

Psychological Capital and Perceived Organisational Support in Predicting Turnover Intentions Among Office Management Education (OME) Lecturers in Universities

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Abstract- *This study examines psychological capital and perceived organisational support to determine their roles in predicting turnover intentions among Office Management Education (OME) lecturers in universities. Grounded in relevant psychological and organisational theories, the study examines whether psychological capital and perceived organisational support significantly predict lecturers' turnover intentions. Participants were 178 OME lecturers selected from universities included in the study. The study adopted a quantitative cross-sectional survey design in which data were collected at a single point in time using a structured questionnaire containing scales measuring psychological capital, perceived organisational support and turnover intentions. Data were analysed using regression analysis to determine the predictive relationships between the variables. Results indicated that psychological capital significantly and negatively predicted turnover intentions among OME lecturers. Similarly, perceived organisational support significantly and negatively predicted turnover intentions. Furthermore, psychological capital and perceived organisational support jointly significantly predicted turnover intentions, although the two variables explained a relatively modest proportion of the variance in turnover intentions. The findings highlight the importance of strengthening lecturers' psychological resources and creating supportive organisational conditions as part of efforts to reduce turnover intentions among OME lecturers.*

Keywords: *Psychological Capital, Perceived Organisational Support, Turnover Intentions, Office Management Education, University Lecturers.*

I. INTRODUCTION

The contemporary university system is operating within an increasingly complex environment characterised by rapid technological change, expanding expectations for research productivity,

increasing demands for quality teaching and growing pressure to retain competent academic staff. Universities are expected to serve as centres of knowledge creation, innovation, human capital development and societal transformation. The achievement of these functions, however, depends substantially on the availability and retention of qualified and committed academic staff. When experienced lecturers develop intentions to leave their institutions, universities may experience disruptions in teaching, research, supervision, academic administration and other institutional activities. Consequently, employee turnover intention has continued to attract attention among scholars and university administrators because the intention to leave often precedes actual employee turnover and provides an important indication of possible future staffing instability.

Turnover intention refers to an employee's conscious consideration or willingness to leave the organisation and seek employment elsewhere. Although turnover intention does not necessarily result in actual resignation, it represents an important behavioural precursor of employee turnover. This concern is particularly relevant in higher education because the departure of experienced academics may result in the loss of institutional knowledge, research expertise, student mentorship and professional networks. Recent Nigerian studies have continued to identify turnover intention as an important organisational concern among university lecturers. For instance, Oladipo, Owoyele and Olaniyan (2024) examined organisational factors and turnover intention among lecturers in Nigerian universities and identified work exhaustion, organisational culture and occupational

health and safety management as relevant organisational factors associated with lecturers' turnover intention. Similarly, Udeogu and Onyeizugbe (2024) found a significant positive association between intergroup conflict and turnover intention among lecturers in public universities in Anambra State. These findings suggest that lecturers' decisions about remaining in or leaving their institutions are shaped by experiences within the university environment.

The issue becomes more important in specialised areas of university education such as Office Management Education. Paul-Mgbeafulike, Ngini, and Ikpeama (2025) opine that Office Management Education is concerned with preparing learners with the knowledge, competencies and professional skills required for effective office administration and management in contemporary organisations. The increasing digitalisation of workplaces has transformed the nature of office administration, requiring lecturers in the field to remain conversant with electronic office systems, information management, digital communication, office automation and other emerging technologies. Recent Nigerian studies on Office Management education have continued to emphasise the importance of modern technologies and digital competencies for effective teaching and employability. Amesi and Babalola (2022), for example, reported the importance of modern technologies for employability skills development among Office Management Education students in Rivers State universities, while recent studies have highlighted the increasing technological competencies expected of Office Management Education lecturers. Thus, lecturers in Office Management Education are required to continuously update their professional knowledge while simultaneously meeting the conventional responsibilities of teaching, research, student supervision, academic administration and community service (Paul-Mgbeafulike and Akudolu, 2023)

Against this background, researchers have increasingly shifted attention from only examining adverse workplace conditions to considering the psychological resources that enable employees to cope effectively with demanding work environments. One

concept that has received considerable attention in this regard is psychological capital. Psychological capital a positive is psychological state characterised by self-efficacy, hope, optimism and resilience. These psychological resources represent an individual's confidence in performing challenging tasks, ability to maintain pathways towards desired goals, positive expectations about future outcomes and capacity to recover from difficulties. Unlike relatively stable personality characteristics, psychological capital is considered developable and can therefore be strengthened through appropriate organisational and developmental interventions. This makes psychological capital particularly relevant to university environments where lecturers are frequently required to respond to changing academic expectations, technological developments, workload pressures and institutional challenges.

