

Organizational culture and turnover intention in higher education: a moderated mediation model of commitment and self-efficacy

Julius Samuel Opolot, Gabriel Simiyu, Sulait Tumwine, Rogers Mwesigwa & Sentrine Nasiima

To cite this article: Julius Samuel Opolot, Gabriel Simiyu, Sulait Tumwine, Rogers Mwesigwa & Sentrine Nasiima (2026) Organizational culture and turnover intention in higher education: a moderated mediation model of commitment and self-efficacy, Cogent Psychology, 13:1, 2632390, DOI: [10.1080/23311908.2026.2632390](https://doi.org/10.1080/23311908.2026.2632390)

To link to this article: <https://doi.org/10.1080/23311908.2026.2632390>



© 2026 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



View supplementary material [↗](#)



Published online: 25 Feb 2026.



Submit your article to this journal [↗](#)



Article views: 894





View related articles [↗](#)



View Crossmark data [↗](#)

Organizational culture and turnover intention in higher education: a moderated mediation model of commitment and self-efficacy

Julius Samuel Opolot^a , Gabriel Simiyu^b , Sulait Tumwine^c, Rogers Mwesigwa^d and Sentrine Nasiima^e

^aDepartment of Human Resource Management, Makerere University Business School, Kampala, Uganda; ^bDepartment of Business Management, University of Eldoret, Eldoret City, Republic of Kenya; ^cDepartment of Accounting, Faculty of Commerce, Makerere University Business School, Kampala, Uganda; ^dDepartment of Business Administration, Faculty of Entrepreneurship & Business Administration, Makerere University Business School, Kampala, Uganda; ^eDepartment of Human Resource Management, Faculty of Management, Makerere University Business School, Kampala, Uganda

ABSTRACT

This study examines how organizational culture (OC) impacts academic staff's commitment (COM) and turnover intentions (TI), taking into account individual self-efficacy (SE). Using a cross-sectional survey, we collected data from 574 academic staff from universities in Uganda. Analyses were conducted through Hayes's PROCESS technique. Results show that COM partially explains the effect of OC on TI ($\beta = -0.141$, $SE = 0.032$, $CI = -0.205, -0.077$), with the strength of this mediation increasing alongside higher SE. Particular importance should be placed on those staff with high SE ($\beta = -0.165$, $SE = 0.036$, $CI = -0.240, -0.094$). We urge institutions to promote SE through customized training, mentoring, and coaching initiatives that aim to reinforce COM and reduce turnover. This study pioneers an integrated examination of both the direct and indirect effects of OC on TI via COM, as well as the moderating function of SE, within the less-explored organizational landscape of a developing country, Uganda.

ARTICLE HISTORY

Received 26 June 2025
Revised 6 January 2026
Accepted 9 February 2026

KEYWORDS



Organizational culture; turnover intention; commitment; self-efficacy; moderated mediation model; higher education

SUBJECTS

Social Sciences; Behavioral Sciences; Health Psychology; Social Sciences; Behavioral Sciences; Biopsychology

Introduction

In today's innovation-driven world, education plays a pivotal role in bridging inequality gaps and supporting inclusive and sustainable societal advancement (Abdi et al., 2025; Adipat & Chotikapanich, 2022). As responsible entities, universities face increasing demands to deliver holistic education that reflects the high cognitive abilities, global insights, character, and competitiveness of their alumni (Turarova et al., 2025). Given this strategic role, universities must attract and retain top academicians to harness their potential in preserving current performance gains and ensuring long-term sustainability (Avan & Öcal, 2025; Gebresilase et al., 2025). Thus, the success of these institutions largely depends on their scholars; however, retaining competent and talented scholars remains a significant challenge (Mather & Bam, 2025). Recent statistics indicate high academic staff turnover, with approximately 22% leaving within their first year, 45% after five years, and about 36% quitting annually across the US, UK, and Scotland, leading to diminished long-term organizational commitment (Alnehabi & Al-Mekhlafi, 2025; Hulme & Wood, 2022; Kutsyuruba et al., 2022; McClure & Sallee, 2025; McFadden et al., 2024). Narrowing down to developing economies, recent studies (Mgaiwa, 2023; Mwesigwa et al., 2020; Twesigye et al., 2026) reveal an increasing trend of staff attrition among Ugandan universities, especially when compared to institutions in other developing countries such as South Africa, Nigeria, Kenya, and Tanzania. This divergence highlights the importance of a thorough assessment of the specific factors influencing staff turnover intentions (Mgaiwa, 2023; Xueyun et al., 2025) within the Ugandan context. Factors unique to Uganda,

CONTACT Julius Samuel Opolot  jsopolot@gmail.com  Department of Human Resource Management Makerere University Business School, Kampala, Uganda

© 2026 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

such as economic challenges, concerns about employment security, institutional governance, and cultural attitudes toward employment, may influence staff retention differently than in other countries (Tolossa, 2024). Understanding these contextual complexities is crucial in designing effective retention strategies and addressing the rising attrition trends in Ugandan higher education institutions (McClure & Sallee, 2025).

Turnover intention poses a significant concern not just for academic institutions, but also for businesses, employees, and policymakers at the national level (Anse et al., 2025; Ramalho Luz et al., 2018). Thus, the increased turnover intention of experienced faculty members has a dreadful impact on university operations (Butson et al., 2025; Terry et al., 2025). This is largely because higher education is regarded as a cornerstone for national progress, as it equips individuals with skills, generates knowledge, and spreads innovations essential for transforming a nation into a dominant economic force (Alshmemri, 2025; Mgaiwa, 2023; Wirba, 2022).

The existing literature has established a direct relationship between organizational culture (OC) and turnover intentions (Jyoti et al., 2020; Sujeong, 2022), but a notable gap remains regarding the mechanisms and boundary conditions that influence this relationship. Specifically, how commitment mediates the impact of organizational culture on turnover intentions and under what conditions self-efficacy moderates this pathway have received limited empirical attention (Pathan, 2022; Wu et al., 2023). We chose to examine commitment as a mediator because organizational culture shapes employees' attitudes, values, and sense of belonging, all of which are central to their commitment to the institution (Kim et al., 2020). Higher commitment, in turn, is expected to reduce turnover intentions by fostering a sense of loyalty and engagement. Recognizing commitment as a mediator refines the understanding of the process through which organizational culture influences turnover intentions, aligning with recent calls for more refined, mechanism-focused research (Muhammad Shoaib Khan Pathan, 2022). Simultaneously, self-efficacy is introduced as a moderator based on Social Cognitive Theory (SCT), which suggests that individuals' belief in their capabilities can amplify or attenuate the effects of commitment on turnover intentions. Specifically, employees with high self-efficacy may be better equipped to cope with adverse cultural or organizational factors, thereby weakening an otherwise strong organizational culture–turnover intention relationship (Wu et al., 2023). Conversely, low self-efficacy might reinforce the influence of organizational culture on reducing turnover intentions. Focusing on developing country contexts such as Uganda adds further significance, as organizational and cultural boundary conditions may likely differ from Western settings, and the mediating and moderating roles of commitment and self-efficacy may be particularly salient (Ma et al., 2016; Rubenstein et al., 2018; Suifan et al., 2017). Additionally, our framework incorporates comparative cultural perspectives (Nazir et al., 2022) emphasizing the importance of boundary conditions that moderate the organizational culture–turnover intention link.

Contextual distinctiveness also matters. Uganda's higher education institutions operate within a national culture characterized by collectivism, high power distance, and limited institutional resources (Twesigye et al., 2026). Such cultural features create "grey areas" between institutional culture and national values. For example, while universities may aspire to build participative and inclusive organizational cultures, national traditions of hierarchical authority can constrain these initiatives. This tension makes Uganda an ideal context for testing how commitment mediates and how self-efficacy moderates the organizational culture–turnover intention relationship. Findings from Uganda, therefore, extend global scholarship by showing how reciprocal exchanges (SET) and personal agency (SCT) interact under conditions of resource scarcity, cultural collectivism, and institutional instability typical of many sub-Saharan African HEIs.

We identify three significant ways in which this study enhances academic discourse. First, by focusing on higher education institutions (HEIs) in a developing country, we provide empirical support for the main variable relationships, a perspective rarely explored in current literature. Second, aligning with scholarly demands, we investigate the deeper causal pathways connecting organizational culture and turnover intentions. Toward this end, we develop and test commitment as a novel mediator that helps explain the adverse influence of organizational culture on turnover intentions. Third, we extend prior studies by demonstrating that the mediating effect of organizational commitment is conditional rather than fixed. We introduce self-efficacy as a critical boundary factor that reduces the damaging impact of organizational culture and commitment on employee retention. Ultimately, this research extends

theoretical understanding by uncovering the mechanism through which organizational culture affects turnover intentions and the environmental conditions that determine the strength of this indirect link. Our discussion encompasses the theoretical basis, methodological approach, key findings, practical implications, and limitations of our investigation.

Theoretical framework and hypotheses development

This study employs two complementary perspectives of Social Exchange Theory (SET) and Social Cognitive Theory (SCT) as foundational lenses to understand the determinants of academic staff's turnover intentions in a developing economy. SET, with its roots in psychology and sociology, was introduced in the business arena by Blau (1964); Blau (2017). SET posits that employment relationships are structured around reciprocal exchanges. An individual's ongoing participation depends on the belief that efforts and contributions (effort, loyalty) are reciprocated by fair treatment, recognition, and support from the organization (Chhabra, 2022). The perception of fairness, whether in reward, recognition, or treatment, serves as a critical determinant of relational stability and commitment. When employees perceive an equitable balance between their contributions and received benefits, their attachment to the organization is reinforced (Chhabra, 2022; Ghani et al., 2024). Continuous evaluation of reciprocity influences employees' decisions to stay or leave; an imbalance may foster dissatisfaction and turnover. In the end, commitment is the outcome of reciprocal exchanges between the employee and the organization experienced through perceived support, fairness, and resource sharing (Blau, 1964). When university staff perceive that their institution offers development opportunities, a supportive culture, and considerate management, they interpret these signals as organizational support, fostering a sense of obligation and emotional loyalty. This reciprocal exchange nurtures affective commitment, which represents an emotional bond rooted in feelings of trust and mutual obligation (Rai et al., 2025; Xueyun et al., 2025).

