate career advancement. Shahid (2018:58) further states that the intention to leave is a psychological antecedent to the actual behaviour.

In a competitive world, every employer prefers to have committed, dependable, loyal and hardworking employees who stay with the organisation for a lengthy period, while an employee

has many opportunities to leave and join another organisation (Shanker 2014:389). Retention of high-quality employees is critical because turnover of these employees will bring negative consequences to the organisation's operations and performance (Woon, Tan & Nasurudin 2017:127). Intention to stay (ITS) is being willing to stay in an organisation to continuously work for that organisation (Yao & Huang 2018: 797). Woon *et al.* (2017:130) posit that employees' ITS is the intention to remain in the present employment relationship with their current employer on a long-term basis. According to Woon *et al.* (2017:130), employees feel comfortable to stay longer in positions where they are involved in some level of the decision-making process in the organisation. Yao (2013:531) postulates that employees who feel empowered are loyal to the organisation. Mohapatra and Mishra (2019:48) are of the opinion that companies need to reduce the turnover of the employees, which is achieved by implementing EE effectively and supporting employees' career advancement.

The Government Printing Works (GPW) is a South African security printing specialist that deals with the printing of passports, visas, birth certificates, smart card identification documents and examination materials, as well as government stationery and publications, such as tender bulletins and government gazettes. The GPW operates as a self-funded organisation within the parameters of South Africa's Department of Home Affairs (DHA). Empowered employees will ensure strengthened support for the DHA and well-functioning of the printing organisation (Janks 2014:13). When an organisation avails opportunities and strategies to empower employees, it will be an indication that the organisation values their contribution (Mohapatra & Mishra 2019:48). Overall, this study aims to uncover the link between EE, CS and ITS of employees in the GPW.

1.2 THEORETICAL FRAMEWORK

The Reinforcement Theory (RT), the Social-Exchange Theory (SET) and the Self-Concordance Theory (SCT) form the foundation of this study and will be unpacked in the following sections.

1.2.1 The Reinforcement Theory

The RT was developed by behaviourist B.F Skinner in 1938. This theory is one of the oldest theories of motivation (Gordan 2014:681). The RT is a powerful method to control the process of action and behaviour (Furreboe & Sandaker 2017:319). This theory is the underlying theory for EE because when employees feel empowered by the organisation which employs them,

they are likely to improve performance and find innovative ideas which will solve company problems (Srivarstava & Madan 2018:298). The RT is discussed in detail in Section 2.2.3.1.

1.2.2 Self-Concordance Theory

The SCT is the underlying theory for CS in this study. The SCT was formulated by Sheldon and Elliot in 1998 and is influenced by earlier work on the Self-determination Theory (SDT) (Elliot & Sheldon 1998:1282). This theory is relevant to CS as both the theory and the concept of CS advocate for fulfilling individuals and intrinsic goals. Career satisfaction is the echo of the internal attitudes of individuals towards their career and the developments in their career; it forms a subjective part of career success (Aytekin *et al.* 2016:1923). Career success is measured by the progress that one has achieved towards personal goals (Sharma 2016:424). The SCT is discussed in detail in Section 2.3.2.1

1.2.3 Social-Exchange Theory

The SET underpins ITS in this study. Social exchange does not involve a solitary conceptual model but rather refers to a family of related conceptual theoretical frameworks (Mitchell, Cropanzano & Quisenberry 2012:99). Intention to stay is grounded in the SET, which states that if a person receives benefits from others, the person in turn feels an obligation and compensates that party with loyalty and effort (Shanker 2014:390). This theory further indicates that exchange behaviour is determined by a comparison between cost and benefit (Huang, Yin & Huang 2017:151). This theory is discussed in detail in Section 2.4.2.1.

1.3 PROBLEM STATEMENT

The South African public administration system remains in the state of transformation as the government is in a process of dealing with legacies of the past while balancing risks and the opportunities for the future (Mouton, Louw & Strydom 2013:32). Service delivery can be regarded as the paramount function of any government (Rakate 2015:5).

The adoption level of smart technologies that accelerate the printing industry remains in the foundation stage in the South African printing industry overall (Davis, Dick & Le Roux 2018:380). The GPW relies on manual customer complaints and management registers which result in delays in dealing with complaints (Sunderraraj & Mareeswaran 2017:4247). An extensive need exists to empower, train and re- train the existing workforce to understand and operate new and smart technologies. This is an opportunity for government involvement in the

training and empowering the workforce for the future (McMillan, Rodrik & Verduzco 2014:89).

With regard to human resources, GPW continues to lose experienced and qualified artisans and administrative personnel to the private printing sector because the latter offers more attractive remuneration packages and career growth which may contribute to CS of an individual (Mtshali, Nyakala, Munyai & Ramdass 2018:934). The GPW has an autonomous structure and mandate but final decision-making on most crucial administrative issues does not solely lie within the organisation, which may cause the employees of the GPW to feel less empowered and regard the processes as complicated. This might impact negatively on GPW's EE. Lack of authority and complicated organisational systems can decrease organisational and employee ability to perform and in turn employees may feel frustrated to a point of leaving their current organisations in search for greener pastures (Shrestha, Menahem & Von Krogh 2019: 67). Repercussions of turnover of employees in the GPW could be devastating to the organisation.

According to Sergio and Rylova (2018:3), empowering employees allows the organisation to achieve the desired productivity and at the same time improves the quality of the service and customer communication. Lack of EE in many organisations has been considered a major source of organisational stress and the departure of employees from organisations which employ them (Ongori & Agolla 2008:125). It could be a daunting task for an employer to find suitably qualified employees to replace the departing ones.

Organisations in South Africa are under pressure to bring about transformation in order to cope with the economic and historic challenges of the country. According to Kohli and Sharma (2017:14), highly dedicated employees are needed to meet these challenges. There is a need amongst employees in organisations to build competencies, resources and strategies to respond proactively to the economic challenges. Turkmeglou (2019:2) posits that this is possible only when employees feel empowered. According to Yao (2013:530), employees who are empowered will not wait passively but would rather actively change and affect their work environment in a positive way, which would lead to greater efficiency. Sandhu, Dastgeer and Haq (2019:20) posit that when employees in the organisation feel empowered, they tend to perform extra-role duties together with in-role duties. According to Nikpour (2018:108), EE is positively related to innovative behaviour.

Yang and Yang (2019:3) state that reducing career stress through different strategies such as EE would lead to higher CS. According to Shanker (2003:200), many organisations are

challenged by having to retain their employees while at the same time employers need to make sure that employees are loyal and committed to the organisation. Shanker (2003:201) further states that employee turnover is proven to have a general negative impact on organisational effectiveness. Choi *et al.* (2016:4) state that scholars generally acknowledge that EE enhances job performance. Empowerment is a strategic management option that can encourage employees to work beyond the norm and accomplish jobs in a flexible manner. According to Saray, Patache and Ceran (2017: 94), EE increases employee commitment to the organisation and as a result staff turnover decreases. Although many studies in South Africa have focused on empowerment or empowerment techniques such as Abdissa and Fitwi (2016) and the relationship between EE and job satisfaction (Alzabani & Nair 2011:21), no comprehensive study has focused on the relationship between EE, CS and ITS of employees in the GPW (Stander & Rothmann 2009: 1; Kohli & Sharma 2017:13). Therefore, this study aims to fill that research gap by investigating the relationship between EE, CS and ITS of employees in the GPW.

1.4 CONCEPTUAL FRAMEWORK OF THE STUDY AND HYPOTHESES

1.4.1 Conceptual framework

Based on the literature review and problem statement, the following conceptual framework is presented for the study:



Figure 1: Conceptual framework of the relationship between EE, CS and ITS

Figure 1 displays the proposed conceptual framework that is to be examined in this study. The framework illustrates a hypothesised relationship between EE, CS and ITS.

1.4.2 Hypotheses

Based on the conceptual framework (Figure 1), the following hypotheses are formulated:

H1: There is a significant relationship between EE and CS.

H2: There is a significant relationship between EE and ITS.

H3: There is a significant relationship between CS and ITS.

1.5 OBJECTIVES OF THE STUDY

1.5.1 Primary objective

The main purpose of this study is to investigate the relationship between EE, CS and ITS of employees in a printing organisation in Pretoria.

1.5.2 Theoretical objectives

In order to achieve the primary objective, the following theoretical objectives are formulated for the study:

- to conduct a literature review on employee empowerment;
- to review literature on career satisfaction;
- to provide an overview of literature on intention to stay; and
- to examine the literature on the relationship between employee empowerment, career satisfaction and intention to stay.

1.5.3 Empirical objectives

In line with the primary and the theoretical objectives the following empirical objectives are formulated with regard to employees in a printing organisation in Pretoria:

- to measure the levels of employee empowerment;
- to assess the levels of career satisfaction;
- to ascertain the extent of intention to stay;
- to determine the relationship between employee empowerment and career satisfaction;
- to establish the relationship between career satisfaction and intention to stay; and
- to establish the relationship between employee empowerment and intention to stay.

1.6 RESEARCH DESIGN AND METHODOLOGY

Research design is the process of focusing on a perspective for the purpose of a particular study (Babbie 2010:117). Three types of research design can be distinguished, namely: exploratory, descriptive and causal. Exploratory research places emphasis on the discovery of ideas and insights. Descriptive research is concerned with determining the relationship between variables. Causal research design is concerned with determining cause and effect relationships, and these are studied through experiments (Churchill & Iacobucci 2015:74). A descriptive research design which is guided by initial hypotheses and determines the relationship between variables was deemed fit for this study. Research design is discussed in detail in section 3.2.

A quantitative research approach based on a theoretical framework, and which emphasises quantification in the collection and analysis of data was used for this study. The study consisted of two steps: the literature review and empirical study.

1.6.1 Literature review

A literature review is a written document that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study (Machi & McEvoy 2009:4). According to Hair *et al.* (2013:51), a literature review is a comprehensive examination of available secondary information related to a research topic. Hair *et al.* (2013:51) explain that reviewing available literature helps researchers stay abreast of the latest thinking related to their topic of interest and it can help clarify and define the research problem and research question. In this study, journal articles, textbooks and internet sources were consulted on EE, CS and ITS.

1.6.2 Empirical study

An empirical study was conducted on employees' EE, CS and ITS using a structured questionnaire. The relationship of the above-mentioned constructs was investigated, and results documented to contribute to the scientific body of knowledge (Leedy & Omrod 2014:98).

1.6.3 Target population

For this study, the target population (N=648) consisted of employees who occupy permanent positions within the GPW and excludes seasonal workers, interns, and apprentices. The employees are both males and females who are employed by the GPW as Artisans, Printers Assistants, Deputy Directors, Assistant Directors, Clerks, Security Officers, Administrators, Receptionists, and Data Capturers.

1.6.4 Sampling frame

Hair *et al.* (2013:138) refers to a sampling frame as that which comes after defining the target population, the list of all eligible sampling units which is developed by the researcher. The comprehensive list of the employees who are employed at the GPW was obtained from the Human Resources Service Condition Office of the GPW.

1.6.5 Sampling method and size

There are two basic sampling methods: probability and non-probability sampling. With probability sampling each unit in the population has a known probability of being selected for the sample while with non-probability sampling, the probability of each sampling unit is not known (Hair *et al.* 2013:140). Probability sampling techniques are simple random sampling, systematic random sampling, stratified random sampling and cluster sampling (Joubert, Ehrlich, & Katzenellenbogen 2007:100).

Non-probability sampling is a sampling process where the probability of selecting each sampling unit is unknown (Hair *et al.* 2009:470). Non-probability sampling techniques are convenience sampling, judgement sampling, quota sampling and snowball sampling (Hair *et al.* 2013:140). Sampling methods are discussed in detail in Chapter Three of the study.

Sample size is the number or the size of the sample from which information is drawn (Kumar 2011:194). A sample is a subset of a population that is considered to be representative of the population (Cilliers, Davis & Bezuidenhout 2014:135). In this study the sample size was equal to $n = 324$ which is the half of the population size $(648/2) = 324$ (Redelinghuys & Botha 2016:13). This study will make use of non-probability sampling techniques, particularly convenience sampling. Non-probability sampling makes use of the researcher's discretion in the selection process (Lacobucci & Churchill 2010:285).

1.6.6 Method of data collection and measuring instrument

Data was collected using a structured questionnaire. The questionnaires were distributed and collected by the researcher personally. Questionnaires are commonly used in epidemiological surveys. A questionnaire is a list of questions which are answered by the respondent and which gives indirect measures of the variables under investigation (Joubert & Ehrlich 2007:107). Questionnaires often include closed-ended questions, checklists and rating scales, these instruments are useful because they simplify and quantify responses and respondents are usually more willing to tick boxes than write out long answers (Cilliers *et al.* 2014:152). The questionnaire comprises four sections.

Section A consists of biographical information of the respondents such as gender, age, length of service in the company and highest academic qualification.

Section B consists of statements on EE utilising a five-item instrument adapted from Hanaysha (2016:306), which were used without any modification.

Section C consists of statements on CS utilising a five-item instrument adapted from Greenhaus, Parasuraman and Wormley (1990:86), which was used without any modification.

Section D will consist of statements on ITS utilising a five-item instrument adapted from Wayne, Shore & Liden (1997:97).

Sections B, C and D were measured using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). All scales were used in previous studies and reported acceptable reliabilities (Cronbach Alpha values ranging between 0.771 and 0.88).

1.7 DATA ANALYSIS

Data analysis provides a deep analysis of the data collected through questionnaires from the participants in the study. Researchers analyse observation findings through an inductive reasoning process in which codes, themes and patterns emerge (Andrew, Pederson & McEvoy 2011:124). Data was captured on MS Excel. The Statistical Package for Social Sciences (SPSS) version 25.0 was used to analyse data. Correlation and regression analyses was conducted to examine the kind of relationships among the constructs of the research. Path modelling was used to construct the model. Confirmatory factor analysis was performed to determine and confirm if the model and data fit.

1.8 RELIABILITY AND VALIDITY

Reliability refers to the consistency of the results obtained (Andrew, Pedersen & McEvoy 2011:51). According to Leedy and Ormrod (2010:29), reliability is the consistency with which a measuring instrument yields a certain result when the entity measured has not changed. There are four types of reliability, namely: inter-observer reliability, test-retest reliability, equivalence reliability and internal consistency reliability (Andrew *et al.* 2011:51). Internal consistency was tested using Cronbach's alpha coefficient, which is a specific measure of internal consistency reliability, the desirable Cronbach coefficient is 0.7 and above (Andrew *et al.* 2011:202).

Validity is the extent to which an instrument accurately measures what it was designed to measure and helps a researcher determine whether or not an instrument addresses its designed purpose (Andrew *et al.* 2011:202). Leedy and Omrod (2010:28) emphasise that validity is the extent to which an instrument measures what it is supposed to measure. Cilliers, Davis and Bezuidenhout (2014:256) describe four types of validity, namely: face validity, content validity, predictive/criterion validity and construct validity. Content validity, predictive/criterion validity and construct validity was to validate the measuring instrument.

Content validity is the measure of the extent to which a construct represents all relevant dimensions. Content validity will be assessed before data is collected to ensure that the scale includes items to represent all relevant areas (Hair *et al.* 2013:167). According to Leedy and Ormrod (2010:92), content validity is often a consideration when a researcher wants to assess people's achievement in a certain area. Predictive/ criterion validity is the extent to which the results of an assessment instrument correlate with each other (Leedy & Ormrod 2010:92).

Construct validity is the extent to which an instrument measures a characteristic that cannot be directly observed but it is assumed to exist based on the pattern in people's behaviour. EE, CS and ITS cannot be directly observed or measured. Questionnaires assess the underlying constructs and obtain evidence that the approach measures the constructs in question (Leedy & Ormrod 2010:92).

1.9 ETHICAL CONSIDERATIONS

Ethics are a moral or professional code of conduct that sets standards for attitudes and behaviour. In research, ethics are crucial because they potentially affect all the stakeholders in research (Cilliers *et al.* 2014:263). In this study the following guidelines were adhered to:

Written permission was obtained from the management of the GPW.

Participation in the study was voluntary.

Personal data of respondents was processed fairly and lawfully and used only for the purposes of the study.

Anonymity was maintained throughout the study.

Professional competence in data collection and analysis was maintained.

Ethical clearance was obtained from the institution.

1.10 CHAPTER CLASSIFICATION

Chapter 1: Introduction and background

This chapter provided an introduction and background to the study. It highlighted the theoretical framework, problem statement and research objectives. A brief summary of the research design and methodology, validity, reliability and ethical considerations was outlined in this chapter.

Chapter 2: Literature review on employee empowerment, career satisfaction and intention to stay.

This chapter provides a review of literature on EE, CS and ITS. The theories which undergird the study will be explained.

Chapter 3: Research methodology

This chapter places emphasis on the applicable research paradigm and research approach of the study. It will outline sampling design, instrument, data collection and data analysis techniques.

Chapter 4: Data analysis and interpretation of results

This chapter reports on research findings, present results and provides a discussion on research findings.

Chapter 5: Conclusion and recommendations

This chapter draws a conclusion and makes recommendations based on the research findings. It explains the limitations of the study and recommendations for future research will be outlined.

CHAPTER 2

EMPLOYEE EMPOWERMENT, CAREER SATISFACTION AND INTENTION TO STAY

2.1 INTRODUCTION

The previous chapter provided a background to the study. The problem statement and objectives of the study together with the research methodology were briefly outlined. This chapter provides a review of the literature on EE, CS and ITS. The first section entails the discussion and the definition of EE. The second section entails an overview of CS and its dimensions. The third section addresses ITS. The theories underpinning all the constructs are introduced and explained. Finally, literature on the relationship between EE and CS, between EE and ITS as well as between CS and ITS is reviewed.