The relevance of psychological capital becomes more apparent among lecturers in Office Management Education because the changing nature of office work requires continuous professional adaptation. A lecturer with strong self-efficacy may be more confident in learning and using emerging digital office technologies and in delivering practical and theoretical content effectively. Hope may enable the lecturer to maintain a sense of direction when confronted with professional obstacles, while resilience may help the lecturer recover from setbacks such as inadequate resources, heavy workload, unsuccessful research proposals or other institutional difficulties. Optimism may also encourage lecturers to maintain positive expectations about their professional future even when immediate working conditions are challenging. Empirical evidence supports the relevance of these psychological resources to employee retention. Iwueze and Vaultier (2026), in a study involving 410 employees from public and private organisations in Nigeria, found that psychological capital was negatively associated with turnover intention and also moderated the relationship between job insecurity and turnover intention. Their findings indicate that psychological capital may serve as an internal resource that helps employees cope with adverse employment conditions while reducing their inclination to leave.

However, lecturers do not operate independently of their organisational environment. The psychological resources employees possess may be strengthened or weakened by how they perceive and experience support from their institutions. This brings perceived organisational support into the discussion. Perceived organisational support refers to the extent to which employees believe that their organisation values their contributions and cares about their well-being. In a university environment, such support may be expressed through recognition of lecturers' contributions, provision of teaching and research resources, opportunities for professional development, fair administrative practices, supportive leadership, career advancement opportunities and concern for staff welfare. When lecturers perceive that their institution values their contribution and is concerned about their welfare, they may develop stronger feelings of obligation, belonging and commitment to the institution.

Perceived organisational support is particularly relevant to turnover intention because employees continually evaluate the nature of their exchange relationship with their organisations. Where lecturers perceive that the institution provides meaningful support, they may be more willing to reciprocate through greater commitment and continued service. Conversely, persistent perceptions of neglect, inadequate recognition, limited professional development and insufficient institutional resources may weaken employees' attachment to the organisation and make alternative employment more attractive. Recent Nigerian evidence provides support for this relationship. Onwuamaegbu, Danjuma and Kwaba (2026) found a significant relationship between perceived organisational support and turnover intentions among non-academic staff in state-owned universities in Imo State. Although the study focused on non-academic staff and therefore should not be directly generalised to lecturers, it demonstrates the relevance of perceived organisational support within the Nigerian university environment. Similarly, evidence from Nigerian private university lecturers indicates that management support and a peaceful organisational climate are associated with lower turnover intention, further suggesting that employees'

perceptions of their institutional environment are relevant to their intention to remain or leave.

For lecturers in Office Management Education, perceived organisational support may assume additional importance because effective delivery of the programme increasingly requires access to contemporary instructional resources and opportunities for professional updating. The changing nature of office work means that lecturers may need access to modern office applications, digital communication platforms, electronic records systems and other technology-enabled teaching resources. Recent Nigerian research has continued to identify technological competence and modern instructional approaches as important components of contemporary Office Management education. Eze, Chima-Uduma and Igwe (2024), for instance, examined challenges associated with teaching ICT-related courses in Office Management Education programmes in Nigerian colleges of education, highlighting the continuing importance of adequate conditions for technology-oriented instruction. Where lecturers are expected to deliver technologically relevant instruction without adequate institutional resources, training or professional support, the resulting pressure may influence their work experiences and ultimately their intention to remain in the institution.

The relationship between psychological capital and perceived organisational support is therefore important because the two constructs represent complementary dimensions of the employee experience. Psychological capital represents internal psychological resources, whereas perceived organisational support represents the employee's perception of external organisational resources and care. A lecturer who possesses strong self-efficacy, hope, resilience and optimism may be better positioned to cope with workplace challenges. Nevertheless, even strong psychological resources may be difficult to sustain when lecturers consistently perceive that their institution does not value their contributions or provide adequate support. In the other hand, a supportive university environment may reinforce positive psychological states by providing recognition, developmental opportunities, resources and encouragement. Thus, the retention of academic

staff may depend on what lecturers possess psychologically and on what they perceive their institutions provide in return for their contributions.