Theoretically, commitment functions as a mediator because it explains how perceptions of organizational justice and support influence employee behaviors such as retention and engagement. According to SET, when employees perceive that their efforts and dedication are recognized and reciprocated, they are more likely to develop a strong emotional attachment (Mora Cortez & Johnston, 2020; Rajãa & Mekkaoui, 2025; Tan et al., 2025). This attachment then reduces turnover intentions and promotes positive organizational behaviors, such as increased teaching effort, research involvement, and participation in university activities. In effect, commitment transmits the influence of the organizational culture and support mechanisms onto behavioral outcomes, aligning with findings that strong emotional bonds can buffer against intentions to leave (Vuong et al., 2023; Wu et al., 2023). By fostering positive social exchanges through developmental opportunities and cultivating an inclusive culture, universities can reinforce commitment among staff. This, in turn, leads to higher retention and improved performance, illustrating the mediating role of commitment in translating supportive organizational practices into positive employee outcomes.

In addition, we integrate SCT (Bandura, 1986), which postulates that the social setups influence how humans learn and behave. During socialization, individuals gain traits, learn behaviors, and comprehend their actions and likely consequences. Framed around reciprocal determinism, behavior (TI), personal factors (SE), and environmental influences (OC) are mutually reinforcing and dynamically interconnected (Nazir et al., 2022). Changes in one component can influence the others in a feedback loop. At the heart of SCT, we highlight the role of self-efficacy as an individual's belief in their capability to perform specific tasks influences motivation, behavior, and persistence within organizational contexts (Doanh Duong et al., 2024). When employees possess high self-efficacy, they interpret organizational cues and challenges more optimistically. They view obstacles as opportunities for growth and are more confident in their ability to adapt, perform effectively, and meet organizational expectations. This heightened belief in their own efficacy fosters stronger emotional investment in the organization, enhancing employee commitment and consequently reducing the likelihood of turnover. Furthermore, individuals with high self-efficacy tend to assess situations more objectively, manage better, and demonstrate resilience (Liu et al., 2025), all of which reinforce retention even amid organizational uncertainties (Ma'ruf & Juhaidi, 2025).

In contrast, employees with low self-efficacy tend to doubt their abilities, interpret workplace challenges as threats rather than opportunities, and may feel overwhelmed or disengaged. Despite having

emotional attachment or organizational commitment, their lack of confidence impairs their ability to translate these feelings into retention behaviors. This diminishes the protective effect of organizational commitment against turnover intentions, thereby weakening the indirect pathway linking culture and turnover via commitment. This dual-theoretical approach provides a comprehensive understanding of the complex social and psychological dynamics influencing academic staff's commitment. SET underscores the importance of perceived fairness and reciprocity in maintaining relational bonds, while SCT emphasizes the role of cognition, self-efficacy, and environmental influences in shaping behaviors.

Organizational commitment (COM as a mediator)

COM reflects the extent to which employees align with institutional goals and develop an emotional bond with their workplace (Vuong et al., 2023). Committed staff tend to demonstrate better performance, greater job satisfaction, prosocial behaviors, and lower levels of absenteeism and turnover intentions (Kmieciak, 2022). In universities, COM significantly affects teaching effort, student engagement, research involvement, and overall academic excellence (Ul Hassan et al., 2023).

While literature shows that COM is strongly linked to employee retention (Wu et al., 2023), there is limited empirical evidence focusing specifically on academic personnel. Research suggests that increasing attachment and improving workplace conditions are key to reducing turnover (Vuong et al., 2023). Universities can strengthen COM by offering developmental opportunities (Ul Hassan et al., 2023) and cultivating a supportive culture (Wu et al., 2023). These efforts may be perceived as signals of institutional support, fostering loyalty and discouraging staff from seeking alternatives (Shao et al., 2022).

Empirical findings also show that a strong organizational culture correlates negatively with turnover intentions and positively with retention (Kmieciak, 2022; Volkova & Chiker, 2020). Faculty who perceive a positive and inclusive culture tend to stay, feel integrated into the institution (Jyoti et al., 2020), contributing to workforce stability.

H1: Organizational commitment mediates the organizational culture and turnover intentions.

The moderating role of self-efficacy (SE)

This research applies insights from Social Cognitive Theory (Bandura, 1986) to explore how personal efficacy modifies the indirect pathway linking organizational culture and turnover intentions via employee commitment. According to SCT, an individual's belief in their capabilities significantly affects how they engage with and respond to workplace dynamics. High SE individuals are more likely to interpret organizational environments positively and see challenges as avenues for growth. Such perceptions may lead to deeper emotional investment and reduced likelihood of leaving compared to those with lower SE. These individuals are also more objective in evaluating situations and confident in handling pressure. Nazir et al. (2022) demonstrated that SE played a moderating role in reducing turnover risk among healthcare workers in Pakistan. Laschinger et al. (2015) similarly found that higher SE correlated with increased job satisfaction and stability. Wu et al. (2023) reinforced that confident employees perform better, achieve goals more efficiently, and remain longer with their employers. We apply these findings to assess how self-efficacy conditions the OC–TI relationship among Ugandan academics, an area marked by elevated turnover rates.

H2: Self-efficacy exerts a conditional effect on the link between Organization Commitment and Turnover intentions

Moderated mediation

While organizational culture influences work attitudes, its impact may depend on other factors (Kelly, 2020). Prior studies often focus on direct or simple indirect effects, yielding inconsistent results (Idrees et al., 2023). To better capture these dynamics, researchers recommend using moderated mediation models, which explain how and when an effect occurs by showing that the strength of an indirect relationship depends on a third variable (Sklar et al., 2021). Recent studies have successfully applied this model

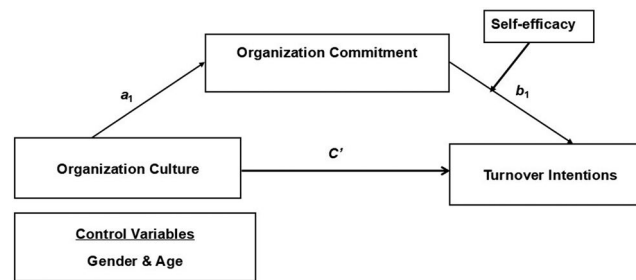


Figure 1. Research model: Source: Model 14 Hayes (2022).

in various contexts. For example, Bhat et al. (2023), established that PLMC significantly moderated the relationship between stress and turnover intentions, as well as the relationship between commitment and turnover intentions. Pahlevan Sharif et al. (2021) stated that psychological ownership influenced the indirect link between support and turnover intentions, while Hebles et al. (2022) reveals that COVID-19 worry and supervisor support moderate the strength of the indirect pathway from stress to turnover intentions via psychological safety. Further, Gautam and Gautam (2024), research identified that service climate and emotion regulation jointly moderate the indirect effect of occupational stress on turnover intentions. In this study, we propose that the indirect effect of organizational culture on turnover intention via commitment may be influenced by self-efficacy (To & Yu, 2024). High self-efficacy may strengthen how individuals internalize organizational culture, increase their commitment, and reduce turnover intentions (Amankwah et al., 2025; Xiao et al., 2022). Therefore, the extent to which commitment transmits the effect of organizational culture on turnover intentions may vary depending on levels of self-efficacy.

H3: Self-efficacy plays a role in changing the strength of the relationship between organizational culture and turnover intention, mediated by organizational commitment.

In summary, the arguments and findings presented in the existing theoretical and empirical literature have been integrated into the proposed moderated mediation structure shown in Figure 1.

Methodology

Research design and sampling procedure

This research implemented a survey-based cross-sectional methodology to obtain responses from a targeted pool of 4,192 academic staff working in various Ugandan higher education institutions. Applying Yamane (1967) statistical method, the required sample size was calculated as 878 participants, who were distributed proportionally across faculties based on their relative sizes in the population, thus ensuring representativeness. This approach ensured the sample accurately reflected the target population, enhancing the reliability of the findings. The sampling procedure began by classifying the universities into public and private types. Then, each university was treated as a separate stratum. Within these, individual staff members were selected through random sampling techniques. Each individual was assigned a number then a lottery method was used to pick respondents (Abren et al., 2025). Before the survey commenced, all participants were given a participant information sheet, ethical approval letters from TASO-REC (TASO-2022-194) and UNSCT-SS1898ES (research bodies accredited to oversee research in Uganda), a written consent document, and a standardized questionnaire. Participants were assured of confidentiality and reminded that their involvement was voluntary, with the option to stop participating at any time (Gebresilase et al., 2025). The data gathering phase took place over a three-month duration, from April to June 2023.

Respondents' demographics

Of the 878 survey instruments issued, 574 complete and analyzable responses were obtained, corresponding to a return rate of 65.3%. This attrition was due to some respondents who withdrew their consent after distribution of the instrument, others who provided incomplete responses, and some who

were unable to return the questionnaires due to work-related commitments at their institutions. The gender breakdown showed that 63.9% of respondents were male, with females accounting for 36.1%. Concerning age, the most commonly represented group was those aged 31–40 (45.3%), while the least represented were those aged 51–60 (1.2%).

Measurement of the constructs

We utilized self-report measures to evaluate all study variables through a structured questionnaire. All instruments were drawn from well-established scales and were adapted where necessary to ensure contextual relevance. The questionnaire was administered in English, which is the official language of instruction and professional communication in the study context. Minor wording adjustments were made to enhance clarity and cultural appropriateness without altering the underlying meaning of the items (O'Connor, 2018).

Turnover intention was measured using fourteen items adapted from Jacobs and Roodt (2008). These items capture multiple aspects of turnover intention, including thoughts of leaving the organization, intentions to search for alternative employment, and perceived likelihood of voluntary exit. Respondents indicated the extent to which each statement reflected their intentions. The scale demonstrated excellent internal consistency in the current study (Cronbach's $\alpha=0.909$).

Organizational culture was assessed using twenty-four items derived from the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (2011). The scale captures key cultural dimensions, including clan, adhocracy, market, and hierarchy orientations, reflecting shared values, leadership styles, and organizational practices. Items were adapted slightly to reflect the organizational context under investigation while preserving the original conceptual structure. Following prior empirical practice, items were aggregated to form a single composite score representing perceived organizational culture as a contextual climate influencing employee attitudes and behaviors. The scale exhibited satisfactory reliability ($\alpha=0.852$).

Organizational commitment was measured using nineteen items from Meyer and Allen (1997) three-component model, which assesses affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and normative commitment (sense of obligation). All items were retained from the original scale and demonstrated strong internal consistency in the present study ($\alpha=0.881$).