2.2 EMPLOYEE EMPOWERMENT

Employee empowerment has emerged as a critical topic in both the private and public sectors (Motebele & Mbohwa 2013:893). The concept of EE has its roots in early research on employee involvement. According to Nouri and Mousavi (2020:17), research focusing on EE and factors influencing it has notably increased. The reason behind this is that there is evidence that employee empowerment has a positive impact on individuals' performance, their attitudes toward work and the performance of organisations (Nouri & Mousavi 2020:18). Fatma (2019:969) states that the need for EE has increased due to the need for innovation and freedom, which in turn raises the importance of an individual, thus ensuring employee participation in decisions.

Motebele and Mbohwa (2013:893) opine that EE is a valuable way of striking a balance between full management control and the freedom of employees. Employee empowerment enables power relations through a process that fosters employees' sense of control and expertise (Idris, Denise & Coughlan 2018:699). Disenfranchisement is the taking away of power and opportunity, it is the state of being deprived of a right or a privilege. Being disenfranchised may cause employees to feel like they do not belong and it may only be reversed when low-ranking employees gain a voice in making decisions by being granted access to strategic discussions (Ritchie, Jain & Kelkar 2019:26). Contrary to disenfranchisement, empowerment

seeks to strengthen workers by giving them a sense of ownership and control over their work (Suhermin 2015:207).

2.2.1 Definitions of employee empowerment

Ambiguity exists in the definition of the concept of EE, and as a result it is challenging to provide an accurate and widely accepted definition. Conger and Kanungo (1988:478) define empowerment as “the process that involves identifying the weaknesses encountered in organisations and eliminating this negativity and increasing the self-confidence of individuals”. However, Baird and Munir (2018:816) define EE as “the delegation of decision-making authority to lower levels in the organisational hierarchy, with employees provided with the autonomy to make day-to-day decisions about job related activities”. Kohli and Sharma (2017:14) enforce this by defining EE as “a process of giving decision-making authority to the subordinates”. When comparing both definitions, it is evident that they share a common thread of placing the focus on the individuals who are the employees. Bowen and Lawler (1995:74) observed that sharing power and authority with frontline employees is a key ingredient of an empowering approach for management.

For the purpose of this study, the definition of Baird and Munir (2018:817) was adopted, that is: EE is the decentralisation of decision-making authority to lower-level employees in the organisation to make day to day decisions about job related activities. This definition is appropriate to the context of this study. In short, EE is the transfer of power from management to workers (Kumar & Kumar 2017:59).

An EE approach is made up of practices aimed at sharing information, job related knowledge and authority with employees (Idris & Coughlan 2018:700). It is a concept related to developing trust, building motivation, participate in decision-making processes and removing any boundaries between employees and senior management (Hanaysha 2016:300).

2.2.2 History of employee empowerment

The term “empowerment” was introduced in the field of management in order to promote Taylorism (Maccoby 1999:56). F.W Taylor was an engineer and manager who was one of the first individuals to introduce the process of maximising output through observing human behaviour at work and formulating specific rules to utilise human skills (Hossain, Ibrahim & Uddin 2016:200). Taylor, through his analysis, would find inefficiencies hindering maximisation of profit, then used predetermined methods of work, under specific training, to ensure high profit and resulting in good worker- manager relationships (GanjiNia, Gilaninia & Sharami 2013:38).

2.2.3 Theory of employee empowerment

According to Rengasamy (2016:4), the word theory is a general principle which puts together a set of concepts to clarify a phenomenon; it stipulates a framework for understanding those phenomena by providing a set of testable consistent ideas.

2.2.3.1 The Reinforcement Theory

The Reinforcement Theory (RT) was developed by behaviourist B.F Skinner in 1938. It is one of the oldest theories of motivation (Gordan 2014:681). It is a process theory which explains how individuals become motivated and what they are motivated to do (Olusadam & Anulika 2018:53). There are three components of the RT: stimuli, response and outcome. Stimuli creates certain awareness in the environment which in this context will be the workplace for the employee to ensure certain behaviour; the response component represents the behaviour that the employee displays after interacting with the stimuli; lastly, the outcome component, which is the direct result of the response displayed by the employee (Olusadam & Anulika 2018:53).

The RT is a powerful way to control the process of action and behaviour (Furreboe & Sandaker 2017:319). According to this theory, behaviour that is followed by pleasant consequences is likely to be repeated. In the same vein, behaviour that is followed by unpleasant consequences is not likely to be repeated (Gordan 2014:682). In practice, the managers need to identify elements which are in opposition with positive stimuli such as micro-management and get rid of them (Olusadam & Anulika 2018:54). According to Wei and Yazdanifard (2014:10), when employees obtain recognition and appreciation from managers and supervisors, it can be in the form of admiration or empowerment. The latter effects are positive and result in the employee experiencing inclusion, which reinforces positive behaviour (Wei & Yazdanifard 2014:10). Wei and Yazdanifard (2014:11) state that EE and the authority given to employees is used to reinforce their capabilities and enhance decision-making skills in the workplace. This principle of reinforcement also refers to an increase in the frequency of a response when it is immediately followed by certain events (Sharma 2018:14). Empowerment is a form of acknowledgement, which is a positive reinforcement in terms of the RT and increases the frequency of desired behaviour (Sharma 2018:14).

Employee empowerment and the RT is significantly and positively correlated because when employees feel empowered by the organisation that employs them, they are likely to improve performance and come up with innovative ways of performing their tasks, solving company

problems and be accountable for the decisions they have taken (Srivastava & Madan 2018:298).

2.2.4 The development of employee empowerment

Employee empowerment focuses on the elevation with the feeling of self-efficacy. Bandura (1986:391) defines self-efficacy as people's judgements of their capabilities to organise and execute courses of action required to attain designated types of performance. According to Kmiecik, Michna and Felden (2018:647), by empowering employees, managers give them the independence to change and reconsider existing practices and the organisation will surely benefit from this.

2.2.5 The empowerment process

When employees feel powerless then the need to empower them arises. The conditions which foster powerlessness need to be identified and strategies to remove them implemented (Conger & Kanungo 1988:474).

2.2.5.1 The stages of empowerment process

According to Conger and Kanungo (1988:474), the empowerment process consists of five stages:

The first stage is the diagnosis of conditions within the organisation that are responsible for the feelings of powerlessness among employees.

The second stage is the utilisation of empowerment strategies by managers.

The third stage involves the employment of these strategies which are aimed at removing the conditions responsible for powerlessness and providing subordinates with self-efficacy information.

In the fourth stage, as a result of receiving information, subordinates feel empowered.

The fifth stage is the behavioural effects being noticed.

Figure 2 below illustrates the empowerment process.

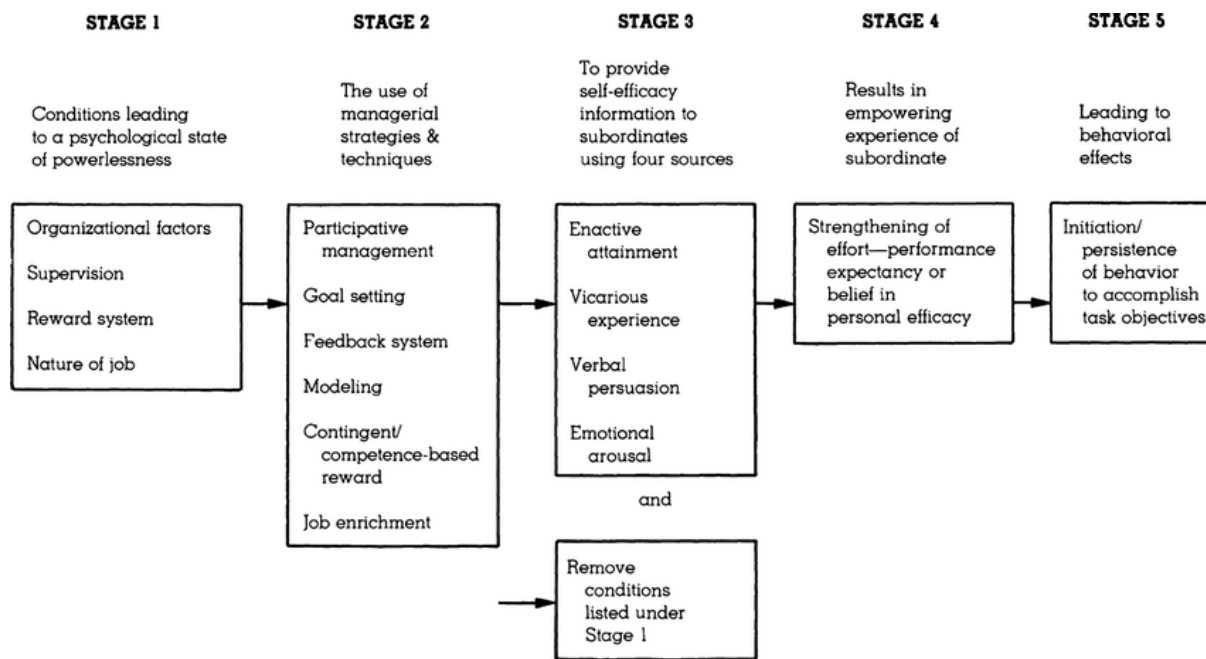


Figure 2: The empowerment process

Source: The linear empowerment process model by Conger and Kanungo (1988:475).

2.2.6 Positive outcomes of employee empowerment

Employee empowerment has positive outcomes such as:

- ultimate competitive advantage;
- enhanced performance;
- organisational commitment;
- job satisfaction; and
- innovativeness (Turkmenoglu 2019:7).

These outcomes will be unpacked in the following sections.

2.2.6.1 Competitive advantage

Ceglinski (2016:58) states that competitive advantage is achieved when an organisation develops attributes that outperforms its competitors. Organisations can develop competitive advantage by creating value which is difficult for competitors to imitate. The most important contributor to achieving competitive advantage is human resources, which are the employees employed by the organisation (Cheng, Hung & Chien 2011:101). An organisation can successfully attain competitive advantage by empowering employees to do their best then reap the benefits of an efficient work team. Competitors may imitate other resources such as

finances and technology, but it will be difficult to imitate human resources (Hosseini, Soltani & Mehdizadeh 2018:3).

2.2.6.2 Enhanced performance

Performance can be in two forms; employee performance, also referred to as work performance, and organisational performance. Herminah and Yosepha (2019:71) describe work performance as the work quality and quantity achieved by an employee in carrying out his function in accordance with the responsibilities assigned. Organisational performance, according to Almatrooshi, Sing and Farouk (2016:846), refers to the performance of an organisation as compared to its goals and objectives and the actual results of an organisation as measured against intended outputs. Almatrooshi *et al.* (2016:847) further postulate that the performance of an organisation largely depends on the level of skill of both managers and employees. Research has regularly unveiled that empowered employees perform better in their jobs whilst empowerment is also associated with employee satisfaction and employee commitment to the organisation (Pradhan & Jena 2017:74).

2.2.6.3 Organisational commitment

Organisational commitment refers to employees' psychological attachment towards their organisation (Chelliah, Sundarapandiyam & Vinoth 2015:10). According to Hlongwane and Olivier (2017:400), organisational commitment refers to an employee's emotional attachment and involvement in the organisation. Organisational commitment has to do with the employees' willingness to sacrifice personal time for activities related to the organisation. Three dimensions of commitment are identified, namely, affective, continuance and normative commitment.

Affective commitment refers to organisational members who are committed to the organisation on an affective basis, and who will continue working for the organisation because they want to (Haque, Fernando & Caputi 2019:761). Continuance commitment refers to the commitment of an employee in relation to the cost they will incur when leaving the organisation (Aljojo & Alshamasi 2018:18). Normative commitment refers to the extent to which an individual stays in the organisation due to a sense of obligation (Hlongwane & Olivier 2017:400).

Prathiba (2016:52) found that EE can lead to organisational commitment. Empowerment eliminates the border line between management and employees as a result of increased performance and organisational commitment (Prathiba 2016:53). A study by Han, Seo, Li and

Yoon (2015:10) unveiled that EE and organisational commitment are positively connected to transformational leadership.

2.2.6.4 Job satisfaction

Job satisfaction is an overall result of the degree of labour likes or dislikes for various aspects of work such as salary, working conditions and the attitude of the leadership (Edward & Kaban 2020:65). Job satisfaction can be considered as a feeling of pleasure and comfort experienced by employees of every aspect of the work they do (Saragih, Prasetyo & Luturlean 2020:114). Job satisfaction is further described by Munir and Rahman (2016:490) as “the amount of overall affect that individuals have toward their jobs.”

According to Kohli and Sharma (2017:18), research conducted to establish whether a relationship exists between EE and job satisfaction found that EE has a positive influence on job satisfaction. Studies conducted in different industries show that a positive relationship exists between EE and job satisfaction (Kumar 2015:53).

2.2.6.5 Innovativeness

Innovation refers to the development and improvement of products and processes arising from the exchange of knowledge among organisations and other players in their environment (Nasierowski & Arcelus 2012:65). According to Tohidi and Jabbari (2012:536), innovation means change and process improvement for products or systems in a way that this change will be new for an organisation. Innovation provides the organisation with a sustainable competitive advantage against competitors and innovation also contributes to long term success of the organisation. Organisations may boost their overall innovation by tapping into their employees' creative potential (Suhag, Solangi, Larik, Lakho & Tagar 2017:297).

Employee empowerment is not only a philosophy of sharing decision-making abilities with lower-level employees but it also helps in innovation, creating new research fields, new ideas and new products, therefore helping an organisation to grow (Uzunbacak 2015:970). Empowered employees become a source of innovation for the organisation. Innovation is an important outcome of empowerment (Fernandez & Moldogaziev 2013:501).

2.2.7 Benefits of employee empowerment

Employee empowerment has the following benefits:

- added value in the organisation;
- morale and motivation increase;

- expanded profitability; and
- team unity and innovation (Mukwanungu, Mankazana & Mbohwa 2018:438).

These benefits are unpacked in the following sections.

2.2.7.1 Added value in the organisation

A successful organisation consists of individuals who are compatible with the organisational culture, ideas and objectives of the organisation (Salimi & Saeidian 2015:11). Empowering employees is one of the most effective techniques for increasing employee productivity in the workplace (Turkmenoglu 2019:4).

2.2.7.2 Morale and motivation increase

Motivation is an important stimulation which impacts on human behaviour. According to Varma (2017:13), organisations have since realised the value of having motivated and satisfied employees as major contributors towards long-term goals. Motivation positively influences performance at individual and group level, which in turn affects the entire organisational performance (Mukwanungu *et al.* 2018:438).

2.2.7.3 Expanded profitability

Profitability is the ability of a business to make profit. It reflects the quality of different aspects in an organisation. Excellent management may bring good economic benefits to an organisation while enhancing the organisation's competitiveness (Zhang & Wen 2017:6). Employee empowerment may be one of the tools an organisation may use to achieve this (Zhang & Wen 2017:8).

2.2.7.4 Team unity and innovation

According to Hanaysha (2016:301), teamwork refers to a group of people working together towards achieving a desired goal. Hanaysha (2016:301) continues to assert that teamwork is not only a foundation for successful management, but it is also important in improving organisational productivity. Zia (2011:34) states that there is a long-term relationship between team building efforts and employee retention. Empowerment cultivates innovation, workers will offer more thoughts and critical thinking when empowered (Mukwanungu *et al.* 2018).

2.2.8 Dimensions of employee empowerment

Academic literature on empowerment reports on two perspectives; structural and psychological empowerment.

2.2.8.1 Structural empowerment

The structural perspective views empowerment as a set of structures, job parameters, and procedures by which decision-making is handled from upper management to lower-level employees (Ramos & Ales 2014:29). According to Ahadi and Suandi (2016:47), structural empowerment represents a powerful approach to creating a workplace that is able to attract and keep employees loyal to the organisation. This is because structural empowerment plays an important role in organisational commitment (Ahadi & Suandi 2016:48)

2.2.8.2 Psychological empowerment

According to Raghavan and Janardhana (2019:551), in the psychological perspective, empowerment is viewed as a motivational construct rather than a structural concept. It is less concerned about the delegation of power and authority compared to structural empowerment, and it rather focuses on employees' cognitive state. In this case, focus is shifted from management to the employee. It is defined from the perspective of the individual employee as it focuses on the beliefs that the employee has about their role in relation to the organisation (Raghavan & Janardhanan 2019:551).

Raghavan and Janardhana (2019:552) continue to state that when employees are psychologically empowered, there will be corresponding change in attitude, cognition, behaviour and self-efficacy as well as better psychological well-being which will be brought into the workplace.

2.2.9 Psychological empowerment cognitions

Psychological empowerment has four cognitions: meaningfulness, competence, choice and impact.

2.2.9.1 Meaningfulness

Meaningfulness is the first cognition for psychological empowerment. It is concerned with the work objective, value and purpose and is judged relative to employees' principles and standards. Meaningfulness focuses on the similarity between work role and employee beliefs and values (Dewettinck, Singh & Buyens 2003:6)

2.2.9.2 Competence

The second psychological empowerment cognition is competence which is employees' confidence in their abilities to skilfully perform the tasks assigned to them. The self-efficacy concept aligns with the competence cognition (Arogundade & Ayodeji 2015:27).

2.2.9.3 Choice

The third psychological empowerment cognition is choice, which involves connecting a person's actions with their responsibilities. It is how employees perceive their independence when performing work (Arogundade & Ayodeji 2015:27).

2.2.9.4 Impact

The fourth and final psychological empowerment cognition is impact, which is the level at which an employee has influence in both strategic and operating outcomes in their workplace (Dewettinck *et al.* 2003:6)

2.3 CAREER SATISFACTION

A career is an important part of an individual's life since it occupies most of that particular individual's time, investment and effort. Satisfaction is a pleasure that is felt after a need is fulfilled (Dik & Duffy 2014:3). Career satisfaction is one of the important indicators of career success (Foster & Hill 2019:21). In today's context, career is a broader term, which is not only confined to ranks or promotions but is generally considered as the extent to which an individual feels satisfied with their professional accomplishments during the journey of their career life (Srivastava, Madan & Dhawan 2020:219).