The interaction between these two dimensions is particularly important in understanding turnover intentions. When lecturers possess high psychological capital and simultaneously perceive strong organisational support, they may have both the internal resources and external conditions necessary to cope with professional demands. Such lecturers may be more capable of dealing with workload, adapting to technological changes, pursuing research and maintaining commitment to their institutions. On the other hand, low psychological capital combined with weak organisational support may create conditions in which workplace difficulties become more difficult to manage and thoughts of leaving become more salient. Recent Nigerian evidence demonstrates that psychological capital can buffer the adverse effects of employment-related insecurity on turnover intention, while research among university lecturers has shown that organisational support and workplace climate are relevant to employees' decisions about leaving.

The consequences of turnover intention extend beyond the individual lecturer. Universities may face difficulties associated with replacing experienced academic staff, maintaining continuity in academic programmes and preserving institutional knowledge. The effects may be particularly pronounced in specialised programmes where the available pool of lecturers with the required combination of academic qualifications, professional knowledge and technological competencies may be limited. The departure of experienced lecturers may also increase workload among remaining staff, potentially creating a cycle in which additional workload and reduced morale further influence turnover intentions. In Nigerian universities, recent research has identified a range of institutional and interpersonal factors associated with lecturers' turnover intention, reinforcing the need to understand retention from both individual and organisational perspectives.

The growing emphasis on positive psychological resources and supportive organisational environments represents an important shift in the study of employee retention. Rather than examining turnover intention

only through negative conditions such as workload, conflict, stress and dissatisfaction, attention is increasingly being given to resources that can help employees remain productive and committed despite workplace demands. Psychological capital provides an individual-level resource through self-efficacy, hope, resilience and optimism, while perceived organisational support provides an organisational-level resource through recognition, care, professional development and provision of appropriate working conditions. Examining the two constructs together therefore provides a broader basis for understanding turnover intention than considering either factor in isolation.

Despite increasing research attention to turnover intention among Nigerian university employees, there remains a contextual gap concerning lecturers in specialised areas of Business Education, particularly Office Management Education. Existing Nigerian studies have examined turnover intention among lecturers generally, as well as its relationships with organisational factors, job demands, intergroup conflict and other workplace conditions. Similarly, recent Nigerian research has examined psychological capital and turnover intention among employees generally, but such evidence is not specific to university lecturers or Office Management Education. There is therefore a need for further empirical examination of whether the psychological resources of Office Management Education lecturers and their perceptions of institutional support are associated with their intentions to leave their universities. Such evidence could provide a more context-specific understanding of academic staff retention and contribute to discussions on how universities can create conditions that support the professional and psychological well-being of lecturers.

Statement of the Problem

The retention of qualified academic staff has become an important concern for universities because lecturers constitute a major component of the human resources required for effective teaching, research, supervision and community service. Evidence from Nigerian universities indicates that turnover intention among lecturers is associated with several organisational and interpersonal conditions, including work exhaustion,

organisational culture, intergroup conflict and other workplace experiences. The concern is particularly relevant to specialised programmes such as Office Management Education, where lecturers are expected to combine academic responsibilities with the continuous updating of knowledge and skills required by rapidly changing office technologies and administrative practices.

Although universities have introduced different measures intended to improve staff welfare and institutional effectiveness, lecturers may continue to experience conditions that make remaining in their institutions difficult. Heavy teaching and administrative responsibilities, pressure to publish, research demands, inadequate instructional resources, limited professional development opportunities and concerns about recognition and career progression may influence lecturers' experiences at work. Some Nigerian studies have identified organisational conditions as important factors in lecturers' turnover intentions, while research among business educators has also drawn attention to job demands such as excess workload, time pressure and work-family-related demands. If these conditions persist, lecturers may begin to consider alternative employment opportunities even before actual separation occurs.

At the same time, the psychological resources available to lecturers may influence how they respond to these challenges. Lecturers with strong psychological capital may be better equipped to cope with professional difficulties because self-efficacy can strengthen confidence in handling demanding tasks, hope can sustain goal-directed behaviour, resilience can facilitate recovery from setbacks and optimism can encourage positive expectations about future outcomes. However, the presence of psychological capital alone may not be sufficient to prevent turnover intention. Recent Nigerian evidence found that psychological capital was negatively related to turnover intention and could reduce the adverse effect of job insecurity on employees' intention to leave. This suggests that the psychological resources of employees deserve attention in efforts to understand staff retention.