Self-efficacy was measured using twenty items adapted from Bandura (2001) and Haddad and Taleb (2016). The scale captures individuals' judgments of their own physiological states, social persuasion, vicarious experience, and enactive mastery. The adapted items showed adequate reliability (Cronbach's $\alpha=0.806$), indicating acceptable internal consistency. All scale items were measured using a standardized seven-point Likert-type response format, ranging from 1 ("strongly disagree") to 7 ("strongly agree"), with higher scores indicating stronger endorsement of the underlying construct. Before the main data collection, the adapted questionnaire was subjected to a pilot test to assess clarity, reliability, and contextual appropriateness. The pilot results indicated satisfactory psychometric properties, and no further substantive modifications were required.

Regarding demographic variables, gender was coded as a dichotomous variable (0=male, 1=female), and age was categorized into five groups, consistent with prior empirical studies (Khalifa & Shehata, 2025).

Validity test

To test for construct validity, Exploratory factor analysis (EFA) was used to provide a snapshot of the statistical relationships of key behaviours, attitudes, and dispositions among constructs of interest (Alavi et al., 2024). EFA was applied to uncover the hidden patterns, factor overlaps, and general characteristics of the multi-dimensional latent constructs (Yasmin et al., 2025). With EFA, the Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity statistical tests were performed to identify interpretable characteristics and simplified-structure solutions. Any items with factor loading <0.5 or that were found to cross-load were removed from the analysis (Yasmin et al., 2025).

The variables were factor analyzed using Principal Component Analysis and Varimax Rotation to identify their dimensions and check for construct validity. The results in Table 1 reveal the outcome of turnover intentions, with only nine items loading, as five of its items did not load, hence were excluded from the analysis. Results show a Kaiser–Meyer–Olkin Measure of Sampling Adequacy (KMO) of 0.925, and Bartlett’s Test of Sphericity, which yielded a Chi-Square of 2731.401 with a *df* of 36, significant at $p < 0.000$, confirming that factor analysis was adequate. The PCA results revealed the presence of only one component with a 5.23 eigenvalue, explaining the 58.1% variance in turnover intention.

Twenty-four items of organizational culture were also factor analyzed. Results in Table 2 show a Kaiser–Meyer–Olkin Measure of Sampling Adequacy (KMO) of 0.874, and Bartlett’s Test of Sphericity yielded a Chi-Square of 1856.454 with a *df* of 45, which was significant at $p < .000$. Findings further show that three items measuring Clan culture loaded on component one (three items did not load, hence excluded). These items had an Eigenvalue of 3.176, accounting for 43% of the variance in organizational culture. Factor 2 was named Adhocracy Culture after two of its items loaded on it (four of its items did not load). This factor had an Eigenvalue of 2.222, explaining 10.7% of the variance in organizational culture. The 3rd and 4th factors were named Hierarchy Culture (Eigenvalue=2.036, variance=9.8%), with two items loading and four dropped, and Market Culture (Eigenvalue=1.611, variance of 7.2%), with three items loading and three excluded, respectively. Finally, all 10 items used to measure the four components in this study account for 70.9% of the variance in organizational culture.

Organizational commitment’s 19 items were analyzed using Principal Component Analysis (PCA) and Varimax Rotation to identify their dimensions and check for construct validity. The results in Table 3 show that a Kaiser–Meyer–Olkin Measure of Sampling Adequacy (KMO) was 0.907, and Bartlett’s test of Sphericity shows a Chi-Square of 4447.935 with a *df* of 105, $p < .000$. Moreover, this analysis yielded three factors: affective, normative, and continuous. The composite measures were computed using the averaged item responses for each construct. Six items measuring affective commitment loaded on factor one, with one of its items dropped because of not loading. This factor had an Eigenvalue of 5.931, accounting for approximately 36% of the variation in organizational commitment. Three items measuring normative commitment with an Eigenvalue of 2.870 loaded on factor two, with three of its items dropped from the study as they did not meet the criteria. This factor explains approximately 16% of the variations in

Table 1. Factor analysis results for turnover intentions.

Kaiser–Meyer–Olkin measure of sampling adequacy.			0.925
Bartlett’s test of sphericity	Chi-Square		2731.401
	<i>df</i>		36
	<i>Significance</i>		0.000
Study variables: Turnover intentions	Eigen value	% of variance	Cumulative %
1 component	5.226	58.1	58.1
Items loadings		1	
I am planning to look for a new job outside the education sector.		0.725	
Lately, I have taken an interest in job offers in the newspaper.		0.721	
I don’t think I will spend my entire career with this university.		0.714	
I am keenly searching for an alternative job at another university.		0.818	
I frequently consider working at another university.		0.757	
I think a lot about leaving the university.		0.747	
In the next few years, I will leave this university		0.799	
I will leave my job as soon as I get another job.		0.826	
I am most certainly going to look for a new job in the near future.		0.741	

Table 2. Factor analysis results for organizational culture.

Study variable: Organizational culture	Eigen Value	% of Variance	Cumulative %	
1. Clan culture	3.176	43.153	43.153	
2. Adhocracy culture	2.222	10.725	53.878	
3. Hierarchy culture	2.036	9.797	63.676	
4. Market culture	1.611	7.211	70.887	
Items loadings	1	2	3	4
Adhocracy culture				
My university adopts entrepreneurial business practices in its way of operation.		.756		
My university's management is considered an innovator and risk-taker.		.775		
Hierarchy culture				
My university enforces policies and procedures.			.853	
My university conforms to the necessary laws for employment stability.			.781	
Market culture				
My university emphasizes competition as a means of measuring the achievement of its mission.				.666
Academic staff share a common orientation towards the university's vision and mission.				.658
My university gains competitiveness in the marketplace through tailor-made academic programmes.				.828
Clan culture				
The academic staff at my university shares a lot of things in common.	.837			
My university emphasizes a high degree of cohesion among staff in achieving the university's mission.	.688			
Academic staff in our university exchange ideas freely and openly with each other.	.658			

organizational commitment. Finally, all six items measuring continuous commitment loaded on component three with an Eigenvalue of 1.025, explaining 9.7% of the variance in organizational commitment. Finally, all the 15 items that loaded were used to measure the three components cumulatively account for 65.5% of the variance in organizational commitment.

Finally, 20 self-efficacy items were factor analyzed to identify dimensions and assess construct validity. The results in Table 4 show a Kaiser–Meyer–Olkin Measure of Sampling Adequacy (KMO) of 0.792 and Bartlett's Test of Sphericity with a Chi-Square of 3323.918 and $df=66$, significant at $p<0.000$, confirming that factor analysis was appropriate. The analysis indicated that the items loaded on four factors. Three items measuring Enactive Mastery loaded on component one, with an Eigenvalue=4.940, explaining 35.3% of the variance in self-efficacy. Three of its items did not meet the criteria, so they were removed from the analysis. Component two was named Vicarious Experience, after four of its items loaded on it (one item was dropped). This factor had an Eigenvalue=2.275, accounting for 16.2% of the variation in self-efficacy. Results further indicate that three items measuring Verbal Persuasion loaded on factor three, with an Eigenvalue=1.565, accounting for approximately 11% of the variance. One of its items was dropped because it did not load. Finally, two items of Physiological Arousal loaded on factor four, with

Table 3. Factor analysis for organizational commitment.

Kaiser–Meyer–Olkin measure of Sampling Adequacy.				.907
Bartlett's Test of Sphericity	Chi-Square			4447.935
	df			105
	Significance			.000
Items of Organizational Commitment	Eigen Values	% Variance		Cumulative %
1. Affective commitment	5.931	35.578		35.578
2. Normative commitment	2.870	15.628		58.674
3. Continuous commitment	1.025	9.768		65.506
Items and their Factor Loadings	1	2		3
Continuous commitment				
I am afraid of what might happen if I quit my job at this university without having another one lined up				.632
It would be very hard for me to leave my job at this university right now, even if I wanted to.				.774
Too much of my life would be disrupted if I left this university.				.799
Right now, staying on in my job at this university is a matter of necessity.				.766
I believe there are too few options to consider leaving this university.				.781
It would be too costly for me to leave this university right now.				.735
Normative commitment				
I would feel guilty if I left this university now.		.709		
I would not leave my university right now because of my sense of obligation to it.		.709		
I owe a great deal to this university.		.591		
Affective commitment				
I am very happy to be a member of this university.	.786			
I enjoy providing relevant information about my university to people outside it.	.760			
I am part of the family of this university.	.764			
I feel emotionally attached to this university.	.782			
This university has a great deal of personal meaning for me.	.798			
I feel a strong sense of belonging in this university.	.803			

an Eigenvalue = 1.159, explaining 8% of the variance in self-efficacy. Three of its items did not load, hence were excluded from the analysis. Results indicate that all 12 items that loaded on the four factors account for approximately 71% of the variance in self-efficacy.

Descriptive statistics

Table 5 provides a summary of the mean values, standard deviations, and pairwise correlations among the focal constructs created after factor analysis using only the items that loaded. Organizational culture ($M=4.342$), organizational commitment ($M=4.291$), and self-efficacy ($M=4.014$) were rated most favorably, with corresponding standard deviations of 0.907, 0.894, and 0.872. The turnover intention had a mean score of 3.98 ($SD=0.579$), suggesting relatively low to moderate levels compared to other variables. Reliability metrics for the measurement instruments are included in the table and demonstrate acceptable to high internal consistency across all scales. Bivariate analyses revealed that the strongest association was between organizational commitment and turnover intention ($r=-0.325$, $p<0.01$), followed by the relationship between

Table 4. Factor analysis results for self-efficacy.

Kaiser–Meyer–olkin measure of sampling adequacy.					0.792
Bartlett's test of sphericity	Chi-Square				3323.918
	<i>df</i>				66
	<i>Significance</i>				0.000
Study variable: Self-efficacy	Eigen value	% of variance			Cumulative %
1. Enactive mastery	4.940	35.286			35.286
2. Vicarious experience	2.275	16.252			51.538
3. Verbal persuasion	1.565	11.177			62.715
4. Physiological arousal	1.159	8.278			70.993
Items loadings	1	2	3	4	
Vicarious experience					
I have a career mentor		0.896			
I try to model my behaviour after my mentor		0.928			
I admire my mentor's ability to motivate others		0.971			
I use the approaches of my mentors to execute tasks		0.776			
Verbal persuasion					
My peers often encourage me to execute my job tasks.			0.757		
My family members often encourage me to execute my job tasks.			0.809		
My friends often encourage me to execute my job tasks.			0.861		
Physiological arousal					
My mental state is fit for the execution of my job tasks.					0.867
My emotional state is fit for the execution of my job tasks.					0.881
Enactive mastery					
I effectively teach courses in my area of specialization.	0.803				
My experience has helped me become a better facilitator.	0.858				
My academic experience has improved my teaching style.	0.843				

Table 5. Descriptive, zero-order pearson correlation, and reliability results.