2.3.1 Career satisfaction described

Career satisfaction is a subjective dimension that focuses on employees' view point and their level of satisfaction with their overall career goals inclusive of income, career path and learning new skills (Greenhaus 1990:88). Career satisfaction is the overall attitude and orientation of an individual towards their work role or career as a whole (Kaya & Ceylan 2014:23). Korankye (2020:354) explains CS as the state where an individual feels that s/he is satisfied or dissatisfied in relation to the career being pursued. Career satisfaction is broader than job satisfaction as it is about an individual's career path, it is about how positive the employee feels about his/her career development (Srivastava *et al.* 2020: 220). It indicates how an individual feels about his/her lifetime of work (Lounsbury, Moffit, Gibson, Drost & Stevens 2017: 5). Career satisfaction is a latent concept which cannot be directly measured but determined through an individual's perception of their career progress (Payakachat, Ounpraseuth, Ragland & Murawski 2011:2). For the purpose of this study, the following definition will be adopted: "career satisfaction is an individual's perspective of the progress of one's career achievements" (Lounsbury *et al.* 2017:5).

2.3.2 Theory of career satisfaction

It has been argued that one of the most important considerations when an employee joins an organisation is the opportunities for growth and career development available. Self-concordance theory is the theory which best explains the concept of CS (Reis 2008: 320; Han 2010:437).

2.3.2.1 Self-Concordance Theory

The Self-Concordance Theory (SCT) was formulated by Sheldon and Elliot in 1998 and is influenced by earlier work on the Self-determination Theory (SDT) (Elliot & Sheldon 1998:1282). The SCT extends the SDT by focusing on individuals' broad personal goal statements. The theory seeks to explain how underlying motives influence goals and subsequent goal-relevant procedures, behaviours and attitudes (Unlu & Dettweiler 2015:675). The SCT is a useful addition to traditional goal-setting theories.

The SCT refers to the extent to which activities such as job-related tasks or goals express individuals' authentic interests and values (Tadic, Bakker & Oerlemans 2013:736). The need for competence is partly what drives goal-oriented behaviour, because accomplishing a goal indicates a level of competence. According to Tadic *et al.* (2013:740), self-concordance refers to feelings of ownership that individuals have regarding their self-initiated objectives. Along the same line, CS is about individuals' goal setting for advancement regarding their careers. When those goals are encouraged by autonomous motives, the additional need for independence is fulfilled. The SCT is an extension of this perspective and describes that autonomous goals are pursued for intrinsic motives. The centre of these goal motives lies in the internal, integrated self. According to Aytekin *et al.* (2016:1922), CS focuses more on the individual than the organisation and considers that the internal standards of an individual are formed through the insight of satisfaction as a function of their success in their social environment.

According to Downes, Kristo-Brown, Judge and Darnold (2017:199), the SCT supports the notion that underlying motives are related to goal accomplishment and well-being at work. In the same vein, contributions of CS are evident in health, well-being and longevity in the organisation (Agrawal & Srivastava 2018:134).

This theory is relevant to CS as both the theory and the concept of CS advocate for fulfilling individual and intrinsic goal attainment. Career satisfaction is the echo of the internal attitudes of individuals towards their career and the developments in their career; it forms a subjective

part of career success (Aytekin *et al.* 2016:1923). Career success is measured by the progress achieved towards personal goals (Sharma 2016:424).

2.3.3 Factors influencing career satisfaction

Career satisfaction is the satisfaction that an individual gets from internal and external parts of their career (Sharma 2019:47). According to Sharma (2019:3), researchers in the past have found various factors that influence career satisfaction of individuals such as:

- Income.
- Promotion opportunities.
- Tenure.
- Supervisory support.
- Recognition and challenging visible jobs.

2.3.3.1 Income

Employee benefits refer to all forms of consideration given by an entity in exchange for services rendered by employees. Tomcikova (2019:2) postulates that various studies have proved that salaries and benefits are closely related to job satisfaction, and in turn job satisfaction brings about motivation, which leads to better performance and commitment.

2.3.3.2 Promotion opportunities

Promotion occurs when an employee is transferred from one position to another with a higher reward and responsibility. Promotion provides opportunities for personal growth, more responsibility and increased social status. Promotion is one way to motivate employees to work hard (Haryono, Supardi & Udin 2020:2108).

2.3.3.3 Tenure

Organisational tenure is defined by Ng and Feldman (2010:1222) as the length of employment in an organisation and job tenure is defined as the length of time a worker has been continuously employed by the same employer. Raghavan and Janardhnan (2019:552) note that longer tenured employees perform better than shorter tenured ones as they may have ascended to better positions or they have enjoyed working in their respective organisations.

2.3.3.4 Supervisory support and recognition

Irfan (2017:8) states that supervision is a crucial factor in the workplace, because it is through supervision that the organisation's goals are realised. "Supervision is monitoring the work activities of employees to keep the company running towards achieving goals and making corrections if needed" (Sujatmiko, Lambanraja & Absah 2016:281).

2.3.3.5 Challenging visible jobs

High work load is a degree to which employees need to work hard. Learning demands require employees to improve the knowledge and skills that are necessary to execute their responsibilities; and these work demands are considered as motivating challenges (Kim & Beerh 2019:2). Mgiba (2015:21) postulates that managers have a responsibility to provide employees with jobs that are challenging, while rewarding and satisfying at the same time.

2.3.4 Determinants of career satisfaction

Career satisfaction is commonly assessed as subjective career success that is defined by the individual's satisfaction with their career accomplishments (Poon, Briscoe, Abdul-Ghani & Jones 2015:22). Yean and Yahya (2011:55) posit that an individual's personality traits play an important role in determining an individual's career satisfaction and that career strategies were determined as one of the predictors of an individual's CS. According to Joo and Park (2010:483), many studies on CS focused on leadership rather than personal characteristics. Joo and Park (2010:485) also emphasise that since CS can be viewed as a collective outcome of conduct over a certain time period, personality is likely to play a role. The latter is due to the fact that their study proved that a personal factor of goal orientation contributed to CS, which in turn affected turnover intention (Joo & Park 2010:493).

Although some would dispute the importance of the individual's contribution to career success, much research has been conducted to prove the effects of individual differences in predicting its success (Poon *et al.* 2015:22). The individual differences which have been found to predict career success include demographic background, cognitive ability, dispositional traits, human capital and social capital, motivation, career commitment and networking behaviours (Gattiker & Larwood 1988; Ng & Feldman 2010; Judge, Klinger & Simon 2010; Traavik & Richardsen 2010; Grimland, Vigoda-Gadot & Baruch 2012).

2.3.4.1 Demographic background

Demographic background includes age, educational level and work experience (Choi 2015:301). Regarding the age effect, different researchers came up with different findings. Larwood (1988) found that age is consistent with managerial level and salary growth while Tharenou and Conroy (1994) did not find a significant relationship between age and managerial level and salary.

According to Choi (2015:302), educational level is a strong predictor of managerial level, salary and promotion because education provides knowledge and skills to successfully carry

out duties in higher ranks (Gattiker & Larwood 1988). Work experience is also another strong predictor of career success and is positively related to it. Individuals with more work experience stand a good chance of being hired, promoted and paid more (Choi 2015:303).

2.3.4.2 Cognitive ability

Cognitive abilities are aspects of mental functioning such as memorising and remembering. Cognitive ability plays a role in acquiring job- related knowledge. It affects job performance, which in turn affects career success because it accounts for the pace and thoroughness with which individuals acquire and process information.

2.3.4.3 Dispositional traits

In 1961, Tupes and Christal performed a factor analysis which is a statistical procedure that looks into common personality trait groupings and found that there were five, which later became known as the five-factor model. The first researcher to replicate the five-factor structure is Warren Norman in 1963 (Judge & Larsen 2001:77). The five dimensions are displayed in the table below:

Table 1: The dimensions of dispositional traits

Extraversion which is high levels of engagement in the outside world.
Openness to experience is the willingness to try new things.
Conscientiousness is the self-discipline and reflectivity.
Agreeableness is harmoniousness and the ability to get along with others.
Neuroticism is emotional instability and stress tolerance.

Source: Fleeson and Wilt (2010:1356)

Dispositional traits show an outline and characteristic adaptations of human individuality, and may therefore describe how an individual's life may mean or turn out overall (Mc Adams, Anyidoho, Brown, Huang, Kaplan & Machado 2004:765). Dispositional traits therefore play an important role in an individual's CS achievement levels.

2.3.4.4 Human and social capital

According to Sweetland (2016:341), the Human Capital Theory suggests that individuals and society derive economic benefits from investment in people, and that education consistently emerges as the prime human capital investment. The Human Capital Theory posits that efforts to develop knowledge, skills and abilities through factors such as education and training increase an individual's value to the organisation, and in turn this value is reciprocated through

higher wages, more responsibilities and career advancement (Judge, Klinger, & Simon 2010:95).

2.3.4.5 Motivation

According to Daud (2020:123), motivation is the process of producing and maintaining behaviour and performance. Motivation accounts for an individual's intensity, direction and persistence of effort toward the accomplishment of a goal (Iqbal, Raffat, Sarim & Siddiq 2014:2417). There are various ways available to employers for motivating employees. According to Alhassan and Greene (2020:17), motivation can be something tangible in the form of money and gifts or intangible such as a promise or acknowledgement. Employers implement incentive schemes such as empowerment, employee involvement in the organisation's culture, and change in an employee's job title as motivation (Alhassan & Greene 2020:20).

Tandu, Okoro, Offum and Etta (2016:51) posit that management can use motivation as a determinant of CS among employees. According to Shakil (2020:439), the level of motivation does affect the level of CS in employees; there is a significant positive relationship between employee motivation and CS. Motivation enhances individual as well as organisational productivity (Shakil 2020:445).

2.3.4.6 Career commitment

Career commitment is defined as an attitude towards the career of an individual and a response to their professional careers (Kim, Kang, Lee & McLean 2016:135). An employee's commitment to their career is a crucial factor which plays an important role and should therefore not be ignored by organisations (Cicek, Karaboga & Sehitoglu 2016:417). According to Steers (1977:52), career commitment leads to a potential for higher income, higher investment and higher self-esteem because of the displayed endurance necessary to progress on an individual's career path. Career commitment is positively correlated to organisational commitment; it is an indicator by which to evaluate an employee's organisational commitment (Lee, Wang, Chen & Yeh 2019:374). When employees are committed to their careers, they are likely to also be committed to the organisation which employs them (Cicek *et al.* 2016:420). Commitment to an organisation is therefore positively related to a variety of desirable work outcomes including job satisfaction and motivation (Lee *et al.* 2019:374).

2.4 EMPLOYEE INTENTION TO STAY

The workforce is a heavyweight component of any organisation. Therefore, retaining employees is crucial for organisations, since it is costly to hire, train and empower new employees frequently, while the same cost of resigned employees cannot be recovered (Phuong & Trang 2017:2). Sudden departure of employees can cause instability in an organisation (Kumar & Govindarajo 2014:149). General theory about planned behaviour suggests that behavioural intention is a good prognosticator of actual behaviour (Shahid 2018:59). Intention to stay is the opposite of intention to quit, which is the degree of likelihood that the employee will terminate his/her membership in a work organisation (Phuong & Trang 2017:3). The following section addresses the definition of intention to stay.

2.4.1 Definition of intention to stay

Organisations are faced with the reality that employees at a certain point and for whatever reason will leave the organisation. However this fluctuation can be a problem if it is too high and too often, especially if the organisation is left by talented employees in which the organisation has invested funds and skills (Rozsa, Formanek & Manak 2019:64). Mobley, Horner and Hollingsworth (1978:410) define ITS as the conscious and deliberate willingness to stay in an organisation in the near future. Intention to stay is defined by Shahid (2018:59) as employees' intention to remain in the existing employment relationship with their current employer on a long-term basis. Haque and Aslam (2014:19) defines ITS as employees' intention to stay in the organisation on a long-term basis.

According to NgoNdjama (2015:48), ITS mirrors the employees' level of commitment to their organisation and their willingness to remain employed. Youcef, Ahmed and Ahmed (2016:199) opine that ITS is the positive aspect comparing intention to leave; it is what makes employees be willing to work in the organisation without considering departure. For the purpose of this study the following definition will be adopted; ITS is the willingness to stay in an organisation on long term basis without any departure plans.

2.4.2 Theory of intention to stay

According to Rengasamy (2016:121), theory allows the researcher to make the connection between the abstract and the concrete, it explains and predicts the relationship between variables. Bacharach (1989:497) states that "a theory may be viewed as a system of constructs and variables in which the constructs are related to each other by propositions and the variables are related to each other by hypotheses".

2.4.2.1 Social Exchange Theory

The Social Exchange Theory (SET) is the foundation of intention to stay (Thibaut and Kelley 1959). Blau (1964:91) defined social exchange as “voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others.”

The SET posits that good deeds should be reciprocated. It proposes that employees who feel that they receive benefits from others, in this case the organisation, would then feel an obligation to return them through effort and loyalty (Mustapha, Ahmed, Ulli & Idris 2010:61). Loyalty can be seen from commitment to the job and a strong intention to continue working for the employer. The SET suggests that employees and employers are in a symbiotic relationship with each other (Birtch, Chiang & Van Esch 2016:1223).

Social exchange does not involve a solitary conceptual model but rather refers to a family of related conceptual theoretical frameworks (Mitchell, Cropanzano & Quisenberry 2012:99). The traditional view of social exchange is rooted in economic rationality and considers resources that are exchanged as objects. According to this theory, individuals engage in a series of co-dependent interactions that generate responsibilities among exchange parties (Garg & Punia 2016:12). For a successful exchange, the employer and the employee must contribute or provide something that is considered valuable by the other party. There are many variants to the SET, but common features are that of an actor’s initial treatment of a target individual and the target’s reciprocal response (Cropanzano, Anthony, Daniels & Hall 2017:480).

Intention to stay is based on the SET, which states that if a person receives benefits from others, the person in turn feels an obligation and compensates that party with loyalty and effort (Shanker 2014:390). This theory further indicates that exchange behaviour is determined by a comparison between cost and benefit (Hsu, Yin & Huang 2017:152). Good human resource practices create more satisfied and motivated employees and may in turn decrease the employees’ intention to leave the organisation (Garg & Punia 2016:14). In the context of this study, exchange may be that when employees feel well cared for by the organisation that employs them, the employees may in turn be willing to stay with that organisation for a long period of time without any intentions of leaving the organisation (Cropanzano *et al.* 2017:480).

When organisations provide support and create a healthy, happy, and safe environment, it indicates to the employee that they are valued, appreciated and respected. These feelings of being cared for and valued by the employer leads to positive thoughts about the organisation

and may result in a long-term employment relationship being maintained (Birtch *et al.* 2016:1225).

2.4.3 The driving forces behind employee intention to stay

According to Kumar and Govindarajo (2014:149), factors leading to a member's decision to stay include the following:

- Reward.
- Fairness at the workplace.
- Management support
- Supervision.
- Grievance handling.
- Co-worker relationship.
- Socialisation.
- Management style.
- Workload.
- Rules and regulations.

2.4.3.1 Reward

Rewards are defined by Victor and Hoole (2017:2) as financial and non-financial and psychological benefits that an organisation provides to workers in return for their contributions and efforts. According to Phuong and Trang (2017:3), compensation and benefits are one of the reasons employees stay in an organisation as employees place value on being rewarded in cash or in kind for their efforts and abilities. Salah (2017:2) posits that rewards are one of the important elements used to encourage employees to contribute their best in an organisation and to also encourage them to come up with innovative ideas which will help improve the company both in a financial and a non-financial manner.

Rewards fall into two categories: extrinsic and intrinsic. Extrinsic rewards consist of compensation, benefits, work environment and conditions, recognition, learning and development, promotions and leadership. Intrinsic rewards are associated with inner fulfilment that employees experience when they achieve something. Intrinsic rewards consist of meaningfulness, choice or autonomy, growth and community (Victor & Hoole 2017:2).

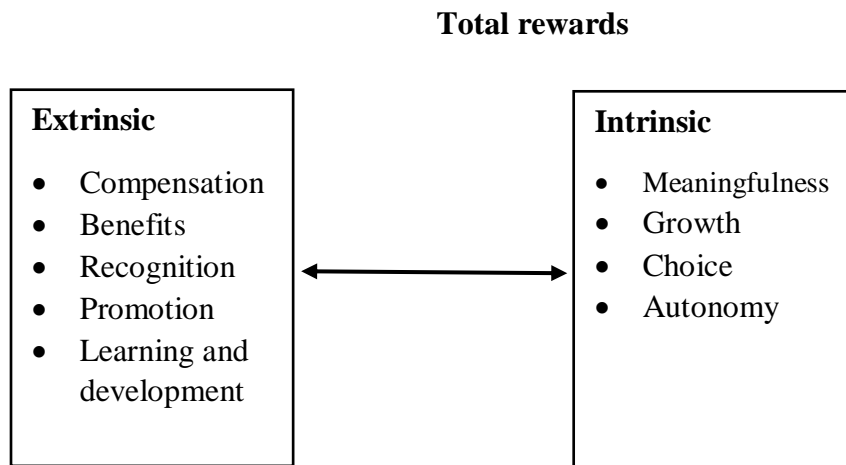


Figure 3: Reward system

Source: Monica 2015:3.

2.4.3.2 Fairness at the workplace

According to Swarnalatha and Prasanna (2013:2), employees care deeply about how they are treated in the workplace and their perceptions of the treatment they receive has a strong influence on how they feel about the organisation and on their desire to stay with it for longer periods. Fair treatment can be an effective mechanism for lowering employee intention to leave an organisation (Hassan 2012:3).