The organisational environment in which lecturers work is equally important. When lecturers perceive that their universities value their contributions, recognise their efforts, care about their welfare and provide opportunities and resources for professional development, they may be more likely to develop positive attitudes towards the institution. Conversely, when lecturers perceive inadequate organisational support, their sense of belonging and attachment to the institution may be weakened. Nigerian studies have provided evidence that organisational support and related workplace conditions are relevant to turnover intention among university employees and lecturers. However, much of the available Nigerian literature has examined organisational support alongside other workplace variables or has focused on academic staff generally rather than specifically on Office Management Education lecturers.

The problem is therefore not simply that lecturers may want to leave their universities; rather, there is insufficient context-specific evidence explaining how their internal psychological resources and perceptions of organisational support relate to such intentions within Office Management Education. This is important because the discipline operates within an environment where lecturers must continually adapt to technological and professional changes while fulfilling teaching, research, supervision and administrative responsibilities. Recent Nigerian studies on Office Management and Technology education demonstrate the growing importance of modern technologies, ICT-related competencies and innovative pedagogical practices within the field. Consequently, the retention of lecturers who possess the expertise required to prepare students for contemporary office environments is an issue worthy of empirical attention.

Against this background, the problem of this study is the continued concern about turnover intention among university lecturers and the limited empirical evidence on the extent to which psychological capital and perceived organisational support are associated with this intention among Office Management Education lecturers. While previous studies have examined turnover intention from the perspectives of organisational factors, job demands, conflict and job

insecurity, relatively limited attention has been given to the combined contribution of positive psychological resources and perceived institutional support within this specialised academic context. The present study therefore seeks to examine the relationship between psychological capital, perceived organisational support and turnover intentions among Office Management Education lecturers in universities. Understanding these relationships may provide useful evidence for university administrators and other stakeholders seeking to improve staff retention, strengthen lecturers' work experiences and sustain the quality of Office Management Education in Nigerian universities.

II. THEORETICAL UNDERPINNING

Two theories support the conceptual framework of this study: the Theory of Psychological Capital, developed from the work of Luthans and colleagues, and the Theory of Perceived Organizational Support, developed by Eisenberger and colleagues. The theories provide a basis for explaining how internal psychological resources and employees' perceptions of organisational treatment may influence turnover intentions among Office Management Education lecturers in universities.

2.1. Theory of Psychological Capital

The Theory of Psychological Capital (PsyCap) emerged from the positive organisational behaviour perspective developed by Luthans and his colleagues, particularly Luthans, Youssef and Avolio (2007, 2015). The theory was developed in response to the need to understand the positive psychological resources that employees bring to the workplace and how these resources can influence their attitudes, behaviour and performance. Unlike traditional approaches that focused mainly on employees' weaknesses, problems and negative psychological states, the theory emphasises employees' psychological strengths and the extent to which these strengths can be developed and managed to improve workplace outcomes. Thus, Luthans, Youssef-Morgan and Avolio (2015) conceptualised psychological capital as a positive psychological state of development characterised by four core capacities: self-efficacy, hope, optimism and resilience. These

capacities represent psychological resources that employees can draw upon when dealing with workplace demands and challenges.

The theory proposes that employees who possess high levels of psychological capital are more likely to approach difficult work situations with confidence, persistence and positive expectations. Self-efficacy refers to an individual's confidence in his or her ability to successfully perform challenging tasks. Hope reflects the ability to maintain goal-directed energy and identify alternative pathways for achieving desired outcomes. Resilience represents the capacity to recover from adversity, failure or difficult circumstances and continue functioning effectively, while optimism involves maintaining positive expectations about present and future outcomes. According to Luthans et al. (2015), these psychological capacities are not necessarily fixed characteristics; rather, they can be developed through appropriate experiences, training and supportive organisational conditions. The theory therefore suggests that employees with stronger psychological resources may be better equipped to cope with workplace pressures and may be less likely to respond to difficulties by considering withdrawal from the organisation.

In the context of this study, the theory provides an explanation of how psychological capital may influence turnover intentions among Office Management Education lecturers in universities. Office Management Education lecturers operate in an environment where they are expected to teach, conduct research, supervise students, perform administrative responsibilities and continuously adapt to developments in office technology and management practices. In such circumstances, self-efficacy may enable lecturers to remain confident in their ability to perform their academic responsibilities despite difficult working conditions. Hope may encourage lecturers to continue pursuing professional goals such as promotion, research productivity and career development even when immediate progress is slow. Resilience may help lecturers recover from challenges such as excessive workload, inadequate facilities, unsuccessful research efforts or other institutional difficulties, while optimism may encourage them to

maintain positive expectations about their future within the university.