Transformed variables	Mean	SD	1	2	3	4	Rel.
Turnover Intentions (1)	3.871	0.578	1				0.909
Organizational Culture (2)	4.342	0.907	−0.305**	1			0.852
Organizational Commitment (3)	4.291	0.894	−0.325**	0.640**	1		0.881
Self-efficacy (4)	4.014	0.872	−0.228**	0.455**	0.343**	1	0.806

Notes: $N=574$.

**Correlation is significant at the 0.01 level (2-tailed).

organizational culture and turnover intention ($r=-0.305$, $p<0.01$). The weakest yet statistically significant relationship was observed between self-efficacy and turnover intention ($r=-0.228$, $p<0.01$). Additionally, organizational commitment and self-efficacy showed strong positive associations with organizational culture, with correlation coefficients of 0.640 and 0.455, respectively ($p<0.01$). A moderate but significant correlation was also found between self-efficacy and organizational commitment ($r=0.343$, $p<0.01$).

Statistical analyses-testing of hypotheses

To validate the conceptual model and its associated relationships, we utilized Hayes (2022) PROCESS Macro model 4 for testing mediation and model 14 for examining the moderation and moderated

mediation hypotheses. During this process, both gender and age (control variables) were held constant. The mediation analysis was based on MacKinnon (2012)'s guidelines, which require evaluating the following sequential relationships: (i) organizational culture → organizational commitment (path a₁), (ii) organizational commitment → turnover intention (path b₁), and (iii) organizational culture → turnover intention (path c'). The significance of path c' is not required for mediation to take place; however, its presence suggests partial mediation, while its absence supports full mediation. The mediation effect is computed by multiplying the coefficients of paths a₁ and b₁. To test for hypotheses H2 and H3, we employed moderated mediation analysis using the PROCESS macro (Hayes, 2022). This statistical approach allows us to examine whether the indirect effect of organizational culture on turnover intentions through commitment varies across different levels of self-efficacy. Specifically, we tested the hypothesis that self-efficacy moderates the mediating pathway, that is, the strength of the indirect effect of organizational culture on turnover intentions via commitment, by estimating conditional indirect effects at high and low levels of self-efficacy. This approach provides a clear understanding of how the effectiveness of organizational culture in reducing turnover intentions through commitment depends on individuals' self-efficacy levels. The significance of these conditional indirect effects was determined through bootstrapping procedures with 5000 resamples, following the guidelines outlined by Hayes (2022). Such analysis helps clarify the circumstances under which organizational culture exerts the strongest influence on turnover intentions, highlighting the moderating role of self-efficacy in this process.

Findings

Mediation results

According to Table 6, gender and age had no meaningful influence on the mediation process. Model 1 shows that organizational culture has a significant positive association with organizational commitment, explaining 34.7% of the variance ($R^2=0.347$, $F=100.972$, $p<0.001$), with $\beta=0.571$, $p<0.001$, meeting the first condition. Model 2 reveals that organizational commitment significantly influences turnover intention, with 11.9% of the variance explained ($R^2=0.119$, $F=19.242$, $p<0.001$). The standardized coefficient was $\beta=-0.246$, $p<0.001$, validating the second condition. Model 2 also confirms a direct effect of organizational culture on turnover intention ($\beta=0.133$, $p=0.005$), indicating partial mediation. Bootstrapping was performed with 5000 resamples at the 95% confidence level. The resulting confidence intervals did not contain zero, supporting the existence of a mediating role played by organizational commitment in the relationship between organizational culture and turnover intention. Therefore, Hypothesis H1 is substantiated.

Moderation and moderated mediation results

This section evaluates the moderation and moderated mediation effects, focusing on how self-efficacy shapes the relationship between commitment and turnover intentions, as proposed in H2. Results reported in Table 7 indicate that, in Model 1, none of the demographic controls were significant, but organizational culture had a strong positive association with commitment ($\beta=0.571$, $p=0.000$), explaining

Table 6. Mediating effect of COM on the relationship between OC and TI.

Predictors	Model 1 (organization culture)		Model 2 (turnover intention)	
	β	p -v	β	p -v
Constant	-0.162	0.255	0.119	0.472
Gender	-0.020	0.777	-0.076	0.352
Age	0.070	0.082	-0.005	0.920
Organization Culture	0.571***	0.000	$C'=0.133^{**}$	0.005
Organization Commitment	-	-	$b_1=-0.246^{***}$	0.000
R^2	0.347		0.119	
F	100.972***		19.242***	
Mediation =	$a_1 \times b_1 = 0.571 \times -0.246$		$= -0.141$, SE = 0.032, CI = -0.205, -0.077	

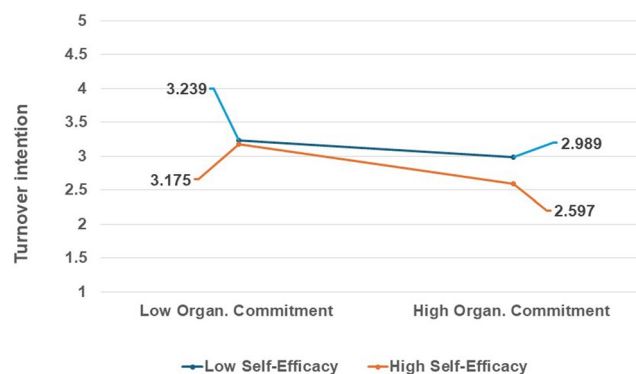
Note: ** $p < 0.01$; *** $p < 0.001$.

Table 7. Moderating effect of self-efficacy on organization culture and turnover intention.

Variable name	Model 1 (organization culture)		Model 2 (turnover intention)	
	β	p - v	β	p - v
Constant	-0.162	0.255	0.218	0.194
Gender	-0.020	0.777	-0.104	0.210
Age	0.070	0.082	-0.019	0.688
Organization culture (OC)	0.571***	0.000	-0.098*	0.048
Organization commitment (OCOM)	-	-	-0.207***	0.000
Self-Efficacy	-	-	-0.114**	0.010
Organization culture \times self-efficacy	-	-	-0.082*	0.019
R^2	0.347, $F = 100.972$ ***		0.137, $F = 14.968$ ***	
ΔR^2	-		0.008, $F = 5.557$ *	

Note: * $p < 0.05$; ** $p < 0.05$; *** $p < 0.001$.

34.7% of its variance ($R^2 = 0.347$, $F = 100.972$, $p = 0.000$). In Model 2, organizational culture ($\beta = -0.098$,

**Figure 2.** Graphical Representation of the Moderating Role of Self-Efficacy on OCOM and TI.**Table 8.** Moderating effect of self-efficacy on the mediated link of OC and TI through COM.

Self-efficacy	Effect	SE	BootLLC1	BootULC1
Lower level -1	-0.071	0.038	-0.146	0.006
Mean level (0)	-0.118	0.032	-0.181	-0.056
Higher level +1	-0.165	0.036	-0.240	-0.094
Moderated Mediation Index = -0.047		0.020	-0.087	-0.009

$p = 0.048$), commitment ($\beta = -0.207$, $p = 0.000$), and self-efficacy ($\beta = -0.114$, $p = 0.010$) were all significant predictors of turnover intentions. Notably, the interaction between commitment and self-efficacy was also statistically significant ($\beta = -0.082$, $p = 0.019$), suggesting that the strength of the commitment–turnover intentions relationship depends on the level of self-efficacy.

The total variance explained in turnover intentions was 13.7% ($R^2 = 0.137$, $F = 14.968$, $p = 0.000$), with the interaction effect uniquely explaining 0.8% of this variance ($\Delta R^2 = 0.008$, $F = 5.557$, $p = 0.019$), providing empirical support for H2. As shown in Figure 2, at low commitment levels, turnover intentions are higher for employees with low levels of self-efficacy (3.239) than for those with high levels of self-efficacy (3.175). However, as commitment increases, turnover intentions drop more significantly for those with high levels of self-efficacy (2.597) compared to those with low levels of self-efficacy (2.989), underscoring self-efficacy's buffering function in reducing turnover risk.

Finally, H3 was evaluated to determine whether self-efficacy moderates the indirect effect of organizational culture on turnover intentions via commitment. Findings in Table 8 disclose that the moderated mediation was not significant at low levels of self-efficacy as both confidence intervals had zero in between them ($\beta = 0.071$, $SE = 0.038$, $CI = -0.146, 0.006$). However, the outcome of the interaction indicates that the moderated mediation took place at both the mean level (0), $\beta = -0.118$, $SE = 0.032$, $CI = -0.118, -0.056$, and 1 (one) Standard Deviation above the mean, $\beta = -0.165$, $SE = 0.036$, $CI = -0.240, -0.094$. The existence of this interaction is confirmed by the moderated mediation Index $\beta = -0.047$, $SE = 0.020$,

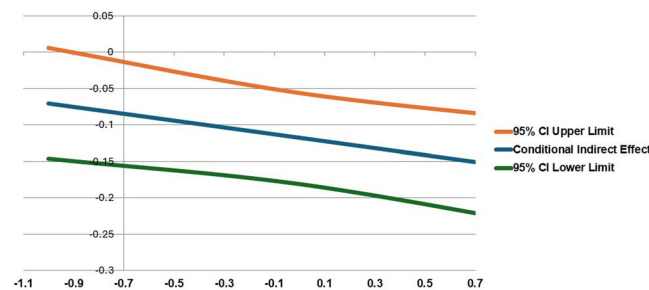


Figure 3. Conditional Indirect Effect of Organization Culture on Turnover Intention at valued of the moderator Self-Efficacy through Organization Commitment.

CI = -0.087 , -0.009 , with both confidence intervals being nonzero. Thus, H3 is also confirmed by the study. The finding of this interaction is illustrated by Figure 3. The results imply that firms need to invest their resources in programs that increase both commitment and self-efficacy in their staff to reduce employee turnover intentions and to have a command in the marketplace.

Discussion

Globally, turnover intentions remain a daunting challenge among organizations due to the burden of costs associated with it. However, much of the existing research on turnover intentions (TI) has been centered on Western settings. Furthermore, limited attention has been given to the mediating processes and contextual factors that shape the effects of organizational culture (OC) on turnover intentions (TI). In response to this gap, our study adopts a perspective from a developing nation to explore how OC influences staff turnover decisions through new mediating and moderating variables. We applied a conditional indirect-effects framework involving three hypotheses, all of which were empirically validated within the higher education institutional setting.