There are two dimensions of fairness, namely, distributive and procedural fairness (Hassan 2012:3). Komodromos (2014:39) postulates that distributive fairness refers to fairness in the allocation of organisational rewards and resources, how employees feel regarding the fair distribution of rewards, while on the other hand, procedural fairness focuses on formal policies and procedures in making those allocation decisions. Komodromos (2014:40) states that fairness in organisations is important because it affects behaviours and results in the workplace and may foster effective functioning of organisations.

2.4.3.3 Management support

Shaar, Khattab, Alkaeid and Manna (2015:500) posit that management support builds the confidence of employees and provides a conducive environment for employees to do well. Management support results in availability of financial and physical resources (Khan, Long & Iqbul 2014:1374). Shaar *et al.* (2015:500) also state that top management support is an important and critical factor in achieving and maintaining competitive advantage. Many researchers studied the relationship between top management support and innovation and

uncovered that top management support is positively related to innovation and organisational performance (Khan *et al.* 2014:1374).

2.4.3.4 Supervisor

A supervisor oversees the day-to-day performance of employees. A supervisor may manage a team or the entire department. Supervisors should have good communication and organisational skills, so that they are able to transfer information from top management to employees. They play a role in shaping the work environment and fostering job satisfaction among subordinates (Karatana & Karaca 2015:41).

2.4.3.5 Grievance handling

According to Ramlal and Mozumder (2016:8684), the grievance procedure can help to indirectly improve the relationship between the individuals involved in collective agreement. Formal grievance procedures can act as a platform to resolve various employment issues in organisations.

2.4.3.6 Co-worker relationship

According to Karatepe (2012:499), employees view co-worker relationship as important; having support from co-workers influences job attitudes such as turnover intentions and job performance. Makera, Nasidi and Kamaraddeen (2019:18) state that the quality of co-worker relationships discloses efficiency of communication between parties. Employees who feel that they are members of a work group and receive sufficient support from co-workers to solve job-related problems will have good feelings towards their jobs and remain in the organisation (Makera *et al.* 2019:20).

2.4.3.7 Socialisation

The socialisation of individuals in organisations is the period when newcomers learn and identify with organisational values, expectations and anything else related to the new role they will be occupying. This social knowledge is necessary to be able to assume roles as productive members of the organisation (Chong, Beenen, Gagne & Dunlop 2020:18). According to Zarback (2017:3), socialisation occurs either when a new employee enters the organisation as well as when an employee moves internally such as a departmental transfer. Vazifehdust and Khosrozadeh (2013:279) found that the level of organisational socialisation is negatively associated with turnover intentions, therefore positively associated with intention to stay.

2.4.3.8 Management style

Leadership style is one of the important factors that can affect the performance of employees in an organisation and is the ability of a leader to direct, influence and encourage (Herminah & Yosepha 2019:69). According to Aldarmaki and Kasim (2019:312), leadership behaviour could affect turnover intention and more specifically, transformational leadership affects turnover intention while transactional leadership does not. Transformational leadership is a process whereby leaders and followers raise each other to higher levels. Transactional leadership is an exchange leadership style which motivates employees to produce desired results (Aldarmaki & Kasim 2019:313).

2.4.3.9 Workload

According to Ganster and Rosen (2013:1090), workload refers to the amount of work that is given to an employee to complete, and can be defined as work demand. Altahtoo (2018:109) defines workload as people's practices of cognitive task performance as effortful and draining. Workload is one of the activities that require mental capabilities that need to be completed within a certain period, whether in the psychological or physical form (Suarthana & Riana 2015:719).

Researchers have found that there is a positive relationship between workload and turnover intention. Altahtoo (2018:112), for example, supports that there is a positive but insignificant relationship between workload and employee turnover intention. This means that a higher workload could result in higher employee turnover intention.

2.4.3.10 Rules and regulations

Rules play an important role in any organisation as they are used by management to maintain order within the organisation. In the most basic sense, the benefits of rules and regulations are that they protect the organisation from lawsuits (Hale, Borys & Adams 2015:114). Following rules and regulations helps employees understand what is expected from them and the consequences of not abiding by them. Rules and regulations result in a stable environment. The result of properly structured rules and regulations is less turnover, more teamwork and high morale among the employees (Hale *et al.* 2015:115).

2.5 THE RELATIONSHIPS BETWEEN EMPLOYEE EMPOWERMENT, CAREER SATISFACTION AND INTENTION TO STAY.

2.5.1 The relationship between employee empowerment and career satisfaction

Employee empowerment is a process of giving authority to employees to make important decisions in their daily activities (Hass 2010). Career satisfaction is assessed as subjective career success, how individuals measure their career progress and accomplishments, and being allowed the opportunity to make decisions and could be indicative of career growth for an individual, which causes EE to have a positive relationship with CS (Joo & Park 2010:65).

The results of a study conducted by Motebele and Mbohwa (2013:898) in South African universities reveal that empowerment to a certain degree affects job satisfaction among employees. From their findings, a conclusion that empowerment has an important role in shaping the right emotions of the employees can be drawn. Empowerment is an important strategy in contributing to employees' general satisfaction in the workplace.

A study by Takawira and Coetzee (2019:210) among South African professional women found that CS of employees remains important for their well-being, retention and engagement at work. Career satisfaction has a positive relationship with organisational support as organisations investing in supportive career development practices which offer learning and growth opportunities may increase career satisfaction of career women (Takawira & Coetzee 2019:213).

An empirical study by Kumar and Kumar (2017:64) indicates that EE is a type of motivational strategy which gives employees a sense of satisfaction towards their job and organisation. The study suggested that employees can also be empowered by assisting them to pursue higher education. For those without formal qualifications, this can have a positive influence on their CS (Kumar & Kumar 2017:63).

2.5.2 The relationship between employee empowerment and intention to stay

Studies conducted in different settings have discovered that there is a significant positive relationship between EE and employee ITS in the organisation.

According to Pranee, Pungnirund, Saeng and Pulphon (2020:12), empowerment is the formation of interior intelligence when employees are granted the opportunity to make decisions and come to conclusions individually. Pranee *et al.* (2020:10) postulate that when employees are less empowered in an organisation they will not be willing to stay in that

organisation for extended periods. Sharma (2018:13) agrees with this notion, stating that empowering employees gives them the sense of belonging to the organisation, which results in a higher degree of commitment. Rozsa *et al.* (2019:65) state that retaining talented individuals should be a crucial objective of human resource management. Empowerment therefore may overturn turnover intention from employees.

Dahou and Hacini (2018: 50) found that organisations practising employee empowerment have highly committed employees, and experienced greater benefits such as increased creativity, innovation and higher productivity. Kumar and Kumar (2017:63) suggested in their study that supervision can be made moderately flexible, which would enable employees to express their individual problems freely to management.

A study amongst insurance agents conducted by Suhermin (2015:210) provided evidence that psychological empowerment will generate intention to stay, improve psychological empowerment and increase the desire of agents to remain in the organisation. A significant relationship therefore exists between empowerment and ITS (Suhermin 2015:210).

Research conducted amongst nurses by Banan (2017:46) showed that EE positively influenced their retention intentions. These findings support results by the study of De Klerk and Stander (2014:39), which proved that when employees perceived themselves as being empowered by the organisation, they are motivated to remain in the organisation. Psychologically empowered employees are more engaged, more loyal and less likely to engage in turnover intention (De Klerk & Stander 2014:39).

Employees with high empowerment levels demonstrate satisfaction and ITS in the organisation (Bester, Stander & Van Zyl 2015:24). This research unveiled that psychological empowerment does affect ITS of employees; it increases satisfaction, loyalty and performance while increasing the desire to stay with the organisation (Bester *et al.* 2015).

2.5.3 The relationship between career satisfaction and intention to stay.

Studies conducted in different settings constantly reveal that there is a positive relationship between CS and ITS. Career satisfaction refers to a person's subjective reflection of his/her own professional development (Kang, Gatling & Kim 2016:72). Career satisfaction represents an individual's feelings toward their selected professions (Payakachat 2011:3). Career satisfaction is related to ITS in that when an individual is pleased with his/her career progress in a certain organisation, they are likely to remain in the organisation's employ for longer periods. High levels of CS would therefore increase employee ITS (Cao, Hirschi & Deller

2014:2016). Payakachat *et al.* (2011:2) agree with the latter by stating that high satisfaction benefits employers because satisfied employees are less likely to change jobs. Career satisfaction is an important predictor of employee ITS (Ismail, Nor, Nowalid & Abdullah 2018:516).

Mafini and Dlodlo (2014:13) suggest that an increase in remuneration, quality of life, teamwork, promotion and supervision can stimulate job satisfaction and ultimately life satisfaction amongst public service employees whilst Trivellas, Kakkos, Blanas and Santouridis (2015:473) established that CS is an antecedent of general competencies. They suggested that managers in accounting service firms should adopt career satisfaction practices and techniques and nurture personal development plans of employees so that their competency profiles can be improved as competent employees are an important resource and tend to remain for longer periods in the organisation's employ while providing innovation and creativity (Trivellas *et al.* 2015:474).

The findings of a study conducted in four big auditing firms in Vietnam by Phuong and Trang (2017:8) showed that promotion opportunity is important. When chances of promotion are available and fair, they encourage employees to remain with the organisation. The study also showed that leaders should show more care and interest in employees as an action to retain them (Phuong & Trang 2017:8). Shahid (2018:62) attests to this by stating that employees are more inclined to stay with an organisation when they feel that leaders display care and concern for them.

2.6 CONCLUSION

This chapter focused on the three main variables of this study, namely: EE, CS and ITS and provided definitions of the three variables. An overview of these theories were discussed, as well as the development of EE, the empowerment process, benefits of EE, and positive outcomes of EE including the dimensions of EE (psychological and structural empowerment). The chapter further discussed factors influencing CS and the determinants of CS as well as the driving forces behind ITS. Lastly, the relationships between EE, CS and ITS were discussed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented a literature review on EE, CS and ITS of employees. This chapter describes the research methodology used in this study. The geographical area where the study was conducted, the study design, the population and sample are also described here. The instrument used to collect the data, methods used to maintain validity and reliability of the questionnaire are also described. Lastly ethical considerations and data analysis are discussed.

3.2 RESEARCH DESIGN

Bryman (2012:44) defines research as an activity of systematic enquiry that seeks answers to a problem, an organised effort to investigate that specific problem so that a solution is provided. Leedy (1997: 195) describes research design as a plan for a study which provides a framework for collecting data. It serves as a bridge between the research question and the implementation of the research strategy as well as the control of variance (Fischer, Boon & Neumann 2014:28). Churchill and Iacobucci (2015:74) purport research design is the framework for a study, used as a guide to collect and analyse data. According to Creswell and Clark (2007:58), a research design is a procedure for collecting, analysing, interpreting, and reporting data in research.

The function of a research design is to ensure that the evidence collected is able to answer the research question as clear as possible (Creswell & Poth 2016:127). There are three forms of research designs for a researcher to select from, based on the study objectives, namely: exploratory, descriptive and explanatory (causal).

Exploratory research design is used to investigate a problem which is not clearly defined (Boru 2018:4). Exploratory research studies are appropriate in cases where little research knowledge is available. This design explores the subject matter and as the name suggests, it seeks to surface the key issues (Akhtar 2018:73). The goal of exploratory research is to formulate problems, clarify concepts and form hypotheses, it typically seeks to create hypotheses rather than test them. Data from exploratory research tends to be qualitative in nature (Fischer *et al.* 2014:20).

Descriptive research is also known as statistical research. Descriptive studies have one or more guiding research questions and are generally not driven by research hypotheses (Nasaji

2015:30). Descriptive research systematically and accurately describes the facts as they exist (Nasaji 2015:30). Descriptive research is performed on subject matters, where something is already known, but more still needs to be unveiled, so the knowledge can be precise. Data from descriptive research may be qualitative or quantitative.

Explanatory (causal) research explains why phenomena occur and predict future occurrences thereof (Brown 2016:28). Explanatory research considers cause and effect relationships and considering that causality may be difficult to establish, this type of research is not easy to perform. Explanatory research is characterised by research hypotheses that specify the nature and the direction of relationships between the variables being studied (Reiter 2017:141). Data from explanatory research is quantitative in nature and require the use of statistical tests to establish the validity of the relationships.

A descriptive research design is followed in this study. Three main purposes of descriptive studies can be explained, namely, describing, explaining and validating research findings (Dudovskiy 2019:83). The researcher followed this research design in order to provide a detailed description of the relationships between variables (Loeb 2017:8). This method aims at accurately portraying the characteristics of a particular group or situation and provides an accurate account of the characteristics of the situation (Akhtar 2018:76).

3.3 RESEARCH PARADIGM

The word paradigm was first used in the field of research by Thomas Kuhn in 1962 to mean a philosophical way of thinking to describe a researcher's worldview. Creswell (1998:42) defines a paradigm as a basic set of assumptions which guide a researcher's inquiries while Morgan (2007:49) presents a research paradigm as all-encompassing ways of experiencing and thinking about the world, including beliefs about morals, values and aesthetics. According to Kivunja and Kuyini (2017:30), paradigms can be grouped into three main taxonomies; positivist, interpretivist and critical paradigms. However Tashakkori and Teddie (2003:30) add a fourth paradigm known as the pragmatic paradigm.

Positivism is concerned with uncovering the truth and presenting it by empirical means. Positivists assume that reality is objectively given and is measurable using properties which are independent of the researcher as well as instruments (Kuvanja & Kuyini 2017:30). In general, it emphasises a strict focus on pure data without being influenced by bias due to human interpretation. Positivistic researchers adopt scientific methods and with the help of

quantification, enhance precision in describing parameters and relationships between variables (Antwi & Hamza 2015:218). According to this paradigm, knowledge is objective and quantifiable.

Interpretivism was developed through the critique of positivism with a subjective perspective. It is more concerned with in-depth variables and factors related to context. It considers human beings as different from physical phenomena since they create deeper meaning with the assumption that human beings should be explored differently to physical phenomena (Pius 2020: 41). Interpretivism as opposed to positivism aims to include richness in the insights gathered rather than providing definite and universal laws which may be generalised, regardless of some key variables and factors (Bhatacherjee 2012:42).

Critical theory is interpreted differently by various researchers (Asghar 2013:3123). According to Bohman (2005:60) this theory challenges the status quo as it is more philosophical and accommodating compared to other paradigms. Critical theory can adopt any methodology and technique, although it is more inclined towards qualitative research (Hussain, Elyas & Naseef 2013:3124). The word pragmatism was originally derived from the Greek word *pragma* which means action. According to this paradigm, human actions can never be separated from past experiences and beliefs which have originated from those experiences. In essence, human thoughts are intrinsically linked to action. Pragmatism embraces plurality of methods, and as a result it works best with mixed- methods (Kaushik & Walsh 2019:255).

This study is situated among the positivist paradigm since relationships are being investigated and quantitative research methods are used. It leans more towards a positivistic paradigm as a questionnaire is a measuring instrument used to confirm or reject the hypotheses.

3.4 RESEARCH METHODS

Research methods refer to the tools that a researcher uses to conduct research. The selection of a research method is crucial for conclusions which can be made about a phenomenon. The three common research methods of conducting research are quantitative, qualitative and mixed methods.

3.4.1 Quantitative research methods

Quantitative research methods aim to quantify data and generalise results as it is based on the measurement of quantity or amount. Quantitative research examines the relationship between variables and it intends to establish, confirm or validate those relationships resulting in the

development of generalisations which contribute to theory (Taket 2010:56). Quantitative research involves data collection which is typically numeric, and the researcher uses mathematical models as the method of data analysis (Hameed 2020:10). A quantitative approach begins with a theoretical framework established from the literature review and hypotheses emerge detailing the variables within which hypotheses can be identified (Pickard 2013:14).

3.4.2 Qualitative research methods

Qualitative research, on the other hand, is concerned with phenomenon involving quality. It is non-numerical and descriptive, using words, and aims to get the meaning, feeling and description of a situation (Jameel, Shaheen & Majid 2018:3). The design of qualitative research does not allow for a detailed plan before research may begin as opposed to a quantitative research approach which is far more linear and which is preferred by first time researchers (Hair, Celsi, Ortinau & Bush 2013:77).

3.4.3 Mixed methods

Mixed methods research involves collecting both quantitative and qualitative data; it combines the two forms of data for a more complete understanding of a research problem than either method alone. Mixed methods are research in which the investigator collects and analyses data, integrates findings and draws inferences using both qualitative and quantitative approaches in a single study (Pickard 2013:19). The goal for researchers using mixed methods approach is to draw from the strengths of each method and minimise weaknesses of each (Dawadi, Shrestha & Giri 2021:27).

A quantitative research approach was used in this study to investigate the relationship between EE, CS and ITS. Bryman (2012:35) defines quantitative research as a research strategy which emphasises quantification in the collection and analysis of data. According to Daniel (2016:94), a quantitative research approach places prominence on numbers and figures; in essence, it may be viewed as being scientific in nature. Apuke (2017:41) explains that quantitative research deals with quantifying and analysing variables to obtain results, which involves the utilisation and analysis of data using specific statistical techniques.

The advantage of quantitative research is that the findings, due to the use of scientific methods for data collection and analysis, are likely to be generalised to a whole population or a sub-population because it involves a larger sample which is selected randomly (Quieros, Faria & Almeida 2016:370). This research approach is advantageous in the use of statistical data as a tool for saving time and resources. The use of statistical data for research descriptions and

analysis reduces the time and effort which the researcher would invest in by describing results (Daniel 2016:94).

This approach has been chosen because it does not require a relatively longer time for data collection, and eliminates the subjectivity of judgement.

3.5 SAMPLING DESIGN PROCEDURE

Sampling is the process of selecting a suitable representative part of a population for the purpose of determining parameters or characteristics of the whole population. The sample should be representative of the whole population to enable the findings to be generalised to the whole target population from the sample that was drawn (Taherdoost 2016:20). This section unpacks the sampling design followed in this study.