The theory further suggests that these psychological resources can influence lecturers' responses to workplace challenges. A lecturer with strong self-efficacy may be more willing to confront difficult teaching or administrative responsibilities rather than viewing them as reasons to leave the institution. Similarly, a lecturer with high hope may continue searching for alternative ways of achieving career goals when faced with professional obstacles. Resilience may enable the lecturer to withstand prolonged workplace difficulties without immediately considering withdrawal, while optimism may encourage the belief that present challenges can improve over time. Consequently, strong psychological capital may reduce the tendency to view leaving the university as the most appropriate response to workplace difficulties. In this study, therefore, the Theory of Psychological Capital provides a basis for assuming that lecturers' levels of hope, self-efficacy, resilience and optimism may be associated with their turnover intentions.

2.2. Theory of Perceived Organizational Support

The Theory of Perceived Organizational Support (POS) was developed by Eisenberger, Huntington, Hutchison and Sowa (1986). The theory emerged from the organisational support perspective and was developed to explain how employees form general beliefs about the extent to which their organisation values their contributions and cares about their well-being. The central proposition of the theory is that employees do not relate to their organisations only through formal employment contracts; they also develop perceptions concerning how the organisation treats and values them. These perceptions are formed from organisational practices and experiences, including recognition, rewards, fairness, supervisor support, working conditions and concern for employee welfare. Eisenberger et al. (1986) argued that when employees perceive strong organisational support, they are likely to develop a sense of obligation to reciprocate through positive attitudes and behaviours towards the organisation.

The theory is built around a social exchange relationship between employees and their organisations. When employees perceive that their organisation values their contributions and is concerned about their welfare, they are more likely to respond with stronger organisational commitment, greater effort and a willingness to remain with the organisation. Conversely, when employees perceive that the organisation ignores their contributions, provides inadequate support or shows little concern for their welfare, the exchange relationship may become weakened. Rhoades and Eisenberger (2002) explained that perceived organisational support is associated with positive employee outcomes because employees tend to reciprocate favourable treatment from their organisations. Thus, the theory suggests that employees' perceptions of organisational treatment can influence their attitudes towards the organisation and their subsequent behavioural intentions.

Within the context of this study, the Theory of Perceived Organizational Support provides a basis for explaining how the treatment experienced by Office Management Education lecturers may influence their turnover intentions. University lecturers require institutional support to effectively perform their teaching, research, supervision and administrative responsibilities. Such support may include adequate teaching facilities, access to modern office technologies, research funding, opportunities for professional development, recognition of academic contributions, fair promotion practices, supportive leadership and attention to staff welfare. When lecturers perceive that their university values their contributions and is genuinely concerned about their professional and personal well-being, they may develop a stronger sense of belonging and attachment to the institution. This may reduce their inclination to seek employment elsewhere.

The theory also suggests that inadequate organisational support may increase turnover intentions. When lecturers consistently perceive that their efforts are not recognised, their professional development is neglected or their working conditions are inadequate, they may conclude that the institution does not sufficiently value their contributions. Such perceptions may weaken their commitment and reduce

their willingness to maintain a long-term relationship with the university. For Office Management Education lecturers, this may be particularly important because the discipline requires continuous exposure to modern office technologies, current administrative practices and professional development opportunities. Where these needs are not adequately supported, lecturers may experience dissatisfaction and become more open to alternative employment opportunities.

Hence, consistent with the Theory of Perceived Organizational Support, this study assumes that the extent to which Office Management Education lecturers perceive their universities as supportive may influence their intention to remain or leave. High perceived organisational support is expected to strengthen lecturers' attachment to their institutions and reduce their tendency to consider leaving, whereas low perceived organisational support may weaken this attachment and increase turnover intentions. The theory therefore provides a theoretical basis for examining perceived organisational support as an organisational factor associated with turnover intentions among Office Management Education lecturers in universities.

III. HYPOTHESES DEVELOPMENT

The changing nature of university work has made the retention of academic staff an important concern for higher education institutions. University lecturers are expected to perform multiple roles involving teaching, research, student supervision, administration and professional development, often within work environments characterised by increasing technological demands and resource constraints. These conditions may influence lecturers' intentions to remain with or leave their institutions. In Nigeria, evidence has continued to show that turnover intention is an important concern within the university system. For example, Kanu, Ugwu, Ogba, Ujoatuonu, Ezeh, Eze, Okoro, Agudiegwu and Ugwu (2022), in a two-wave study involving 584 lecturers from seven private universities in Southeast Nigeria, found that supportive organizational conditions were associated with lower intentions to leave among lecturers. More recently, Paul (2025) examined academic staff in Nigeria's top 10 public universities and found that

workplace conditions and support-related factors were relevant to turnover intention, although perceived organizational support did not have a significant moderating effect in that particular model.