H1 looked at whether commitment serves as a linking mechanism in the connection between OC and TI. These findings are significant because they reveal the mechanistic role of commitment as a partial mediator between OC and TI, rather than a direct or full mediation effect. This insight deepens our understanding of how and why a strong OC influences employee retention not merely by creating a culture that reduces turnover risk directly, but by fostering a sense of commitment that then reduces TI. This insight is important because it confirms and extends prior research conducted in Western contexts (Güllü et al., 2020; Hermanto et al., 2024; Sharif et al., 2025; Zhou et al., 2020) grounding the results firmly in empirical evidence while offering partial mediation, which is more realistic in complex organizational settings where multiple factors influence outcomes. Specifically, this study uniquely demonstrates that in Uganda's higher education sector, the mediating role of commitment in the organizational culture-turnover intentions relationship is significantly influenced by cultural factors specific to the Ugandan context.

Moreover, the study's alignment with SET enriches its theoretical contribution. It shows that mutual trust and perceived support within an inclusive organizational environment act as the "currency" exchanged between academic staff and the institution, reinforcing loyalty and engagement (Tsen et al., 2022). Unlike some studies that treat organizational culture and commitment as separate direct predictors, this finding emphasizes the dynamic process of exchange and emotional bonding that links culture to behavioral outcomes such as turnover intentions. This confirms the novelty of our study from the previous studies in this field.

Furthermore, the moderation analysis for H2 suggests that self-efficacy makes the effect of organizational commitment on turnover intention stronger. Within the framework of this investigation, self-efficacy determines the extent to which commitment affects turnover intentions. The findings from the moderation analysis of H2 are distinctive because they reveal that self-efficacy not only influences turnover intentions directly but also significantly moderates the relationship between commitment and turnover intentions. This means that the strength of the protective effect of commitment against turnover depends on the level of self-efficacy (SE) among academic staff, a critical insight that adds depth to the

understanding of employee retention dynamics. Unlike studies that treat commitment as uniformly protective against turnover, these findings show that in institutions where academic staff show high SE, they are likely to be more independent, driven, and willing to take initiative, leading to deeper affective and normative commitment, and thus lower turnover rates. Academic staff who score high on SE often exhibit greater confidence and mental resilience to deal with work-related stress and weakened institutional loyalty, believing that positive outcomes stem from personal effort rather than external support, thereby reducing turnover risk.

These insights align with previous national and international research. For example, Opolot et al. (2024) demonstrated that SE reduces the negative effects of weak commitment. Similarly, Chu et al. (2022) found that SE strengthens the connection between professional strengths and turnover behavior among healthcare workers in Beijing. Pei et al. (2024) also reported a similar moderating effect within the education sector. Overall, the findings highlight the protective role of self-efficacy in reducing turnover intentions, especially in environments where commitment is lacking. Staff with strong self-efficacy are more likely to persist despite challenges, drawing on internal motivation and skills to stay engaged. Conversely, those with limited self-efficacy may be more vulnerable to stress, increasing turnover risk even when commitment seems moderate. To address this, universities should focus on boosting self-efficacy through structured feedback systems, peer mentoring, and recognition programs that foster self-trust and professional growth. Such strategies help develop a more committed and resilient teaching workforce. This moderating role of self-efficacy is unique because it emphasizes personal resources, self-belief, and competence as buffers that shield against negative outcomes in organizations, expanding beyond the traditional focus on organizational factors alone. This aligns with and extends SCT, highlighting personal agency and internal motivation as key to managing environmental stressors. The study also supports prior research (Alhajaj & Ahmad, 2024; Jehanzeb et al., 2026; Sinisterra et al., 2025; Yilmaz et al., 2024), while specifically applying these insights to Uganda's academic sector, filling an important gap in educational leadership literature. This contextualization offers valuable guidance for universities, as previously discussed.

We further explore how self-efficacy (SE) conditions the indirect pathway from organizational culture (OC) to turnover intention (TI) via commitment, thereby validating H3. Our findings demonstrate that SE meaningfully influences the strength of the mediated relationship. Importantly, the extent to which OC influences TI through commitment depends on the level of SE present. These findings are distinctive because they demonstrate, for the first time in this context, that SE not only moderates the direct relationship between commitment and turnover intentions but also conditions the entire indirect pathway linking organizational culture to turnover intentions via commitment. In practical terms, academic staff with high self-efficacy are more likely to view themselves as resilient and competent in managing work-related stressors and adapting to organizational demands (Huang et al., 2025; Opolot et al., 2023; Zeb et al., 2026). As a result, when lecturers display both confidence and commitment, the negative consequences of a poor OC on turnover risk are minimized. On the other hand, when SE is low, the indirect effect of commitment on the OC–TI relationship is minimal and lacks statistical significance. A decline in self-belief often corresponds with reduced loyalty to the organization and a stronger inclination to leave. Essentially, low self-efficacy diminishes the overall strength of the organizational culture–commitment–turnover intention chain of influence. Our findings resonate with those of prior studies done in different contexts (Chouchane et al., 2023; Chu et al., 2022; Liu et al., 2022; Pei et al., 2024; Shao et al., 2022), who also observed significant moderated mediation effects linked to SE. Like these studies, the current study underscores the importance of SE in understanding employee retention dynamics and suggests that building self-confidence can enhance commitment and reduce turnover (Albdareen et al., 2025; Astuti & Suryani, 2025). Aligned with Social Cognitive Theory (SCT), our results affirm that SE is a powerful determinant of motivation and persistence in the face of adversity. Academic professionals with strong SE are more likely to engage proactively, seek support, and sustain commitment, even under unfavorable OC conditions. Their internalized belief in competence supports adaptive behaviors and job stability. To leverage this insight, universities should implement strategies that reinforce SE, such as structured training, peer mentoring, and recognition systems that foster mastery experiences that instill confidence and promote a more committed and steady staff. This moderated mediation insight is especially important because it highlights the interplay between personal psychological resources and

organizational environment, moving beyond linear cause-and-effect assumptions, hence offering novel perspectives that differ from prior research, mainly conducted in Western Countries or other sectors.

Theoretical implications

The findings of this study offer important theoretical advancements in understanding organizational culture, commitment to the organization, self-belief, and intentions to quit. First, it focuses on the education sector within the developing context of Uganda, where limited research has explored the interplay among these constructs. Our findings extend current understanding of how organizational culture influences turnover intentions, specifically within Uganda's higher education environment. Rather than simply confirming direct associations between variables, we delve into both indirect and conditional indirect effects, offering deeper insight into the mechanisms at play.

In addition, this study advances the theoretical understanding of organizational behavior by integrating two distinct yet complementary theoretical frameworks, Social Exchange Theory (SET) and Social Cognitive Theory (SCT), to examine how organizational culture influences turnover intention among academic staff in Uganda. Specifically, SET underpins our hypothesis that a positive organizational culture fosters reciprocal commitments, positioning commitment as a mediating mechanism through which culture reduces turnover intention. Meanwhile, SCT informs our moderation hypothesis, positing that self-efficacy moderates the strength of the relationship between commitment and turnover intention, as individuals with higher self-efficacy are better equipped to cope with organizational challenges and maintain commitment.

The integration of these theories provides a cohesive, multi-level explanatory model: organizational culture (independent variable) shapes employees' commitment (mediator) via reciprocal social exchanges (SET), while individual self-efficacy (moderator) influences the strength of the commitment-turnover relationship (SCT). This dual-theoretical approach explicitly links contextual organizational factors with individual psychological processes, bridging macro-level cultural influences with micro-level cognitive mechanisms.

The validated hypotheses and support for the moderated mediate structure demonstrate the robustness of this integrative framework, highlighting its potential to extend current theoretical models by emphasizing the interactive and conditional nature of organizational and individual factors in predicting turnover intention. Our findings suggest that future theory development should consider the complex interplay between organizational contexts and individual cognitions, advocating for more mechanism-focused, multi-theoretic models in organizational research. This approach not only broadens the conceptual scope but also offers practical implications for designing culturally sensitive interventions that enhance retention through both organizational and individual pathways, thereby enriching the theoretical dialogue on employee turnover determinants.

Implications for educational management and leadership

The challenge of talent retention is increasingly central to organizational success, particularly within the higher education sector. Our study offers actionable insights for institutional leaders seeking to improve workforce stability and performance. The findings have practical implications for how Ugandan higher education institutions (HEIs) can manage retention through deliberate cultural interventions. Our results show that organizational culture (OC) influences turnover intention (TI) both directly and indirectly via organizational commitment (Commrey & Lee, 1992), and that these effects are contingent on self-efficacy (SE). First, shaping institutional culture. Universities should not treat culture as a broad ideal but as a set of actionable dimensions. Using Cameron and Quinn (2011) framework, leadership can target adhocracy (promoting flexible responses to challenges), clan (enhancing employee wellbeing), market (clarifying institutional purpose), and hierarchy (establishing fair procedures). In practice, this means embedding rituals of consultation (e.g. town-hall meetings and collegial forums) and replacing opaque decision-making with transparent processes that balance Uganda's hierarchical traditions with participative governance.

Second, investing in commitment-building practices. Since commitment is the critical mediator, HEIs must design practices that signal reciprocity. Professional development opportunities (scholarship support and conference funding), recognition of academic contributions, and fair promotion systems can build affective and normative commitment. These initiatives are particularly important in Uganda, where resource scarcity and governance challenges often erode perceptions of fairness. Commitment grows when staff feel valued as partners, not just as workers.

Third, tailoring interventions to self-efficacy levels. Our results show that SE conditions whether commitment translates into retention. Universities should therefore differentiate their HR strategies. For staff with low SE, structured mentoring, skills training, and feedback mechanisms are essential to build confidence and resilience. For high-SE staff, interventions should focus on providing autonomy, growth opportunities, and leadership pathways; otherwise, these individuals may leverage their confidence to exit the institution. This differentiated approach recognizes that “one-size-fits-all” retention policies are insufficient.

Finally, aligning institutional culture with national culture. Ugandan society is characterized by collectivism and high-power distance, which can clash with HEIs’ aspirations for inclusive and participative cultures. Leaders should actively manage this tension by creating spaces where academic staff feel both respected within hierarchical structures and empowered to contribute to institutional direction. For example, introducing collaborative research clusters, faculty-led quality circles, and joint curriculum review committees can bridge collectivist values with professional autonomy. Such practices ground cultural change in local realities rather than imposing abstract models. Taken together, these implications highlight that reducing turnover in Ugandan HEIs requires more than generic HR initiatives. Effective retention strategies must deliberately reshape cultural practices, reinforce reciprocal commitment, and recognize the conditional role of self-efficacy. By situating interventions within Uganda’s cultural and institutional context, universities can build more resilient and committed academic communities.