3.5.1 Target population

A target population consists of a complete group of elements which are identified for investigation based on the objectives of the research project (Hair *et al.* 2013:137). These are all the subjects about whom the researcher wants to draw a conclusion. According to Burns and Grove (1997:236), a target population is the entire aggregation of respondents who meet the designated set of criteria.

For this study, the target population was N=648 and consisted of employees who occupy permanent positions within the organisation and excluded seasonal workers, interns, and apprentices. The employees are both males and females who are employed by the GPW as Artisans, Printers Assistants, Deputy Directors, Assistant Directors, Clerks, Security Officers, Administrators, Receptionists, and Data Capturers.

3.5.2 Sampling frame

A sampling frame is a list of all the units in a population from which the exact sample for a study will be drawn (Struwig & Stead 2013:115). For the purposes of this study, the sampling frame was the database consisting of all the employees employed by the GPW available from the Human Resource Service Conditions Office.

3.5.3 Sampling methods

Sampling is the taking of a subset from the chosen sampling frame. In research terms, a sample is a group of people, objects, or items that are taken from a larger population for measurement (Taherdoost 2016:20). The manner in which research participants are selected is critical as it shapes the research and allows for the generalisations of research findings to the larger

population. The sampling methods available to the researcher are probability and non-probability sampling (Datta 2018:67).

3.5.3.1 Probability sampling

In probability sampling, every unit of the population has a known probability of being included in the sample, it has an equal chance of being chosen, which method improves the probability that the sample is representative of the entire population. For example, in the case of this study, each element would stand an equal chance of being selected. Probability sampling methods include simple random sampling, stratified random sampling, systematic random sampling, cluster sampling and multi-stage systematic sampling. These methods are briefly explained (Taherdoost 2016:20).

(i) Simple random sampling

Simple random sampling is an unbiased sampling method that gives each member of the sample an equal probability of being chosen. The sample is randomly and carefully drawn by chance; no element of the sample has better chances of being chosen over other elements (Ugwuowo 2018:32). The main feature of simple random sampling is that the probability of any member of the sample being selected is known and is the same for all elements of the population. Each population element has to be numbered sequentially such that each element is uniquely identified (Maree 2016:192).

(ii) Stratified random sampling

Andrew, Pedersen and McEvoy (2011:207) define stratified random sampling as the strategy whereby the sample is chosen by a simple random selection and every member of the population has an equal chance of being selected. In this type of sampling, different segments of the population are represented in the sample in equal proportions as they are members of that population. The equal representation of elements in the sample reduces chances of sample error (Chisnall 2005:82). Stratified random sampling requires the researcher to stratify the population in such a way that it is homogeneous with respect to the characteristics according to what is being stratified. The characteristics that form the basis for stratification need to be clearly identifiable within the study population (Maree 2016:195).

(iii) Systematic random sampling

Ugwuowo (2018:34) defines systematic random sampling as an arithmetical method that entails the selection of sample elements from an organised sample frame. This sampling

technique is therefore more useful when the sampling frame is available in a form of a list and the target population is homogeneous. In systematic random sampling, an element of randomness is applied to determine which element will be picked first and in addition, a skip-interval is also followed to determine every n^{th} element to be selected from the list until the desired sample is secured (Showkat 2017:4). The researcher should, however, ensure that the chosen skip-interval does not hide a pattern which would sabotage the element of randomness.

(iv) Cluster sampling

Cluster sampling refers to a sampling technique that divides the target population into small groups known as clusters, based on distinguishable characteristics (Singh & Masuku 2014:5). The target population from which clusters are formed is heterogeneous in nature and as a result, the clusters should be as diverse as the population in order for the selected clusters to truly represent the target population (Maree 2016:1960). The sample is, therefore, randomly selected from each chosen cluster group.

(v) Multi-stage sampling

Showkat and Parveen (2017:6) regard multi-stage sampling as the continued development of cluster sampling as this technique is only applicable when seeking a large sample size that extends to a larger geographical area, such as the country as a whole. In the first stage, the researcher will perform sampling in the provinces and then move to the next stage where the focus will be on local governments. From local governments, the next stage requires the researcher to perform sampling on sections which will finally lead to individual families.

3.5.3.2 Non-probability sampling

According to Taherdoost (2016:22), with non-probability sampling, every unit of population does not get an equal chance of participation in the study. Non-probability sampling methods mostly involve judgement instead of randomisation. Participants are selected because of ease of access. Findings in a non-probability study lack generalisability. This method is less expensive, less complicated and easy to apply. Non-probability methods include convenience sampling, purposive sampling, quota sampling and snowball sampling.

(i) Snowball sampling

Snowball sampling is mostly used in situations where the population is hard to find or access. The researcher uses the firstly interviewed participants as the source to discover and reach more participants who possess the attributes the researcher seeks. The first participants are chosen at

random where the researcher evaluates if they possess the desired attributes. It is then that they will suggest other suitably qualified participants (Maree 2016:198).

(ii) Quota sampling

Quota sampling entails collecting data from a particular group. It does not need a sampling frame and unlike stratified sampling, quota sampling is not done at random. It is generally inexpensive to conduct, quick and easily administered (Mishra & Alok 2011:10).

(iii) Purposive sampling

Purposive sampling is a non-random technique, a deliberate choice of participants based on the qualities possessed. This technique is also known as judgemental sampling because it relies on the judgement of the researcher when selecting participants (Sharma 2017:751).

(iv) Convenience sampling

Convenience sampling is a type of non-probability sampling where elements of the target population which meet certain practical criteria such as ease of access, geographical proximity, availability at a certain time and the willingness to participate are incorporated in the purpose of the study (Etikan, Musa & Alkassim 2016:2). Convenience sampling is affordable, easy and the subjects are readily available (Etikan *et al.* 2016:2).

3.5.4 Sample size

Gupta (2011:196) defines a sample size as the total number of elements drawn from a population to conduct a research study, whereby implications will be made for the entire population. A sample size represents the actual number of elements the researcher intends to collect the data from. In conducting quantitative studies, a large sample size is required to make accurate and reliable conclusions that can be generalised to the entire population from which the sample was drawn (Monette, Sullivan, DeJong & Hilton 2013:131).

Dhurup (2015:21) states that when determining a sample size, numerous factors should be taken into consideration: the nature of the research study, the form of analysis, the total number of elements and availability of the target population, previous studies' sample sizes and the data collection instrument.

Historical evidence was considered in determining the sample size as previous quantitative studies used sample sizes of about 200 participants (Flin, Mearns, O'Connor & Bryden 1998:180; Yap, Cukier, Holmes & Hannan 2010:589; Daniel 2012:237; Park 2018:167).

Sample sizes of 200 and more are deemed desirable and are highly encouraged as they eliminate the possibility of biased research findings and sampling errors (Pallant 2010:99). In this study the sample size was equal to $n = 324$ which is the half of the population size ($648/2 = 324$) (Redelinghuys & Botha 2016:13).

3.5.5 Sampling inclusion criteria

Subjects included in the sample were selected in the following manner:

They should have worked for the organisation for not less than six (6) months.

Interns, apprentices and casual workers were not included in this research.

3.6 DATA COLLECTION INSTRUMENT AND METHOD

A survey method using a questionnaire was used in this study to collect data. A survey is defined as the collection of information from a sample of individuals through their responses to questions (Ponto 2015:169). A questionnaire is the main instrument for collecting data in a research survey. A questionnaire is a set of standard questions called items, in a certain format in order to collect data on one or more topics. It enables quantitative data to be collected in a standardised manner in order for the data to be internally consistent and coherent for analysis. According to Roopa and Rani (2017: 273), a questionnaire is a list of questions either open-ended or close-ended for which the respondents give answers. Questionnaires produce results that are easy to summarise, compare and generalise. This survey was conducted using a fully structured questionnaire composed of close-ended questions, having options for the participants to select from. The questionnaires were distributed and collected by the researcher physically, COVID-19 regulations were adhered to throughout the entire process, when the researcher wore a mask, sanitised the respondents during the distribution and collection of questionnaires, and maintained social distancing.

3.6.1 Questionnaire design

Questionnaire design is the process of designing the format and questions in the survey instrument that will be used to collect data about the phenomenon of focus to the researcher (Bala 2017:219). The goal of a questionnaire is to collect relevant data from respondents (Young 2016:28). The design of the questionnaire is of extreme importance to ensure accurate data is collected to ensure that the results are interpretable and generalisable (Roopa & Rani 2017:273).

3.6.2 Qualities of a good questionnaire

According to Kabir (2016:190), the following are qualities of a good questionnaire:

- meets the research objectives;
- obtains the most complete and accurate information possible;
- makes it easy for respondents to give the necessary information;
- is easily understandable to the respondents;
- organised and worded to encourage respondents to provide accurate, unbiased, and complete information; and
- is arranged so that sound analysis and interpretation is possible.

3.6.3 The questionnaire compilation

The questionnaire consisted of four sections:

Section A consisted of biographical information of the respondents such as gender, age, length of service in the organisation and highest academic qualification.

Section B focused on EE and it consisted of statements on EE utilising a five-item instrument adapted from Hanaysha (2016:306) which previously reported a reliability coefficient of 0.77 and was used without any modification. It used a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). Examples of items included in this questionnaire are: “I have the authority to make necessary decisions in my job” and “I have considerable opportunity for interdependence and freedom in how I do my job.” (Hanaysha 2016:306)

Section C consisted of statements on CS utilising a five-item instrument adapted from Greenhaus, Parasuraman and Wormley (1990:86), which originally reported a coefficient of 0.84 and was used without any modification, based on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Examples of items included in this questionnaire are: “I am satisfied with the success I have achieved in my career.” And “I am satisfied with the progress I have made towards meeting my goals for advancement.” (Greenhaus *et al.* 1990:86).

Section D consisted of statements on ITS utilising a five-item instrument adapted from Wayne, Shore and Liden (1997:97), using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The scale previously reported a reliability coefficient of 0.89. Examples of items included in this questionnaire are: “I will most probably stay in this company in the

foreseeable future.” And “I am not even planning on looking for a new job.” (Wayne *et al.* 1997:97).

3.7 PILOT TESTING THE QUESTIONNAIRE

A pilot study is a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous or confirmatory investigation (Arain, Campbell, Cooper & Lancaster 2010:36). It is a mini version of a full-scale study, or a trial done in preparation of the main study. It helps the researcher to have a clear vision of how the topic, questions, techniques and methods of the research will be applied (Arain *et al.* 2010:37)

Fraser, Fahlman, Arsiccott and Guillot (2018: 263) purport that the purpose of a pilot study is to generally test on a small scale. It can help identify actual and potential problems that researchers can address at the beginning of the anticipated study (Fraser *et al.* 2018:263). According to Cope (2015:196), while a pilot study can be seen as a burden, researchers should realise the benefits from these investigations, which far outweigh the added effort and increase the likelihood of success.

The purpose of pilot studies is to generally test on a small scale the steps detailed in a previously- developed research plan, then based on the results of the pilot, revisions would then be subsequently made to the plan. According to Pear, Mellis, Williams and Xuan (2019:38), one of the advantages of conducting a pilot study is that it warns that the main study could fail, where research protocols may not be followed, whether or not the proposed methods or instruments are inappropriate or too complicated (Pear *et al.*2019:38).

According to Peat (2002:123), pilot study procedures to help improve the validity of a questionnaire are as follows:

- Administer the exact same questionnaire which will be administered in the main study.
- The inclusion and the exclusion criteria should be identical.
- Ask the participants for feedback in identifying ambiguous and difficult to understand questions.
- Discard all the difficult and ambiguous questions.
- Record the time it takes to complete the questionnaire and decide whether or not it is reasonable.
- Assess whether each question gives an adequate range of responses.

- Check that all questions are answered.
- Re-word and re-scale any questions that are not answered as expected.
- Shorten, revise and if possible, pilot again.

A pilot study was performed by distributing 50 questionnaires among the GPW staff of which 42 were completed and returned. The 50 employees who participated in the pilot study were excluded from the main survey. The results of the pilot study are reported in section 4.2 of Chapter Four.

3.8 DATA PREPARATION

Data preparation is the process of manipulating and organising data before it can be analysed. It is the process of cleaning and transforming raw data before processing and analysis (Haradhan 2017:4). Data preparation is important in research. Data processing is concerned with editing, coding, classifying, tabulating, charting and diagramming research data (Perez 2015). Regardless of the data collection method used, the information gathered is referred to as raw data (Haradhan 2017:4). The first step in ensuring that the data is clean is named editing.

3.8.1 Editing

Editing entails scrutinising the completed research instruments, in the case of the study questionnaires to identify and minimise errors, incompleteness, misclassification and gaps in information gathered from respondents (Kumar 2019:43). According to Kumar (2019:44), problems which usually occur in questionnaires can be minimised by doing the following:

- checking the contents for completeness; and
- checking the responses for internal consistency.

3.8.2 Coding

Coding is the next step after editing data. Coding of data is the process of transforming collected information into a set of meaningful, cohesive categories (Allen 2017:28). By coding data, researchers classify and attach conceptual labels to empirical objects under study in order to organise and interpret it (Saldana 2013:45). The purpose of data coding is to bring out the essence and meaning of the data that the respondents have provided (Theron 2015:5).

The questionnaire was coded in the following manner:

Table 2: Example of a coded questionnaire

Gender	Male	Female
	1	2

Participants' responses were represented by numerical values (to establish themes and make it easy for the computer to process and analyse).

3.9 STATISTICAL ANALYSIS

After the completion of the data preparation process, the collected data was analysed using the Statistical Package for Social Science (SPSS) version 25 for Windows. In analysing the data, statistical analysis techniques were applied. Statistical analysis techniques are essential and apply to all quantitative studies. They are also useful in discovering accurate and reliable solutions to problems being investigated (Kalla 2011:1).

3.9.1 Descriptive statistics

This study utilised descriptive statistical techniques in converting data into meaningful information. Descriptive statistics refer to techniques that are used to summarise data and make sense of the findings that lead to the conclusions that can be applicable to the entire population (Privitera 2014:5). These techniques present quantitative interpretations and descriptions in a clear and controllable format. They enable the researcher to identify and confirm relationships between constructs, as well as to identify patterns and trends within participants' responses. Descriptive techniques applied in the study include frequencies, means and standard deviations that are presented graphically and by using tables.

3.9.2 Correlation analysis

Schober (2018:1763) defines correlation analysis as a statistical technique that measures and assesses the strength of relationships between two or more study variables. It entails evaluating the level at which an independent and dependant variable is associated. Spearman's *rho* correlation coefficient (r) ranging between -1 to +1 ($-1 \leq r \leq +1$) was used in evaluating and determining the strength of relationships between variables. Negative relationships are represented by the -1 correlation coefficient, while positive relations are presented by the + 1

coefficient. The closer the score of the relationship is to -1/+1, the stronger the relationship (Burns, Veeck & Bush 2017:318).

Before evaluating the strength of relationships, it is crucial that the researcher establishes that formulated relationships are linear as this will reveal the direction and strength of the relationship. The linearity of the relationship is supported by the theory backing-up the proposed hypotheses, suggesting the existence of supposed relationships. Three proposed relationships between variables in the study are assessed, namely: EE and CS, EE and ITS, and CS and ITS.

3.9.3 Regression analysis

Maree (2016:269) defines regression analysis as a reliable analysis technique that examines relationships between study variables with the aim of determining future predictions. It provides a detailed insight and allows the researcher to anticipate the value and implications of proposed relationships in future studies. Regression analysis requires that relationships should be established between independent (x) and dependent variables (y).

For the purpose of this study, a simple linear regression was found to be more applicable as there was one independent variable (EE and CS) in each proposed relationship. The identified dependent variables of the study are CS and ITS. Both independent variables were regressed against dependent variables.

3.10 RELIABILITY AND VALIDITY

It is important that the measuring instruments used are valid and reliable. The purpose of establishing validity and reliability is to ensure that data are sound and replicable, and the results are precise.

3.10.1 Reliability

Reliability refers to the consistency of the results obtained (Andrew, Pedersen & McEvoy 2011:51). According to Leedy and Ormrod (2010:29), reliability is the consistency with which a measuring instrument yields a certain result when the entity measured has not changed. There are four types of reliability, namely: inter-observer reliability; test-retest reliability; equivalence reliability; and internal consistency reliability (Andrew *et al.* 2011:51). Internal consistency was tested using Cronbach's alpha coefficient, which is a specific measure of internal consistency reliability. The desirable Cronbach coefficient of 0.70 and above (Andrew *et al.* 2011:202) is preferable to deem the instrument reliable.

3.10.2 Validity

Validity is the extent to which an instrument accurately measures what it was designed to measure and helps a researcher determine whether or not an instrument addresses its designed purpose (Andrew *et al.* 2011:202). Leedy and Omrod (2010:28) emphasise that validity is the extent to which an instrument measures what it is supposed to measure. Cilliers, Davis and Bezuidenhout (2014:256) describe four types of validity, namely: face validity; content validity; predictive/criterion validity; and construct validity. Content validity, predictive /criterion validity and construct validity will be used to validate the measuring instrument.

3.10.2.1 Content validity

Content validity is the measure of the extent to which a construct represents all relevant dimensions (Magasi, Ryan & Revicki 2012:743). Content validity was assessed before data was collected to ensure that the scale included items to represent all relevant areas (Hair *et al.* 2013:167). According to Leedy and Ormrod (2010:92), content validity is often a consideration when a researcher wants to assess people's achievement in a certain area. Content validity (also known as content- related validity, intrinsic validity, relevance validity, representative validity, sampling validity) has the following characteristics:

- It is representative of the content.
- It is the degree that the instrument covers the content it is supposed to measure.
- It is the adequacy of the sampling content that should be measured.
- It measures the comprehensiveness and representativeness of the contents of a scale (Magasi *et al.* 2012:743).

3.10.2.2 Predictive/ criterion validity

Predictive/ criterion validity is the extent to which the results of an assessment instrument correlate with each other (Leedy & Ormrod 2010:92). A measurement technique has criterion validity if its results are closely related to those given by other definitive techniques, a 'gold standard'. Predictive validity denotes the degree to which scores on a test relate with the performance criteria administered at some point in the future (Frey 2018:58).

3.10.2.3 Construct validity

Construct validity is the extent to which an instrument measures a characteristic that cannot be directly observed but it is assumed to exist based on the pattern in people's behaviour. Employee engagement, CS and ITS cannot be directly observed or measured (Middleton

2019:67). Questionnaires assessed the underlying constructs and obtained evidence that the approach measured the constructs in question (Leedy & Ormrod 2010:92). Construct validity is viewed as a unifying form of validity incorporating content and criterion validity (Kahveci & Kahveci 2016:553). Construct validity is comprehensive, encircling all sources of evidence supporting specific interpretations of a score as well as actions based on such interpretations (Bernard 2018:45).

Taherdoost (2016:25) states that contributors check construct validity for:

- Content relevance and technical quality.
- Theoretical understanding of scores and associated empirical evidence.
- Structural data.
- Generalisability.
- External correlates.
- Consequences of score interpretations.

3.11 ETHICAL CONSIDERATIONS

Permission from the organisation to conduct research was obtained by the researcher in writing. Ethical clearance was obtained from the Vaal University of Technology providing permission to undertake the research study. A covering letter clearly stated that participation in the study was purely voluntary, and withdrawal could be done at any point. The questionnaire did not have the names of the respondents in order to ensure confidentiality and anonymity. Information provided was used solely for research purposes. Ethical principles were adhered to in this study.

3.12 SUMMARY

This chapter focused on research design and methodology, sampling method, pilot testing the questionnaire, data preparation as well as statistical analysis. It also dealt with validity, reliability and ethical considerations. The next chapter will focus on data analysis and results as well as discuss the findings.

CHAPTER 4

RESULTS AND FINDINGS

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology followed in this study. This chapter aims to report on and present interpretations on the analysed data pertaining to EE, CS, and ITS of employees in a printing organisation, as well as prove or disprove the hypotheses and discuss the results obtained. It starts by reporting on the results of the pilot study. This is followed by descriptive statistics of the sample and the constructs and the results of the correlation and regression analysis. Lastly, the chapter highlights the questionnaire's reliability and validity.

4.2 PILOT STUDY RESULTS

A total of 50 questionnaires were distributed to 50 GPW employees, of which 42 questionnaires were completed, returned, and used in the analysis. No changes were made to the questionnaire as all scales generated satisfactory results. Section B obtained a Cronbach alpha coefficient value of 0.87, section C scored a Cronbach alpha coefficient value of 0.86 and section D reported a coefficient score of 0.90. All the scales reported satisfactorily and acceptable coefficient scores. Respondents answered all the questions, and no other problems were reported. The questionnaire was then deemed a reliable instrument for collecting data for the study.

A summary of the reliabilities for the study constructs is displayed in Table 3

Table 3: Pilot study results

Sections	Number of Items	Number of deleted items	Cronbach's Alpha
Section B: Employee empowerment	5	0	0.87
Section C: Career satisfaction	5	0	0.86

Section D: Intention to stay	5	0	0.90
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4.3 DESCRIPTIVE ANALYSIS OF SECTION A – MAIN STUDY RESULTS

4.3.1 Response rate

While conducting the data collection process, the researcher physically distributed a total of 250 questionnaires to participants. She did weekly follow-ups with the participants to speed up the data collection process. The researcher encouraged participants to return the completed questionnaires. From a total of 250 distributed questionnaires, only 201 questionnaires were returned and deemed valid and useful for analysis purposes. The 201 questionnaires that were returned were adequate for analysis as Pallant (2010:99) states that samples of over 200 are desirable in conducting quantitative studies. The response rate was therefore 80.4%.

Section A of the questionnaire included questions relating to the demographic profile of the study sample. Respondents were required to disclose their gender, age, length of service and academic qualification. Their responses are therefore depicted using tables and graphical representations.

4.3.2 Gender makeup of respondents

The illustrative representation of respondents presented in Table 4 and Figure 4, indicates that there are more female respondents (n=107; 53.2%) than male respondents (n=94; 46.8%) who participated in the study.

Table 4: Respondents' gender

Gender	Frequency	Percent	Valid percent	Cumulative percentage
Male	94	46.8%	46.8%	46.8%
Female	107	53.2%	53.2%	100.0%
Total	201	100.0%	100.0%	

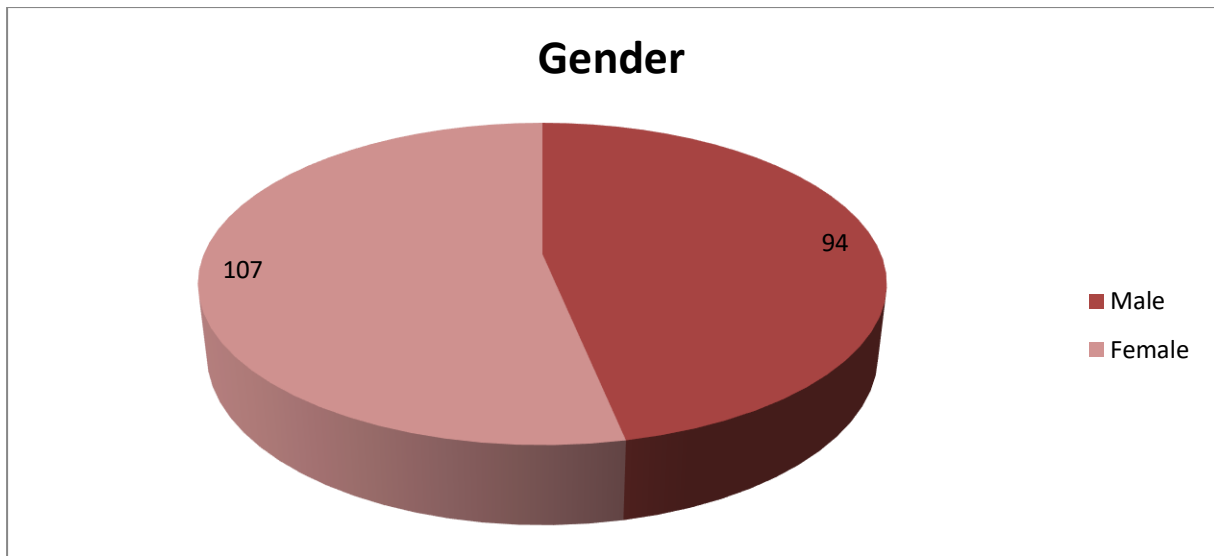


Figure 4: Gender distribution of respondents

4.3.3 Age composition of respondent

Respondents were asked to provide information on their age. The age variable results presented in Table 5 and Figure 5 indicate that the majority of respondents are aged between 30-39 years (n=87; 43.3%), followed by the age group of 40-49 years (n=70; 34.8%). The age groups of 20-29 years (n=22; 10.9%) and 50-59 years (n=22; 10.9%) were the minimal age groups.

Table 5: Respondents' age

Age	Frequency	Percent	Valid percent	Cumulative percentage
20-29 years	22	10.9%	10.9%	10.9%
30-39 years	87	43.3%	43.3%	54.2%
40-49 years	70	34.8%	34.8%	89.1%
50-59 years	22	10.9%	10.9%	100.0%
Total	201	100%	100.0%	

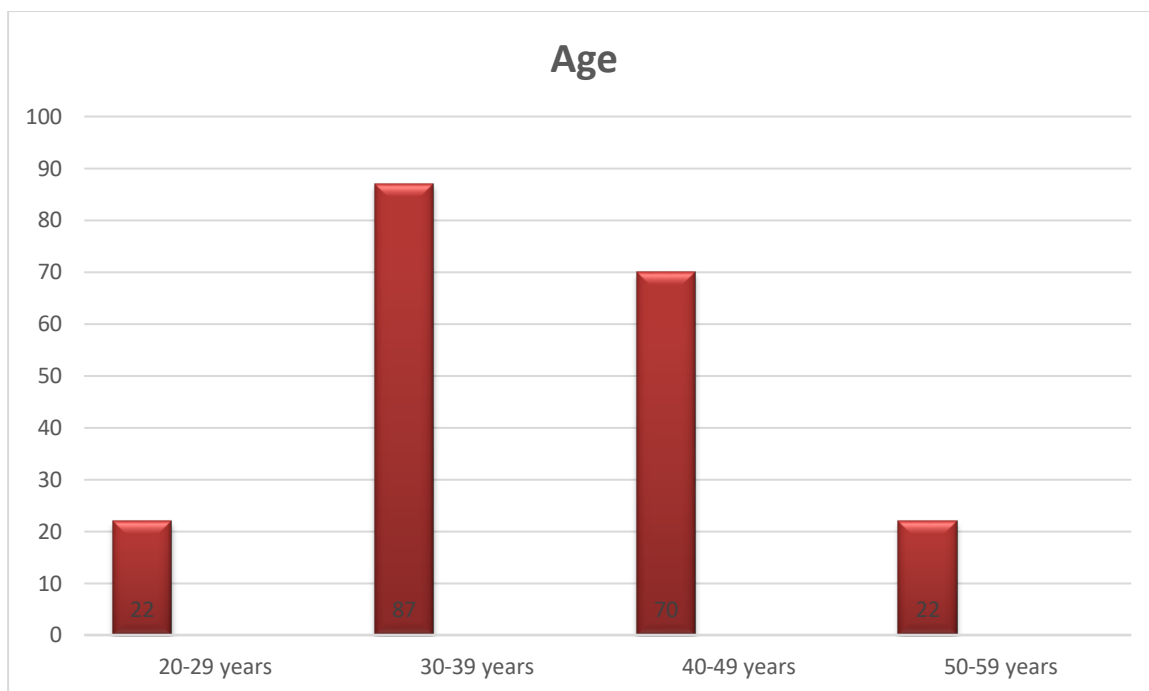


Figure 5: Age group of respondents

4.3.4 Respondents' length of service

Respondents were asked to provide information based on the length of service in the current organisation.

Table 6: Length of service

Length of service	Frequency	Percent	Valid percent	Cumulative percentage
0-5 years	92	45.8%	45.8%	45.8%
6-10 years	43	21.4%	21.4%	67.2%
11-20 years	49	24.4%	24.4%	91.5%
21-30 years	17	8.5%	8.5%	100.0%
Total	201	100.0%	100.0%	

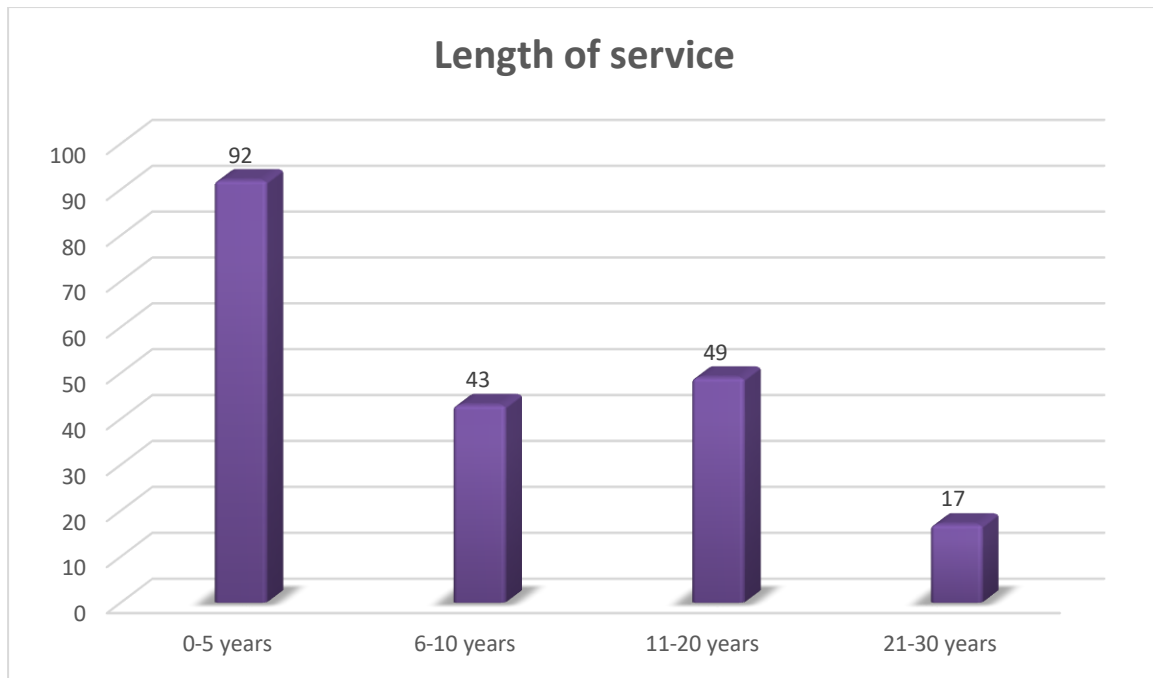


Figure 6: Sample distribution by length of service

As indicated in Table 6 and Figure 6, the majority of respondents have been with the current organisation for 0-5 years (n=92; 45.8%). They are followed by respondents who have been with the current organisation for 11 - 20 years (n=49; 24.4%) and 6-10 years (n=43; 21.4%). Respondents with 21-30 years' service were in the minority (n=17; 8.5%).

4.3.5 Respondents' highest academic qualification

Respondents were asked to provide information based on their highest academic qualification.

Table 7: Academic qualification

Academic qualification	Frequency	Percent	Valid percent	Cumulative percentage
Matriculation	29	14.4%	14.4%	14.4%
Certificate	44	21.9%	21.9%	36.3%
Diploma	52	25.9%	25.9%	62.2%
Degree	62	30.8%	30.8%	93.0%
Higher degree	12	6.0%	6.0%	99.0%
Other	2	1.0%	1.0%	100.0%

Total	201	100.0%	100.0%	
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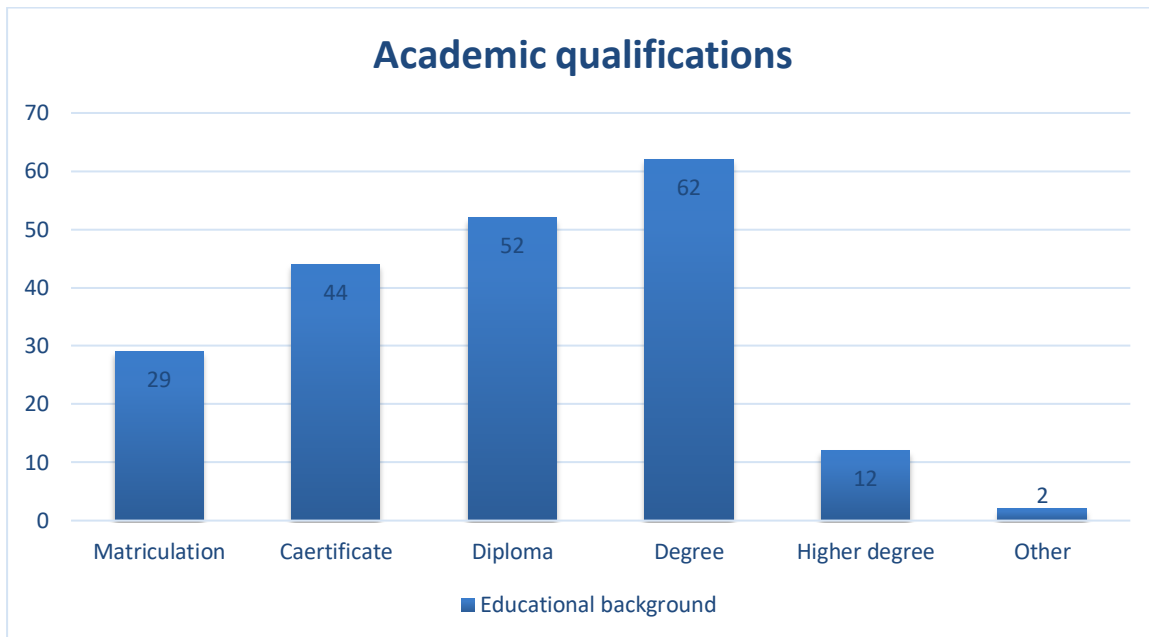


Figure 7: Sample distribution by academic qualifications

The majority of respondents within the organisation are in possession of degree qualifications (n=62; 30.8%), followed by those in possession of diploma qualifications (n=52; 25.9%), followed by respondents in possession of certificate qualifications (21.9%; n=44), and 14.4% (n=29) of respondents have matric qualifications. Respondents who possess higher degree qualifications made up 6% (n=12) of the sample, and those who possess other qualifications constituted 1% (n=2) of the sample.

The average respondent is a female aged between 30 and 39 years, who has been with the organisation for 0 – 5 years and who is in possession of a degree. The average respondent is therefore in a position to understand and respond to the questions contained in the questionnaire with ease.

4.4 DESCRIPTIVE ANALYSIS OF CONSTRUCTS

This section details the descriptive statistics of the questionnaire. A five-point Likert-type scale ranging from 1 to 5 was used to discover respondents' perceptions towards EE, CS and ITS, where 1 denotes strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; and 5 = strongly agree.

The results of respondents' perceptions towards EE are reported in Table 8.

4.4.1 Descriptive analysis for Section B

Table 8: Mean ratings for employee empowerment

Scale description	N	Min	Max	Mean	Standard deviation
B1: I feel competent to perform the tasks required for my position.	201	1	5	4.38	0.993
B2: I am confident about my capabilities and skills to do my job.	201	1	5	4.46	0.830
B3: I have the authority to make necessary decisions in my job.	201	1	5	3.58	1.231
B4: My manager trusts me to make the appropriate decisions in my job.	201	1	5	3.75	1.123
B5: I have considerable opportunity for interdependence and freedom in how I do my job.	201	1	5	3.80	1.079
Overall mean score	3.99				
Mean scale rating: 1- 1.80 =Strongly disagree; 1.81 – 2.60=Disagree; 2.61 – 3.40=true to some extent; 3.41 – 4.20=Agree; 4.21 - 5=Strongly agree.					