Limitations and proposals for future research

Despite its contributions, this study has several limitations that should be acknowledged and interpreted in light of the methodological choices made. First, the study employed a cross-sectional research design, which captures relationships among organizational culture, organizational commitment, self-efficacy, and turnover intention at a single point in time. While this design is appropriate for examining associations and testing mediation and moderation models, it limits the ability to draw causal inferences or observe how turnover intentions evolve as organizational conditions change. Future research could adopt longitudinal designs to examine dynamic changes in commitment and turnover intentions over time and to strengthen causal interpretations.

Second, the study relied on self-reported questionnaire data, which may be subject to common method variance and social desirability bias. Although established and reliable measurement scales were used, respondents’ perceptions and attitudes may not fully reflect objective organizational conditions or actual turnover behavior. Future studies could mitigate this limitation by incorporating multi-source data, such as supervisor assessments, administrative records, or actual turnover data, to enhance measurement robustness.

Third, the sampling strategy focused exclusively on academic staff from eight universities in Uganda, reflecting a deliberate contextual focus on higher education institutions in a developing economy. While this enhances the contextual relevance of the findings, it also limits their generalizability to other institutional settings or national contexts. Organizational cultures, employment conditions, and academic labor markets may differ substantially across countries. Replication studies across multiple countries or comparative cross-national designs would help establish the broader applicability of the proposed model.

Fourth, the study utilized a quantitative, fixed-response survey approach, which constrained respondents to predefined constructs and response options. Although this approach allowed for statistical testing of theoretically grounded relationships, it may have limited deeper insights into unobserved or context-specific factors influencing turnover intentions. Future research could complement quantitative findings with qualitative or mixed-method approaches, such as interviews or focus groups, to capture richer narratives surrounding academic staff retention.

Fifth, our study operationalized organizational culture as an aggregated construct reflecting employees' overall cultural perceptions rather than examining the four distinct culture types proposed in the Competing Values Framework. While this approach aligns with the study's mechanism-oriented objectives, it does not capture potential differential effects of clan, adhocracy, market, and hierarchy cultures on commitment and turnover intentions. Future research could disaggregate organizational culture into its constituent dimensions to explore whether specific culture types exert distinct or even opposing influences on academic staff retention. Such analyses may offer additional shade, particularly in contexts where competing cultural values coexist within institutions.

Finally, the study examined organizational commitment as the sole mediating mechanism and self-efficacy as a single moderating variable. While these choices were theoretically justified, other psychological, organizational, or contextual factors, such as job satisfaction, perceived organizational support, leadership style, or labor market conditions, may also shape turnover intentions. Future research could extend the model by incorporating additional mediators or moderators to further unpack the complexity of academic staff retention.

Conclusion

The success of any institution heavily relies on its workforce. This research demonstrates that a robust organizational culture significantly lowers turnover intentions among university staff, largely through the mediating function of commitment, particularly when employees display high self-efficacy. The study uncovers the internal process linking organizational culture and turnover intentions and highlights the contextual influence of self-efficacy on this pathway using moderated mediation. We aimed to explain how organizational culture translates into reduced turnover risk by reinforcing commitment, and when this effect is more pronounced or lessened due to variations in self-efficacy levels in the higher education sector. Organizations that invest in building a cohesive and inclusive culture while also developing employees' confidence are more likely to experience improved retention outcomes. Such an approach fosters resilience, loyalty, and long-term engagement. These findings provide a foundation for crafting evidence-based HR strategies that promote a stable and motivated academic workforce.

Ethics approval and consent to participate

The research received ethical clearance approval from The Aids Support Organization-TASO-REC (TASO-2022-194), and Uganda National Council for Science and Technology (UNSCT-SS1898ES). Informed written consent to participate in the study was obtained from participants voluntarily. The researchers used accredited centers mandated to oversee research in Uganda (due to the absence of a certified committee within MUBS), specifically TASO-REC for committee clearance and UNSCT for data collection permit.

Author contribution

Julius Samuel Opolot: Conceptualization, resources, data collection and curation, writing the draft, and revision of the manuscript. **Gabriel Simiyu:** Conceptualization, methodology, data analysis, interpretation, proofreading, referencing, and revision of the final manuscript. **Sulait Tumwine:** Project supervision, resources, validation, and proof-reading of the draft. **Rogers Mwesigwa:** Project supervision, resources, validation, proof-reading. **Sentrine Nasiima:** Data collection, data curation, and validation.

Disclosure statement

No potential conflict of interest was reported by the authors.

Funding

This research did not receive any funding.

About the authors

Dr. Julius Samuel Opolot holds a PhD in Human Resource Management from Moi University, Kenya. He is a lecturer at Makerere University Business School. His research interest is in organizational culture, commitment, self-efficacy, leadership, employee productivity and career change.

Dr. Gabriel Simiyu is a marketing lecturer in the Department of Business Management at the University of Eldoret, Kenya. He holds a PhD in Business Management (Marketing) from Moi University. His research focuses on the psychological dimensions of organizational behavior, relationship marketing, social media engagement, and sustainable consumption. He specializes in advanced quantitative research methods, including mediation and moderated mediation modeling.

Prof. Sulait Tumine is a professor in the faculty of commerce, Department of Accounting, at Makerere University Business School, Kampala, Uganda. His research interest is in management accounting, intellectual capital, interest rates, sustainable development, and financial institutions.

Prof. Rogers Mwesigwa is a professor at Makerere University Business School, Kampala, Uganda. He works in the Department of Business Administration, Faculty of Entrepreneurship and Business Administration. His research interest is in organizational behavior, project management, and entrepreneurship.

Mr. Sentrine Nasiima holds a master's degree in human resource management from Makerere University. He is a lecturer in the Department of Human Resource Management, Faculty of Management at Makerere University Business School, Kampala, Uganda. His research interests are in organizational behavior, knowledge management, mental health, and well-being.

ORCID

Julius Samuel Opolot  <http://orcid.org/0000-0001-6089-6388>

Gabriel Simiyu  <http://orcid.org/0000-0002-4956-1840>

Data availability statement

The data supporting the research results of this study may be obtained upon request from the corresponding author at jsopolot@gmail.com

References

- Abdi, A.-N. M., Mohamed, M. A., & Farah, M. A. (2025). Perceived organizational politics, turnover intention, and commitment in higher education institutions: The contingent role of Islamic work ethics. *Frontiers in Education, 10*. <https://doi.org/10.3389/educ.2025.1544269>
- Abren, G. T., Negasi, R. D., & Abebe, A. S. (2025). Exploring the mediating role of dimensions of academic task engagement in the relationship among student-teacher relationship, academic task value, and positive development outcomes. *Cogent Psychology, 12*(1), 2547781. <https://doi.org/10.1080/23311908.2025.2547781>
- Adipat, S., & Chotikapanich, R. (2022). Sustainable development goal 4: An education goal to achieve equitable quality education. *Academic Journal of Interdisciplinary Studies, 11*(6), 174. <https://doi.org/10.36941/ajis-2022-0159>
- Alavi, M., Biros, E., & Cleary, M. (2024). Notes to factor analysis techniques for construct validity. *The Canadian Journal of Nursing Research=Revue Canadienne de Recherche en Sciences Infirmieres, 56*(2), 164–170. <https://doi.org/10.1177/08445621231204296>
- Albdareen, R., Aljawarneh, N. M., Al-Jedaiah, M. N., Alomari, K. A. K., & Alrousan, A. (2025). Organizational factors affecting employee silence behavior: Does psychological empowerment matter? *Cogent Business & Management, 12*(1), 2512819. <https://doi.org/10.1080/23311975.2025.2512819>
- Alhajaj, W. E., & Ahmad, S. Z. (2024). The effectiveness of human resource management practices, work engagement, and self-efficacy in minimizing talent turnover intention. *International Journal of Productivity and Performance Management, 73*(8), 2414–2440. <https://doi.org/10.1108/IJPPM-02-2023-0090>
- Alnehabi, M., & Al-Mekhlafi, A.-B. A. (2025). Exploring the influence of the critical factors on intentions of employee turnover in the banking segment: A comprehensive mediating analysis. *BMC Psychology, 13*(1), 187. <https://doi.org/10.1186/s40359-024-02302-7>
- Alshmemri, M. (2025). The relationship between quality of life and nurses' turnover intentions: A cross-sectional study. *Journal of Nursing Management, 2025*(1), 4951493. <https://doi.org/10.1155/jonm/4951493>
- Amankwah, M. O., Kyei-Frimpong, M., Akpeh, I., & Lamptey, Y. A. (2025). Work-family conflict and turnover intentions: Does self-efficacy matter? *Journal of African Business, 1*–16. <https://doi.org/10.1080/15228916.2025.2556604>