The purpose of the mean ratings was to examine employee perception of EE. Upon analysing the mean ratings of respondents' perception of EE, the mean scores ranged between 3.58 and 4.46. Item B2 recorded the highest mean score of 4.46, which suggests that the majority of the employees strongly agree that they are confident in their capabilities and skills to perform their jobs. This is followed by item B1 with a mean score of 4.38, which also indicates that the majority of employees strongly agree that they are confident in their competence to complete tasks required by their various positions, as well as the skills to perform their respective job tasks. The next high score is 3.80 recorded by item B5. This score highlights that the employees

agree they have freedom on how they perform their duties. Item B4 also recorded a mean score of 3.75, indicating that the majority of employees agree that they are trusted by their managers in making their own decisions regarding their jobs. The lowest mean score of 3,58 is recorded by B3, which suggests that employees agree that they are given authority with regards to making their own decisions in their jobs.

The overall mean score for EE is 3.99, confirming that the majority of the respondents agree that they feel empowered by the opportunities they are presented with at the GPW.

4.4.2 Descriptive analysis for Section C

Table 9: Mean scores for career satisfaction

Scale description	N	Min	Max	Mean	Standard deviation
C1: I am satisfied with the success I have achieved in my career.	201	1	5	3.59	1.324
C2: I am satisfied with the progress I have made towards meeting my overall career goals.	201	1	5	3.32	1.196
C3: I am satisfied with the progress I have made towards meeting my goals for income.	201	1	5	2.83	1.154
C4: I am satisfied with the progress I have made towards meeting my goals for advancement.	201	1	5	3.25	1.090
C5: I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	201	1	5	3.57	1.125
Overall mean score	3.31				

Mean scale rating: 1- 1.80 =Strongly disagree; 1.81 – 2.60=Disagree; 2.61 – 3.40=true to some extent; 3.41 – 4.20=Agree; 4.21 - 5=Strongly agree.

The mean scores for CS ranged between 2.83 and 3.59. Item C1 recorded the highest score of 3.59, which indicates that the majority of employees agree that they are satisfied with the success they have achieved in their careers. Item C5 recorded the second highest score of 3.57, also indicating that employees agree that they have made progress towards learning new skills. The score of 3.32 reported by C2 highlights that the employees agree to a certain extent but do not agree a 100%, with the statement that they are satisfied with the progress they have made towards meeting their individual career goals. Item C4 reported a score of 3.25, also confirming that employees agree to a certain extent that they have made progress towards advancing their careers. Item C3 reported the lowest score of 2.83, highlighting that the majority of employees are neutral with regard to the satisfaction about the progress they have made towards meeting their income goals. They also agree to a certain extent about being satisfied with their career progress.

The reported overall mean score of 3.31 indicates that the majority of respondents agree to a certain extent that they are satisfied with their career progress.

4.4.3 Descriptive analysis for Section D

Table 10: Mean scores for intention to stay

Scale description	N	Min	Max	Mean	Standard deviation
D1: I will most probably stay in this company in the foreseeable future.	201	1	5	2.92	1.336
D2: I definitely intend to maintain my current relationship with this organisation.	201	1	5	3.57	1.112
D3: I have no intention of leaving this organisation.	201	1	5	2.73	1.329

D4: I want to continue working 5 years from now in my current job.	201	1	5	2.66	1.423
D5: I am not even planning on looking for a new job.	201	1	5	2.45	1.392
Overall mean score	2.86				
Mean scale rating: 1- 1.80 =Strongly disagree; 1.81 – 2.60=Disagree; 2.61 – 3.40=true to some extent; 3.41 – 4.20=Agree; 4.21 - 5=Strongly agree.					

The mean scores for ITS ranged between 2.45 and 3.57. Item D2 reported the highest score of 3.57, indicating that the majority of employees agree that they intend to maintain current relationships with the organisation. The second highest score of 2.92 is recorded by D1, indicating that most employees declare that the statement on whether they intend to stay with the company in the foreseeable future is true to a certain extent. Item D3 recorded a mean score of 2.73, highlighting that the majority of employees agree to a certain extent with the statement, 'I have no intention of leaving this organisation'. This means that at any given time, employees can take a decision to leave the organisation. Item D4 recorded a mean score of 2.66 indicating that most employees perceive the statement 'I want to continue working 5 years from now in my current job, to be true to a certain extent as at any given time, one can decide to leave the organisation. The lowest score is recorded by D5 as 2.45, highlighting that most employees disagree that they are planning to look for new jobs.

The overall mean score for ITS is 2.86, confirming that the majority of respondents agree to a certain extent that they intend to stay with the GPW.

The overall mean score for EE = 3.99, the overall mean score for CS = 3.31 and lastly the overall mean score for ITS = 2.86. The mean score for EE indicates that GPW employees agree that they generally feel empowered by the opportunities, and in a manner which they are allowed to perform their jobs independently and make necessary decisions where it is fitting and appropriate. The mean score for CS indicates that employees agree to a certain extent that they are content with the rate at which their careers are progressing as well as their progress towards attainment of new skills. The overall mean score for ITS indicates that employees are

agree to a certain extent about their continued employment at the GPW, employees are neutral when expressing their plans of remaining with the GPW for longer periods

4.5 CORRELATION ANALYSIS

As discussed in Section 3.9.2, correlation analysis is concerned with evaluating the direction and strength of relationships between the study constructs. Pearson's *rho* correlation coefficient test was run to determine the nature and strength of the relationships between the study constructs. Pearson's correlation coefficient provides that -1 coefficient reflects a negative relationship, whereas +1 coefficient reflects a positive relationship (Bryman & Bell 2011:362). Correlation coefficients therefore range between -1 and +1, where -1 highlights a perfect negative relationship and +1 indicates a perfect positive relationship. Table 10 displays the value of correlation coefficient as well as the interpretation of the relationship, according to Chowdhury (2009:4).

Table 11: Correlation coefficient scale

Value of correlation coefficient	Relationship interpretation
Less than 0.1	No correlation
0.1 – 0.3	Weak correlation
0.4 – 0.5	Moderate correlation
Above 0.5	Strong correlation

(Source Chowdhury 2009:4)

The analysis of the correlations is reported in Table 12.

Table 12: Correlation analysis findings between study constructs

Correlations			
Constructs	EE	CS	ITS
EE	1		
CS	.485**	1	

ITS	.287**	.535**	1
N=201	**Correlation is significant at the 0.01 level (2-tailed).		

Pearson correlation measures the strength of linear relationships between two variables. The correlation findings depicted in Table 12 reveal a significant moderate positive relationship ($r=.485$) between EE and CS, meaning that there is indeed an association between EE and CS. This result is consistent with findings reported in existing literature that EE has a positive influence on employee CS (Kumar & Kumar 2017:63; Takawira & Coetzee 2019:210). Employee empowerment can shape employees' emotions, hence referred to as a motivational strategy that influences the level of employee CS within an organisation. Employee empowerment ensures that employees are provided with the necessary support to help them excel in the roles they have been assigned. Such support involves investing in the career development of employees to equip them with new skills and help them grow in their careers, as this has been proven to increase CS among employees (Takawira & Coetzee 2019:213).

The results of the correlation analysis in this study also reveal that there is a relationship between EE and ITS ($r= .287$). This indicates that a positive relationship exists between the two constructs, even though it is not strong. A weak relationship reflects that there is little that GPW employees associate with by their willingness to stay with the organisation. The weak relationship could also indicate that employees do not feel empowered enough to want to stay in the organisation, which is consistent with the finding of Pranee *et al.* (2020:10) that employees will not be willing to stay with the organisation if that organisation fails to empower them the way they desire to be empowered.

The results reported in Table 12 also highlight an existence of a strong relationship between CS and ITS ($r=.535$). The results indicate that there is a strong relationship between CS of employees and their willingness to stay in the organisation. This finding is consistent with existing literature that employees stay longer with organisations when they are content with their respective career progress (Cao *et al.* 2014:2016). The more employees are satisfied with the rate at which their careers are progressing within a particular organisation, the higher the chances of continued employment. Employees deciding to stay with the organisation is also beneficial for the organisation as companies save on the resources that could have been used

in replacing employees. To ensure high employee retention, organisations need to invest in the continued development of its workforce and provide any necessary career support measures.

4.6 REGRESSION ANALYSIS

Regression analysis refers to the statistical technique that investigates relations between independent and dependent variables with the goal of making predictions about the relationships (Maree 2016:269). Linear regression analysis was performed to establish and explore predictive relationships between EE and CS, CS and ITS, and EE and ITS.

Table 13 reports the results of the first regression analysis model.

Table 13: Regression analysis Model 1: Employee empowerment and career satisfaction

Dependent variable: Career satisfaction				Collinearity statistics	
Model 1 Independent variable:	Beta	T	Sig	Tolerance	VIF
Employee empowerment	0.485	7.830	0.000	1.000	1.000
R= .485 R ² = .236 Adjusted R ² = .232 p<0.001					

When investigating the predictive relationship between EE and CS, EE was entered as an independent variable and CS was entered into the regression equation as a dependent variable. This highlights that EE influences employees' CS, meaning EE was entered as a predictor and CS entered as an endogenous variable. This is done with the aim of confirming predictive relationships between study constructs. The results highlight a statistical significance at $p < 0.001$; $p = 0.000$ (t value=7.830; $R^2 = 0.236$), indicating that roughly 24% of the variance in CS is accounted for by EE. The results also reveal that EE contributes positively towards predicting employee CS. Kumar and Kumar (2017:63) support this finding as investing in continued education and overall development of employees positively influences CS. To increase the level of CS, the GPW needs to improve its empowerment system such that it contributes more than it already does, to the CS of employees.

Table 14: Regression analysis Model 2: Career satisfaction and intention to stay

Dependent variable: Intention to stay				Collinearity statistics	
Model 2 Independent variable:	Beta	T	Sig	Tolerance	VIF
Career satisfaction	0.535	8.925	0.000	1.000	1.000
R= .535 R ² = .286 Adjusted R ² = .282 p<0.001					

Model 2 presents the regression analysis of CS and ITS where CS was entered into the regression equation as an independent variable, and ITS was entered as a dependent variable. The results revealed that there is a statistically significant correlation between CS and ITS at $p<0.001$; $p=0.000$ (t value= 8.925; $R^2=0.286$), indicating the existence of a significant predictive relationship. The results conclude that CS contributed positively towards employee ITS as 29% of the variance in ITS is contributed by CS. This means that an increase in the CS of GPW employees influences predictions about their ITS with the organisation. Employees who are content with the rate at which they are advancing in their careers would decide to stay with the organisation as they feel the organisation contributes to their career progress. The results reported by Model 2 are confirmed by Ismail *et al.* (2018:516) that CS is a predicting factor in employees continuing their employment with the organisation. Employees display loyalty to organisations that can contribute to their career growth and progress.

Table 15: Regression analysis Model 3: Employee empowerment and intention to stay

Dependent variable: Intention to stay				Collinearity statistics	
Model 3 Independent variable:	Beta	T	Sig	Tolerance	VIF
Employee empowerment	0.287	4.225	0.000	1.000	1.000
R= .287 R ² = .082 Adjusted R ² = .078 p<0.001					

Table 15 displays the regression analysis results of EE and ITS where EE was entered into the regression equation as an independent variable and ITS was entered as a dependent variable. Model 3 highlights that statistical significance was found between EE and ITS at $p<0.001$; $p=0.000$ (t value=4.225; $R^2=0.082$) hence a predictive relationship between EE and ITS is concluded. This indicates that approximately 8% of the variance in ITS is contributed by EE.

Empowerment gives employees a sense of belonging, which results in increased employee loyalty and commitment, which then leads to employees being reluctant to leave the organisation and explore other opportunities. The findings presented in Model 3 are consistent with those of Dahou and Hacini (2018:50), who proclaimed that an organisation can have a highly committed workforce if they consistently practice EE.

4.7 HYPOTHESES TESTING

The conceptual framework that was articulated in Chapter One was examined using the regression analysis to evaluate and determine the strength of relationships between independent and dependent variables. The conceptual framework and hypotheses findings are reported in Figure 7 and Table 16 and the findings highlight that all three hypotheses are supported and significant.

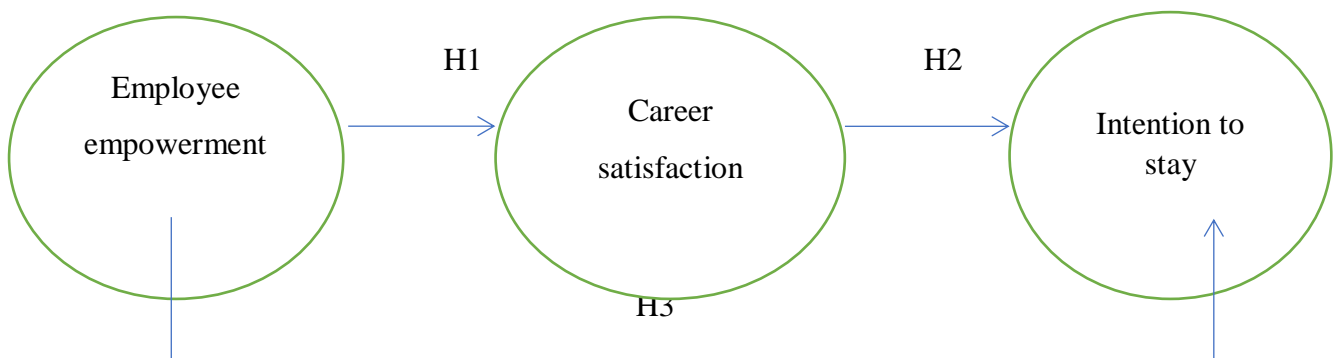


Figure 8: Conceptual framework

Table 16: Hypotheses testing outcomes

Hypothesis	Relationship	Beta coefficient	<i>t</i> Value	<i>p</i> Value	Accepted/Rejected
H1	EE→CS	0.485	7.830	0.000	Accepted
H2	CS→ ITS	0.535	8.925	0.000	Accepted
H3	EE→ITS	0.287	4.225	0.000	Accepted

NB: supported at $p < 0.001$

H1: There is a significant relationship between EE and CS

In examining the proposed hypothesis, EE was found to have a positive impact on CS hence the relationship is concluded to be statistically significant ($p=0.000$). This means that empowering employees within the organisation greatly contributes to the level of contentment they feel towards their different careers. Confirmation of the hypothesis is consistent with existing literature about the association between EE and CS.

H2: There is a significant relationship between CS and ITS

With reference to H3, CS and ITS presented a statistically significant positive relationship ($p=0.000$). This indicates that CS positively affects and contributes to employee intention to continue their employment with the organisation. An organisation contributing towards the career growth and progress of its employees can give those employees reason enough to decide to stay longer in the organisation. When employees are satisfied with the rate at which they are progressing in their careers, they become competent, hence it is unlikely for them to terminate their employment with the organisation.

H3: There is a significant relationship between EE and ITS

A significant positive association was confirmed between EE and ITS ($p=0.000$). The findings are consistent with existing literature that when employees are empowered within an organisation, they will have a desire to stay and continue their employment with that organisation. This is due to the fact that empowering employees gives them a sense of belonging, which increases the level of commitment to the organisation.

4.8 RELIABILITY

The concept of reliability is important when analysing study findings as it ensures that data is replicable. Reliability refers to the measuring instrument's ability to repeatedly yield the same results. Cronbach's alpha coefficient was utilised to determine internal consistency of the measuring instrument. The reliability findings are reported in Table 17.

Table 17: Internal consistency findings of the measuring instrument

Sections	Scale items	Number of items	Cronbach's alpha coefficient
B	B1, B2, B3, B4, B5	5	0.856

C	C1, C2, C3, C4, C5	5	0.889
D	D1, D2, D3, D4, D5	5	0.907

The reliability results presented in Table 16 reflect satisfactory reliability coefficients as all the sections of the measuring instrument scored above the set minimum of 0.70 (Andrew *et al.* 2011:202). The reliability scores range from 0.86 to 0.91, highlighting a high degree of internal consistency. The reliability scores therefore attest that the measuring instrument generated reliable findings and can be replicated. A study conducted among nurses measuring ITS generated a Cronbach alpha of 0.91 consistent with the reliability ranges of this study (Zaghlou, Hussaini & Bassam 2014: 52). A study by Arneson and Ekberg (2006:42) measuring empowerment in working life reliability ranged between 0.85 and 0.96, putting it in a similar range with study research analysing CS over time among German professionals, which resulted in Cronbach alpha ranging between 0.84 and 0.86, consistent with this study (Spurk, Abele & Volmer 2011:318).

4.9 VALIDITY

Validity refers to accuracy of a measuring instrument to precisely measure what it intended to measure. The types of validity determined in this study are content, predictive and construct validity.

4.9.1 Content validity

To establish content validity, the questionnaire was first reviewed by the research supervisor to check and correct any technical errors. The results of the pilot study revealed it was capable of evaluating the intended content when carrying out a larger-scale survey. No changes were made to the questionnaire as it generated the desired results.

4.9.2 Predictive validity

To ascertain predictive validity, regression analysis was applied in analysing data where predictive relationships were established and confirmed, as discussed in section 4.6. Relationships were established between EE and CS, CS and ITS, and EE and ITS.

4.9.3 Construct validity

Construct validity was determined through the application of correlation analysis. The findings of the correlation analysis reveal the existence of positive associations between EE and CS, CS

and ITS, and EE and ITS, as discussed in section 4.5. This indicates that there is satisfactory construct validity in confirmed associations.

4.9.4. Convergent validity

To evaluate convergent validity, correlation analysis applied. The relationship between CS and ITS highlighted a strong positive relationship of 0.535, hence confirming convergence between study constructs.

4.10 CONCLUSION

This chapter reported the empirical findings of the study. To test the measuring instrument's reliability, the results of the pilot study were discussed. A brief discussion of the sample description (section A of the questionnaire) was provided, followed by a presentation of descriptive statistics on EE, CS and ITS (sections B-D of the questionnaire). Correlation analysis findings were then reported to confirm the nature and strength of relationships between EE and CS, CS and ITS, and EE and ITS. Significant positive associations between study constructs were confirmed. A brief report on predictive relationships between study constructs was also presented, including a report on the confirmation of the reliability and validity of the measuring instrument.

The next and final chapter discusses the general overview and concludes the study by making recommendations.

CHAPTER 5

OVERVIEW, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter focused on analysis and interpretation of results, as well as the discussion of the reliability of the measuring instrument used to gather data for the study. Data was interpreted through the application of descriptive statistics for each study construct. This chapter explains how the theoretical and empirical objectives set at the beginning of the research project were achieved through research findings discussed in Chapter 4. This chapter will present recommendations based on the findings and indicate how the study contributes to the existing body of research. Implications for future research and limitations of the study are also presented.

5.2 STUDY OVERVIEW

The main objective of the study was to determine the relationship between EE, CS and ITS of employees in a printing organisation. A summary of chapters is provided to reveal how this objective was accomplished.

Chapter 1 laid the framework and scope of the study. The study's objectives were outlined, the hypotheses were formulated to establish the relationships between the constructs.

Chapter 2 focused on the literature review relating to the study constructs. The background and the current situation in the printing sector was discussed. Theories underpinning the study were discussed, and relationships between the study constructs were explored.

Chapter 3 presented the research design and methodology, including the research approach. Data collection and analysis techniques were discussed, validity and reliability of the measuring instrument were highlighted. Ethical considerations observed when conducting this study were also highlighted.

Chapter 4 discussed the findings of the study, attained through graphical and descriptive statistics. The results of the pilot study were also discussed, followed by the results of the correlation and regression analysis. The instrument's reliability and validity were also outlined.

This chapter provides an overview of the study and the achievement of the objectives, recommendations based on the findings, as well as conclusions of the study.

5.3 ATTAINMENT OF RESEARCH OBJECTIVES

Research objectives formulated at the beginning of the study were achieved through a literature review relating to its constructs.

5.3.1 Primary objective

The primary objective of the study was to investigate EE, CS and ITS of employees in a printing organisation. To support the attainment of this objective, theoretical and empirical objectives were formulated.

5.3.2 Theoretical objectives

The following theoretical objectives were achieved through the review of existing literature and are addressed below.

Objective 1: To conduct a literature review on employee empowerment

The first objective was to review existing literature on EE. It was directed at providing an in-depth discussion of the foundations of EE by exploring existing literature. The study construct was found to be theoretically conceptualised and supported by the RT, which focused on how behaviour that is followed by pleasurable consequences is likely to be repeated, and the opposite also being true. This theory puts into perspective that when employees feel empowered and admired by their seniors, they are likely to reciprocate by being innovative and accountable. The development of EE as well as the empowerment process are detailed in sections 2.2.3 and 2.2.4 respectively. Dimensions of EE which are structural and psychological are discussed in section 2.2.8.

Objective 2: To review literature on career satisfaction

The second theoretical objective was formulated with the focus on emphasising the description of CS and the theory supporting it. The review of CS is detailed in section 2.3 and factors influencing CS were identified and discussed in section 2.3.3. Determinants of CS were also discussed and detailed in section 2.3.4. The SCT, on the other hand, focused on the individual and intrinsic goal achievement; it supports the conception that underlying motives are related to goal accomplishment and well-being at work. This theory links with CS, since CS also focuses more on the individual than the organisation and considers that the internal standards

of an individual are formed through the insight of satisfaction as a function of their success in their social environment. The SCT is discussed in section 2.3.2.1.

Objective 3: To provide an overview of literature on intention to stay

This theoretical objective was formulated with the aim of providing an overview of ITS, defining ITS and the theory underpinning it. The SET outlined that when an individual receives benefits from others, the individual feels an obligation to compensate that benefit with loyalty and effort. The SET explains ITS well, that is, when individuals feel they are benefitting from an organisation, they will respond by staying longer in that organisation, thereby decreasing the intention to leave of employees. The SET is discussed in detail in section 2.4.2.1.

Objective 4: To examine the literature on the relationship between employee empowerment, career satisfaction and intention to stay

This objective was formulated with the objective of examining the relationship between the study variables. In achieving this objective, several previous studies were reviewed in section 2.5. Previous research posits that EE has a positive relationship with CS, since EE has an impact on employees' job satisfaction and contributes to their general satisfaction in the workplace. Previous studies also highlighted that employees who feel empowered in organisations tend to stay longer. Employee empowerment provides a sense of belonging and causes employees to feel valued by the organisation and consequently desire to continue being part of that very organisation. Previous research also highlighted that the high levels of CS would therefore increase employees' ITS.

5.3.3 Empirical objectives

The empirical objectives were formulated based on relationships between the study constructs noted at the beginning and conclusions drawn from the evaluation of those relationships. The results of their evaluation are summarised in the following sections.

Objective 1: To measure the levels of employee empowerment

This objective aimed at measuring the levels of empowerment among the employees of GPW. In order to achieve this objective, an analysis of descriptive statistics on section B of the questionnaire was presented in section 4.4. Means analysis was undertaken to evaluate EE. The mean score for EE as presented in section 4.4 was =3.99. This score revealed that employees tended towards agreeing that with items in EE. A study to measure EE on employee

engagement in the workplace resulted in the mean score of 3.75 (Kapadia 2020:399), which present similar findings to those of the present study.

Objective 2: To assess the levels of career satisfaction

This objective was aimed at measuring the level of CS among the employees of GPW. In order to achieve this objective, an analysis of descriptive statistics of section C was presented in section 4.4. Means analysis was undertaken to evaluate CS. The mean score for CS as presented in section 4.4 was = 3.31. This score revealed that employees of GPW are non-committal to items provided in CS. These findings are similar to the findings by Back-Kyoo and Ready (2012:286) with a mean score 3.26, which indicated employees' higher CS when they had a higher performance goal orientation.

Objective 3: To ascertain the extent of intention to stay

This objective was aimed at discovering the extent of intending to stay with GPW among the employees. In order to achieve this objective, an analysis of descriptive statistics of section D of the questionnaire was presented in section 4.4. Means analysis was undertaken to ascertain the extent of ITS. The score for ITS as presented in section 4.4 is = 2.86. This mean score revealed that the employees of GPW agree with items in ITS to a certain extent.

Objective 4: To determine the relationship between employee empowerment and career satisfaction

In order to achieve this objective, the Spearman's *rho* correlation analysis was conducted to determine the nature and strength existing between the two constructs. The results of the correlation are provided in section 4.5 and indicate that there is a significant moderate positive relationship ($r=.485$; $p<0.01$) between EE and CS, meaning that there is an association between EE and CS.

Objective 5: To establish the relationship between career satisfaction and intention to stay

To achieve this objective, Pearson's *rho* correlation analysis was conducted to determine the nature and strength existing between the two constructs. The results of the correlation analysis are provided in section 4.5 and highlight an existence of a strong relationship between CS and ITS ($r=.535$, $p<0.01$). The results indicate that there is a strong relationship between CS of employees and their willingness to stay in the organisation.

Objective 6: To establish the relationship between employee empowerment and intention to stay

In order to achieve this objective, the Pearson's *rho* correlation analysis was conducted to determine the nature and strength existing between the two constructs. The results of the correlation analysis as reported in section 4.5 reveal a weak positive relationship between EE and ITS ($r = .287$; $p < 0.01$). This indicates that a relationship exists between the two constructs, even though it is a weak one.

5.4 CONTRIBUTION OF THE STUDY

This section focuses on the contribution of this study, which provides increased understanding and new insights on EE, CS and ITS since it focuses on an unexplored sector, namely printing. Discovering the effect of EE and CS on the employees' ITS with the GPW may assist management to use the recommendations emanating from this research in order to benefit from them. This would assist GPW to retain employees and not be continually spending resources on recruitment, selection and induction processes. Through this research, the granting of a decision-making authority to lower-level employees is explored. The analysis presented conveys valuable information on the importance of supporting the career growth of employees. This study contributes to existing literature and add value to the field of Human Resource Management. Its findings would be useful for future research.

5.5 RECOMMENDATIONS EMANATING FROM THE STUDY

The study provides an overview of the relationship between EE, CS and ITS. Based on the findings originating from it, a number of recommendations are made.

Since results of the study showed an association between EE and ITS, it is therefore necessary to improve EE. It is therefore recommended that GPW pays attention to the following aspects to improve EE:

- Identify conditions in GPW which may lead to employees feeling powerless and insignificant and remove them.
- Delegate power to enable work decisions to be taken quicker and to encourage innovativeness of employees.

- Maintain a balance between full management control and the freedom of employees, which entails the capability of voice, which is the extent to which employees can effectively express their views, proposals and ideas as well as having autonomous control of a worker over working processes (Veltman 2016:84).
- Encourage lower-level employees and senior management to have open dialogues, where lower-level employees may be granted opportunities to express suggestions and have their voices heard.

Since the study's results highlighted an existence of a strong relationship between CS and ITS, it is necessary to increase CS in order to increase ITS. In order to improve CS among employees, it is recommended that GPW pays attention to the following aspects:

- Provide opportunities for growth and more responsibility for employees, by providing them with jobs that will not only challenge them, but give them a sense of reward and fulfilment at the same time.
- Offer recognition and support for employee effort, diligence, and commitment.
- Offer study opportunities and funding via bursaries and training and development interventions.
- Offer support to employees who are studying part-time in order to improve their careers.

5.6 STUDY LIMITATIONS AND IMPLICATIONS FOR FUTURE RESEARCH

The study's focus was only on the employees of GPW. Due to the sample being limited to one organisation, the results do not allow for the generalisation to other printing organisations, or other government departments. It is recommended that future research incorporate more than one organisation in the printing sector and more than one government department. Since this study made use of a quantitative research design, future research on these constructs may use a qualitative or mixed methods approach to gain more understanding. This was a once-off study, therefore it is recommended that follow-up studies be conducted to provide a more balanced and complete view of the constructs.

5.7 CONCLUDING REMARKS

This study investigated EE, CS, and ITS of employees in the GPW. The researcher highlighted the relationship which exists between these constructs. Since GPW is set to provide cost-effective, reliable and timely printing services to all spheres of government, employees are crucial in ensuring that GPW is successful in achieving its mandate. Empowerment of employees is perceived to be important and will help the organisation adapt to evolving

technologies since EE encourages innovation from employees. With CS being broader than job satisfaction, since it indicates how an individual feels regarding their lifetime of work, it is crucial for GPW to ensure that its employees' career journeys are supported, since the results of this study showed that employees with high levels of CS are likely to remain with the organisation for longer. By implementing EE, GPW would not only achieve CS but encourage employees to stay without constantly contemplating to leave.

In this research, useful insights were provided for GPW, which would support it in meeting its strategic goals and plans. The time spent on this research was valuable, resulting in new information as per its objectives. It is hoped that these recommendations will form an important contribution towards possible solutions to a specific problem, which was its aim. The printing industry would greatly benefit from this study.

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APPENDICES

APPENDIX A: MAIN STUDY QUESTIONNAIRE

Vaal University of Technology
Faculty of Management Sciences
Department of Human Resource Management
Private Bag X021
Vanderbijlpark
1900

Dear respondent

I am Adelaide Zandile Mqokozo, a Master's Degree student in Human Resource Management at the Vaal University of Technology. This questionnaire aims to determine employee's empowerment, career satisfaction and intention to stay of employees in your organisation. The questionnaire has four sections and should take approximately 5-7 minutes to complete. This is an anonymous and confidential questionnaire and the answers you provide will be used solely for research purposes.

Should you have any questions or require any additional information in this regard, please do not hesitate to contact myself on 0820518464 or my supervisor, Prof Pierre Joubert on 0534910484. It will be greatly appreciated if you can kindly assist in completing the questionnaire. Your participation is voluntary and can be withdrawn at any time without penalty. Thank you for your time and effort in completing the questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

This section deals with background information about you. Please indicate your answer by placing a cross [X] in the appropriate box.

A1.

Gender	Male	Female
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A2.

Age	Younger than 20 Years	20–29 Years	30–39 Years	40–49 Years	50–59 years	60 years and older
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A3.

Length of service	0 – 5 years	6 – 10 Years	11 – 20 Years	21 – 30 Years	More than 30 Years
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A4. Please indicate your highest academic qualification (please choose one only)

Matriculation	1	
Certificate	2	
Diploma	3	
Degree	4	
Higher degree (M or D)	5	
Other (specify)	6	

SECTION B

EMPLOYEE EMPOWERMENT

The following statements relate to employee empowerment. Please take a moment to rank the following on a five-point Likert scale to reflect your feelings concerning employee empowerment in your organisation. **1** means **Strongly disagree** and **5** means **Strongly agree**. Place a cross [X] in the box that reflects your feelings.

1 Strongly disagree, **2** Disagree, **3** Neither agree nor disagree **4** Agree, **5** Strongly agree

B1	I feel competent to perform the tasks required for my position.	Strongly disagree	1	2	3	4	5	Strongly agree
B2	I am confident about my capabilities and skills to do my job.	Strongly disagree	1	2	3	4	5	Strongly agree
B3	I have the authority to make necessary decisions in my job.	Strongly disagree	1	2	3	4	5	Strongly agree
B4	My manager trusts me to make the appropriate decisions in my job.	Strongly disagree	1	2	3	4	5	Strongly agree
B5	I have considerable opportunity for interdependence and freedom in how I do my job.	Strongly disagree	1	2	3	4	5	Strongly agree

SECTION C CAREER SATISFACTION

The following statements relate to career satisfaction. Please take a moment to rank the following on a five-point Likert scale to reflect your feelings about how satisfied are you with your career. **1** means **strongly disagree** and **5** means **strongly agree**. Place a cross [X] in the box that reflects your feelings.

1 Strongly disagree, **2** Disagree, **3** Neither agree nor disagree **4** Agree, **5** Strongly agree

C1	I am satisfied with the success I have achieved in my career.	Strongly disagree	1	2	3	4	5	Strongly agree
C2	I am satisfied with the progress I have made	Strongly disagree	1	2	3	4	5	Strongly agree

	towards meeting my overall career goals.							
C3	I am satisfied with the progress I have made towards meeting my goals for income.	Strongly disagree	1	2	3	4	5	Strongly agree
C4	I am satisfied with the progress I have made towards meeting my goals for advancement.	Strongly disagree	1	2	3	4	5	Strongly agree
C5	I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	Strongly disagree	1	2	3	4	5	Strongly agree

SECTION D INTENTION TO STAY

The following statements relate to your intention of staying with your current organisation.

Please take a moment to rank the following on a five-point Likert scale to reflect your feelings about your intentions of staying with your current organisation. **1** means **strongly disagree** and **5** means **strongly agree**. Place a cross [X] in the box that reflects your feelings.

1 Strongly disagree, **2** Disagree, **3** Neither agree nor disagree **4** Agree, **5** Strongly agree

D1	I will most probably stay in this company in the foreseeable future.	Strongly disagree	1	2	3	4	5	Strongly agree
D2	I definitely intend to maintain my current relationship with this organisation.	Strongly disagree	1	2	3	4	5	Strongly agree

D3	I have no intention of leaving this organisation.	Strongly disagree	1	2	3	4	5	Strongly agree
D4	I want to continue working 5 years from now in my current job.	Strongly disagree	1	2	3	4	5	Strongly agree
D5	I am not even planning on looking for a new job.	Strongly disagree	1	2	3	4	5	Strongly agree

APPENDIX B: ETHICAL CLEARANCE LETTER



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**Faculty of Management Sciences
Research Ethics Committee**

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RESEARCHER: A.Z. Mqokozo
SUPERVISOR: Prof P.A. Joubert

PROJECT TITLE: Employee empowerment, career satisfaction and intention to stay of employees in a printing organisation in Pretoria.

Decision: Approved

Ethics Reference Number:
FRECMS-21102020-050
Personal number: 213027119

Dear A.Z. Mqokozo

Thank you for submitting the above-mentioned Masters project for ethical consideration. The application was detailed and provided useful information. You may commence with your data collection. This clearance is valid for three years from the date of this letter. Please also note the following:

The Ethics Reference number, as stated above, should be used in all correspondence regarding this research project.

As the primary researcher you undertake to:

- Only follow the procedures for which approval has been given.
- Inform the Faculty Research Ethics Committee (FREC) of any significant deviations that may occur in the research project which directly influences what has been approved.
- Report any adverse events that might occur, within 14 days of the event, to the FREC. (Refer to the Ethical Guidelines as to what procedure you will need to follow in such an event).
- Submit annual progress reports to the FREC.

Inform the FREC once the research project has reached completion and the findings have entered the public domain.

The FREC would like to take this opportunity to wish you well with your research project.

Kind Regards

Dr FE Mahomed
Faculty Research Ethics Committee Chair
Faculty of Management Sciences

Date: 13 April 2022

APPENDIX C: LANGUAGE EDITING CERTIFICATE

8 Belle Ombre Road

Tamboerskloof

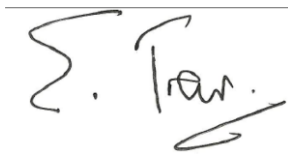
Cape Town

8001.

10 August 2022

LANGUAGE EDITING

This is to certify that I language-edited the dissertation “Employee employment, career satisfaction and intention to stay of employees in a printing organisation in Pretoria,” by Adelaide Zandile Mqokozo for the M.Management degree in the Faculty of Management Sciences, Vaal University of Technology.

A handwritten signature in black ink, appearing to read 'E. Trew', is positioned below a horizontal line.

Elizabeth Trew

Trew.eliz@gmail.com

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