- Anse, F. M. K., Rasdiana, R., Andriana, C., Styawan, K. A., Sesanti, A. I. H., Khoiriyah, J. I., Widayanti, E., Amaliya, F. N., Farid, A. M. M., Putri, U. R., Abidin, C. W. Z., Siki, I. M., & Leba, I. H. (2025). Teacher turnover intention: Analyzing the relationships of principal moral leadership, job satisfaction, and the mediating role of commitment. *Cogent Education*, 12(1), 2593039. <https://doi.org/10.1080/2331186X.2025.2593039>
- Astuti, S. D., & Suryani, N. K. (2025). The role of proactive attitude and employee engagement in mediating the effect of perceived organizational support and workplace spirituality on public servant performance in Indonesia. *Cogent Business & Management*, 12(1), 2547960. <https://doi.org/10.1080/23311975.2025.2547960>
- Avan, A., & Öcal, M. (2025). Behind the scenes: Exploring how organizational culture shapes turnover intention indirectly. *Advances in Hospitality and Tourism Research (AHTR)*, <https://doi.org/10.30519/ahtr.1469829>
- Bandura, A. (1986). *Social foundations of thought and action. A social cognitive theory*. Prentice-Hall.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bhat, M. A., Tariq Khan, S., & Rainayee, R. A. (2023). Assessment of perceived labor market conditions in employees' turnover intention model – mediation and moderation analyzes. *PSU Research Review*, 7(1), 1–32. <https://doi.org/10.1108/PRR-05-2020-0017>
- Blau, P. M. (1964). Justice in social exchange. *Sociological Inquiry*, 34(2), 193–206. <https://doi.org/10.1111/j.1475-682x.1964.tb00583.x>
- Blau, P. M. (2017). Exchange and power in social life. <https://doi.org/10.4324/9780203792643>
- Butson, M., Du, E., Jeanes, R., & Tower, J. (2025). Human resource retention strategies to reduce swim instructor turnover intention. *Managing Sport and Leisure*, 30(3), 321–339. <https://doi.org/10.1080/23750472.2023.2180081>
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework*. Wiley.
- Chhabra, B. (2022). Does positive social exchange relationships always motivate ethical acts?. In Rajagopal & R. Behl (Eds.), *Inclusive businesses in developing economies: Converging people, profit, and corporate citizenship* (pp. 171–186). Springer International Publishing. https://doi.org/10.1007/978-3-031-12217-0_9
- Chouchane, R., Fernet, C., Austin, S., & Karoui Zouaoui, S. (2023). Organizational support and intrapreneurial behavior: On the role of employees' intrapreneurial intention and self-efficacy. *Journal of Management & Organization*, 29(2), 366–382. <https://doi.org/10.1017/jmo.2021.14>
- Chu, X., Zhang, L., & Li, M. (2022). Nurses' strengths use and turnover intention: The roles of job crafting and self-efficacy. *Journal of Advanced Nursing*, 78(7), 2075–2084. <https://doi.org/10.1111/jan.15124>
- Commey, A., & Lee, H. (1992). *A first course in factor analysis*. Lawrence Erlbaum Associates, Inc., Publishers.
- Doanh Duong, C., Trang Tran, V., & St-Jean, É. (2024). Social cognitive career theory and higher education students' entrepreneurial intention: The role of perceived educational support and perceived entrepreneurial opportunity. *Journal of Entrepreneurship, Management and Innovation*, 20(1), 86–102. <https://doi.org/10.7341/20242015>
- Gautam, D. K., & Gautam, P. K. (2024). Occupational stress for employee turnover intention: Mediation effect of service climate and emotion regulation. *Asia-Pacific Journal of Business Administration*, 16(2), 233–255. <https://doi.org/10.1108/APJBA-02-2021-0056>
- Gebresilase, B. M., Zhao, W., Taddese, E. T., Elka, Z. Z., & Feng, Y. (2025). The mediating role of academic self-efficacy in the relationship between student-teacher interaction and students' university academic achievement. *Cogent Psychology*, 12(1), 2500181. <https://doi.org/10.1080/23311908.2025.2500181>
- Ghani, B., Malik, M. A. R., & Memon, K. R. (2024). Effects of performance appraisal on employees' extra-role behaviors and turnover intentions – A parallel mediation model. *Personnel Review*, 53(9), 2413–2441. <https://doi.org/10.1108/PR-10-2022-0707>
- Güllü, S., Yıldız, B. S., & Kaya, R. (2020). The mediating effect of organizational commitment between mobbing and turnover intention: An application on physical education and sports teachers [mobbing, organizational commitment, turnover intention, physical education and sports teacher]. *European Journal of Education Studies*, 7(2), 181–190. <https://doi.org/10.46827/ejes.v0i0.2953>
- Haddad, S. I., & Taleb, R. A. (2016). The impact of self-efficacy on performance (An empirical study on business faculty members in Jordanian universities). *Computers in Human Behavior*, 55, 877–887. <https://doi.org/10.1016/j.chb.2015.10.032>
- Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (3rd ed.). The Guilford Press. Guilford Publications.
- Hebles, M., Trincado-Munoz, F., & Ortega, K. (2022). Stress and turnover intentions within healthcare teams: The mediating role of psychological safety, and the moderating effect of COVID-19 worry and supervisor support. *Frontiers in Psychology*, 12, 758438. <https://doi.org/10.3389/fpsyg.2021.758438>
- Hermanto, Y. B., Srimulyani, V. A., & Pitoyo, D. J. (2024). The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. *Heliyon*, 10(6), e27664. <https://doi.org/10.1016/j.heliyon.2024.e27664>
- Huang, M., Zhang, M., & Greenier, V. (2025). Modeling the contribution of self-efficacy, collective efficacy, and autonomy to professional creativity of Chinese EFL teachers. *International Journal of Applied Linguistics*, 35(4), 1826–1846. <https://doi.org/10.1111/ijal.12626>
- Hulme, M., & Wood, J. (2022). The importance of starting well: The influence of early career support on job satisfaction and career intentions in teaching. *Journal of Further and Higher Education*, 46(4), 504–521. <https://doi.org/10.1080/0309877X.2021.1985981>

- Idrees, H., Xu, J., Andrianarivo Andriandafarisoa Ralison, N. A., & Kadyrova, M. (2023). Does leadership and management support facilitate green knowledge acquisition and green innovation: A moderated mediation approach? *Business Process Management Journal*, 29(4), 1249–1276. <https://doi.org/10.1108/BPMJ-12-2022-0639>
- Jacobs, E., & Roodt, G. (2008). Organisational culture of hospitals to predict turnover intentions of professional nurses: Research. *Health SA Gesondheid*, 13(1), 63–78. <https://doi.org/10.10520/EJC35035>
- Jehanzeb, H., Memon, M. A., Mirza, M. Z., & Muenjohn, N. (2026). Nexus between workplace spirituality, open innovation mindset, and job embeddedness: The role of self-efficacy and mindfulness. *Journal of Organizational Effectiveness: People and Performance*, 13(1), 104–128. <https://doi.org/10.1108/JOEPP-05-2024-0218>
- Jyoti, J., Sharma, P., Kour, S., & Kour, H. (2020). The role of job involvement and career commitment between person–job fit and organizational commitment: A study of the higher education sector. *International Journal of Educational Management*, 35(1), 109–130. <https://doi.org/10.1108/IJEM-06-2019-0205>
- Kelly, D. E. (2020). Moderated mediation analysis: A review and application to school climate research. *Practical Assessment, Research, and Evaluation*, 25(1): 5. <https://doi.org/10.7275/16436623>
- Khalifa, M. H., & Shehata, G. (2025). Perceived threat of technological disruption, job insecurity, and turnover intention in Egypt: A replication study. *Cogent Psychology*, 12(1), 2540066. <https://doi.org/10.1080/23311908.2025.2540066>
- Kim, E. G., Jung, M. S., Kim, J. K., & You, S. J. (2020). Factors affecting new graduate nurses' intention on retention in hospitals: Focused on nursing organizational culture, empowering leadership and organizational socialization. *Journal of Korean Academy of Nursing Administration*, 26(1), 31–41. <https://doi.org/10.1111/jkana.2020.26.1.31>
- Kmieciak, R. (2022). Co-worker support, voluntary turnover intention, and knowledge withholding among IT specialists: The mediating role of affective organizational commitment. *Baltic Journal of Management*, 17(3), 375–391. <https://doi.org/10.1108/BJM-03-2021-0085>
- Kutsyuruba, B., Walker, K. D., Matheson, I. A., & Bosica, J. (2022). Early career teaching progression: Examining Canadian teachers' experiences during their first five years in the profession. *The New Educator*, 18(1-2), 1–26. <https://doi.org/10.1080/1547688X.2021.1940406>
- Laschinger, H. K. S., Borgogni, L., Consiglio, C., & Read, E. (2015). The effects of authentic leadership, six areas of worklife, and occupational coping self-efficacy on new graduate nurses' burnout and mental health: A cross-sectional study. *International Journal of Nursing Studies*, 52(6), 1080–1089. <https://doi.org/10.1016/j.ijnurstu.2015.03.002>
- Liu, X., Zeng, S., & Potmesil, M. (2025). Quality of life and resilience in individuals with disabilities: A thematic analysis of literature. *Cogent Psychology*, 12(1), 2564503. <https://doi.org/10.1080/23311908.2025.2564503>
- Liu, Y., Hou, T., Gu, H., Wen, J., Shao, X., Xie, Y., Deng, W., & Dong, W. (2022). Resilience and anxiety among healthcare workers during the spread of the SARS-CoV-2 delta variant: A moderated mediation model. *Frontiers in Psychiatry*, 13, 804538. <https://doi.org/10.3389/fpsy.2022.804538>
- Ma, S., Silva, M. G., Callan, V. J., & Trigo, V. (2016). Control and commitment HR practices, job satisfaction, and turnover intentions: A comparison between local and multinational firms in China. *The International Journal of Human Resource Management*, 27(9), 974–990. <https://doi.org/10.1080/09585192.2015.1052535>
- Ma'ruf, H., & Juhaidi, A. (2025). Multigroup analysis of Islamic Higher Education and General Higher Education in Indonesia: The influence of family socioeconomic background, possibility of success, and self-efficacy on student academic performance with resilience as a mediator. *Cogent Education*, 12(1), 2555038. <https://doi.org/10.1080/2331186X.2025.2555038>
- MacKinnon, D. (2012). *Introduction to statistical mediation analysis*. Routledge.
- Mather, M. F., & Bam, N. E. (2025). Factors influencing academic staff satisfaction and retention in higher education: A literature review. *European Journal of Education*, 60(1). <https://doi.org/10.1111/ejed.70025>
- McClure, K. R., & Sallee, M. W. (2025). Research-based approaches to support and retain higher education staff. *Change: The Magazine of Higher Learning*, 57(1), 46–55. <https://doi.org/10.1080/00091383.2025.2442892>
- McFadden, P., Maclochlainn, J., Manthorpe, J., Naylor, R., Schroder, H., McGrory, S., Ravalier, J., Nicholl, P., Currie, D., Kirby, K., Davies, H., Mullineux, J., McColgan, M., & Mallett, J. (2024). Perceptions of safe staffing, self-reported mental well-being and intentions to leave the profession among UK social workers: A mixed methods study. *The British Journal of Social Work*, 54(5), 1965–1987. <https://doi.org/10.1093/bjsw/bcae014>
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage Publications.
- Mgaiwa, S. J. (2023). Job satisfaction among university academics: Do academic rank and age make a difference? *Cogent Education*, 10(2), 2230395. <https://doi.org/10.1080/2331186X.2023.2230395>
- Mora Cortez, R., & Johnston, W. J. (2020). The Coronavirus crisis in B2B settings: Crisis uniqueness and managerial implications based on social exchange theory. *Industrial Marketing Management*, 88, 125–135. <https://doi.org/10.1016/j.indmarman.2020.05.004>
- Mwesigwa, R., Tusiime, I., & Ssekiziyivu, B. (2020). Leadership styles, job satisfaction, and organizational commitment among academic staff in public universities. *Journal of Management Development*, 39(2), 253–268. <https://doi.org/10.1108/JMD-02-2018-0055>
- Nazir, T., Umer, M., Najam, M., Nawab, S., Maqsoom, A., Shafi, K., Munir, Y., & Nawaz, I. (2022). Impact of role stress on turnover intentions of Pakistan's healthcare workers: Mediating and moderating role of organizational cynicism and self-efficacy. *PLoS One*, 17(12), e0279075. <https://doi.org/10.1371/journal.pone.0279075>

- O'Connor, B. P. (2018). An illustration of the effects of fluctuations in test information on measurement error, the attenuation of effect sizes, and diagnostic reliability. *Psychological Assessment, 30*(8), 991–1003. <https://doi.org/10.1037/pas0000471>
- Opolot, J. S., Lagat, C., & Kipsang, S. (2023). Organisational commitment and turnover intentions: Does self-efficacy matter? *SEISENSE Journal of Management, 6*(1), 123–140. <https://doi.org/10.33215/t9rw2g07>
- Opolot, J. S., Lagat, C., Kipsang, S. K., & Muganzi, Y. K. (2024). Organisational culture and organisational commitment: The moderating effect of self-efficacy. *Journal of Humanities and Applied Social Sciences, 6*(3), 280–296. <https://doi.org/10.1108/jhass-09-2023-0105>
- Pahlevan Sharif, S., Bolt, E. E. T., Ahadzadeh, A. S., Turner, J. J., & Sharif Nia, H. (2021). Organisational support and turnover intentions: A moderated mediation approach. *Nursing Open, 8*(6), 3606–3615. <https://doi.org/10.1002/nop2.911>
- Pathan, M. S. K. (2022). The Influence of Organizational Culture on Employee Commitment and Turnover Intentions. *International Research Journal of Management and Social Sciences, 3*(4), 34–43. <https://irjmss.com/index.php/irjmss/article/view/57>
- Pei, S., Wang, S., Jiang, R., Guo, J., & Ni, J. (2024). How work stress influences turnover intention among Chinese local undergraduate university teachers: The mediating effect of job burnout and the moderating effect of self-efficacy. *Frontiers in Public Health, 12*, 1308486. <https://doi.org/10.3389/fpubh.2024.1308486>
- Rai, S. S., Koodamara, N. K., & Vidyavathi, K. (2025). Antecedents of organizational commitment: A systematic literature review. *Cogent Business & Management, 12*(1), 2484462. <https://doi.org/10.1080/23311975.2025.2484462>
- Rajâa, O., & Mekkaoui, A. (2025). Revealing the impact of social exchange theory on financial performance: A systematic review of the mediating role of human resource performance. *Cogent Business & Management, 12*(1), 2475983. <https://doi.org/10.1080/23311975.2025.2475983>
- Ramalho Luz, C. M. D., Luiz de Paula, S., & de Oliveira, L. M. B. (2018). Organizational commitment, job satisfaction, and their possible influences on intent to turnover. *Revista de Gestão, 25*(1), 84–101. <https://doi.org/10.1108/REGE-12-2017-008>
- Rubenstein, A. L., Eberly, M. B., Lee, T. W., & Mitchell, T. R. (2018). Surveying the forest: A meta-analysis, moderator investigation, and future-oriented discussion of the antecedents of voluntary employee turnover. *Personnel Psychology, 71*(1), 23–65. <https://doi.org/10.1111/peps.12226>
- Shao, L., Guo, H., Yue, X., & Zhang, Z. (2022). Psychological contract, self-efficacy, job stress, and turnover intention: A view of job demand-control-support model. *Frontiers in Psychology, 13*, 868692. <https://doi.org/10.3389/fpsyg.2022.868692>
- Sharif, S., Albadry, O. M., Durrani, M. K., & Shahbaz, M. H. (2025). Leadership, tacit and explicit knowledge sharing in Saudi Arabian non-profit organizations: The mediating role of organizational commitment. *Global Knowledge, Memory and Communication, 74*(3-4), 656–677. <https://doi.org/10.1108/GKMC-02-2023-0050>
- Sinistera, L., Peñalver, J., & Salanova, M. (2025). Making their work mean something is step 1! Understanding the relation between meaningful work and turnover intention through the serial mediation of work and organizational engagement. *Journal of Management & Organization, 31*(5), 2404–2422. <https://doi.org/10.1017/jmo.2025.10014>
- Sklar, M., Ehrhart, M. G., & Aarons, G. A. (2021). COVID-related work changes, burnout, and turnover intentions in mental health providers: A moderated mediation analysis. *Psychiatric Rehabilitation Journal, 44*(3), 219–228. <https://doi.org/10.1037/prj0000480>
- Suifan, T. S., Diab, H., & Abdallah, A. B. (2017). Does organizational justice affect turnover intention in a developing country? The mediating role of job satisfaction and organizational commitment. *Journal of Management Development, 36*(9), 1137–1148. <https://doi.org/10.1108/JMD-02-2017-0048>
- Sujeong, H. (2022). Effect of nursing organizational culture, organizational silence, and organizational commitment on the intention of retention among nurses: Applying the PROCESS macro model 6. *The Korean Journal of Occupational Health Nursing, 31*(1), 31–41. <https://doi.org/10.5807/kjohn.2022.31.1.31>
- Tan, J. X., Chong, C. W., & Cham, T.-H. (2025). A social exchange perspective in sustaining employee engagement: Do benevolent leaders really matter? *Cogent Business & Management, 12*(1), 2493310. <https://doi.org/10.1080/23311975.2025.2493310>
- Terry, D., Jacobs, S., Moloney, W., East, L., Ryan, L., Elliott, J., Tulleners, T., Masamba, H., & Peck, B. (2025). The impact of thriving at work and occupational supports: early career nurse intentions to leave an organisation and profession. *Journal of Advanced Nursing, 81*(12), 8608–8619. <https://doi.org/10.1111/jan.16817>
- To, W. M., & Yu, B. T. W. (2024). Impact of difficult coworkers on employees' turnover intention: The mediating roles of perceived organizational support and affective commitment. *Asia-Pacific Journal of Business Administration, 16*(4), 797–815. <https://doi.org/10.1108/APJBA-11-2022-0477>
- Tolossa, A. (2024). Causes and effects of academic staff turnover intentions on organizational performance: Comparative studies on ambo and Haramaya universities. *European Business & Management, 10*(4), 69–75. <https://doi.org/10.11648/j.ebm.20241004.12>
- Tsen, M. K., Gu, M., Tan, C. M., & Goh, S. K. (2022). Does flexible work arrangements decrease or increase turnover intention? A comparison between the social exchange theory and border theory. *International Journal of Sociology and Social Policy, 42*(11-12), 962–983. <https://doi.org/10.1108/IJSSP-08-2021-0196>

- Turarova, G. U., Mambetalina, A. S., Lawrence, K. C., Tyulyupergeneva, R. Z., Barabanova, Y., & Kukina, Y. (2025). The reciprocal relationships of cognitive motivational factors, non-cognitive motivational factors, and academic success among university students. *Cogent Psychology*, 12(1), 2500796. <https://doi.org/10.1080/23311908.2025.2500796>
- Twesigye, M., Obedgiu, V., Nkurunziza, G., & Oceng, P. (2026). The mediating role of stewardship behaviour on leadership competencies and sustainability of government projects in developing economies. *International Journal of Organizational Analysis*, 34(1), 143–164. <https://doi.org/10.1108/IJOA-08-2023-3935>
- Ul Hassan, F. S., Karim, W., Shah, H. A., & Khan, N. U. (2023). Role stress and organizational commitment in the service industry: A moderated mediation model of job burnout and transformational leadership. *Journal of Management Development*, 42(3), 165–182. <https://doi.org/10.1108/JMD-10-2021-0292>
- Volkova, N., & Chiker, V. (2020). What demographics matter for organisational culture, commitment, and identification?: A case in Russian settings. *International Journal of Organizational Analysis*, 28(1), 274–290. <https://doi.org/10.1108/ijoa-05-2019-1762>
- Vuong, B. N., Tushar, H., & Hossain, S. F. A. (2023). The effect of social support on job performance through organizational commitment and innovative work behavior: Does innovative climate matter? *Asia-Pacific Journal of Business Administration*, 15(5), 832–854. <https://doi.org/10.1108/APJBA-06-2021-0256>
- Wirba, A. V. (2022). Transforming Cameroon into a Knowledge-Based Economy (KBE): The role of education, especially higher education. *Journal of the Knowledge Economy*, 13(2), 1542–1572. <https://doi.org/10.1007/s13132-021-00776-z>
- Wu, M.-C., Chiang, W.-J., Chiang, S.-L., Trung, P. M., & Lindayani, L. (2023). A study on major factors revitalizing nursing staff's work enthusiasm~a cross-national study on organizational culture, organizational empowerment, and self-efficacy. *International Journal of Healthcare Management*, 16(1), 93–103. <https://doi.org/10.1080/20479700.2022.2076043>
- Xiao, S., Shi, L., Lin, H., Zhao, S., Ou, W., Zhang, J., Zhu, H., & Zhang, C. (2022). The impact of psychological capital on turnover intention among Chinese nurses: A moderated mediation model. *Journal of Nursing Management*, 30(7), 3031–3040. <https://doi.org/10.1111/jonm.13702>
- Xueyun, Z., Al Mamun, A., Yang, Q., Nazhen, F., & Ali, M. H. (2025). Modeling quiet quitting intention among academics: Mediating effect of work addiction and satisfaction. *Journal of Workplace Behavioral Health*, 40(1), 84–120. <https://doi.org/10.1080/15555240.2024.2323636>
- Yamane, J. (1967). Sample size determination. *Journal of Statistics*, 2(5), 33–45.
- Yasmin, F., Saleem, M. A., Low, D., Erdiaw-Kwasie, M., & Dahl, S. (2025). Measuring sustainability in social enterprises: Development and validation of a multi-dimensional framework. *Acta Psychologica*, 254, 104807. <https://doi.org/10.1016/j.actpsy.2025.104807>
- Yılmaz, H., Durmuşçelebi, C., & Arslan, S. (2024). The role of organizational trust in shaping commitment and reducing turnover intention in aviation. *Journal of Aviation*, 8(3), 385–394. <https://doi.org/10.30518/jav.1548032>
- Zeb, I., Yan, Z., Fang, S., & Khan, A. (2026). Building resilient learners: Understanding the role of core self-evaluation, academic self-efficacy, and interpersonal relationships among students. *Journal of Applied Research in Higher Education*, 18(2), 420–433. <https://doi.org/10.1108/JARHE-09-2024-0473>
- Zhou, S., Li, X., & Gao, B. (2020). Family/friends support, work-family conflict, organizational commitment, and turnover intention in young preschool teachers in China: A serial mediation model. *Children and Youth Services Review*, 113, 104997. <https://doi.org/10.1016/j.childyouth.2020.104997>