The literature suggests that turnover intention may be understood from both individual and organizational perspectives. Psychological capital represents an internal resource comprising self-efficacy, hope, optimism and resilience, whereas perceived organizational support reflects employees' beliefs concerning the extent to which their organization values their contributions and cares about their wellbeing. These variables therefore capture two different but complementary aspects of the employment experience: the psychological resources employees bring to demanding work situations and the organizational resources they perceive as available to them. Recent Nigerian evidence on psychological capital and turnover intention, together with emerging evidence concerning organizational support within Nigerian universities, provides a basis for examining these relationships among Office Management Education lecturers. Thus, the following reasoning guided the formulation of hypotheses in this study.

3.1 Psychological Capital and Turnover Intentions

Psychological capital describes a positive psychological state characterised by self-efficacy, hope, optimism and resilience. These capacities provide employees with psychological resources for dealing with difficult work situations and pursuing occupational goals. In the university environment, lecturers encounter demanding responsibilities involving classroom teaching, research publication, student supervision, administrative assignments and adaptation to changing educational and office technologies. The extent to which lecturers possess confidence in their abilities, maintain hope about achieving professional goals, retain positive expectations about the future and recover from setbacks may therefore influence how they respond to these demands. Rather than viewing workplace difficulties as sufficient reasons for leaving, lecturers with stronger psychological capital may be more capable of coping with challenges and maintaining their attachment to their institutions.

The relationship between psychological capital and turnover intention can be explained through the resource perspective underlying psychological capital. Employees who possess valuable psychological resources may be better positioned to withstand occupational stressors without developing an immediate intention to withdraw from the organization. Self-efficacy may enable lecturers to approach difficult teaching and research responsibilities with greater confidence, while hope may encourage them to identify alternative pathways when professional goals are obstructed. Optimism may help lecturers maintain favourable expectations concerning their future within the institution, whereas resilience may enable them to recover from unsuccessful research outcomes, workload pressures, inadequate facilities or other organizational difficulties. In this sense, psychological capital may reduce the extent to which negative workplace experiences translate into an intention to leave.

Recent Nigerian evidence provides direct support for this argument. Iwueze and Vaultier (2026) examined 410 full-time employees drawn from diverse public and private organizations in Nigeria and found a significant negative relationship between psychological capital and turnover intention ($r = -.48$, $p < .001$). Their structural equation model further showed that psychological capital had a significant negative direct effect on turnover intention ($\beta = -.42$, $p < .001$), while also weakening the effect of job insecurity on turnover intention. The authors consequently identified hope, resilience, optimism and self-efficacy as important psychological resources for reducing turnover-related outcomes among Nigerian employees.

Evidence from other educational settings also strengthens the argument. Ma, Sung and Lü (2023), for example, examined psychological capital and turnover intention among teachers in private colleges and universities and reported a relationship between psychological capital, employee engagement and turnover intention. Similarly, the recent Nigerian study by Iwueze and Vaultier (2026) is particularly relevant because it demonstrates that the psychological-capital/turnover-intention relationship exists within the Nigerian employment environment

rather than being restricted to studies conducted in other cultural contexts.

The relevance of psychological capital may be even more pronounced among Office Management Education lecturers because the field is closely connected with technological and occupational changes in office administration, business communication and workplace practices. Lecturers are expected to remain current with digital office applications, emerging workplace technologies and changing pedagogical practices while simultaneously meeting research and institutional expectations. These demands may place considerable pressure on lecturers, making personal psychological resources important in determining how they respond to difficult working conditions. A lecturer with high psychological capital may interpret such challenges as manageable and temporary, whereas a lecturer with fewer psychological resources may be more inclined to consider withdrawal from the institution.

However, the existing Nigerian literature has not sufficiently examined psychological capital and turnover intention among lecturers in specific academic disciplines. The recent Nigerian evidence by Iwueze and Vaultier (2026) covered employees across diverse organizations rather than university lecturers specifically, while studies of Nigerian university lecturers have tended to focus on organizational climate, psychological contract, work exhaustion and other organizational factors. Kanu et al. (2022), for instance, demonstrated that supportive organizational conditions were related to lower turnover intentions among lecturers in Nigerian private universities, but psychological capital was not examined as the focal personal resource. This leaves an important contextual gap concerning whether the psychological resources of Office Management Education lecturers are significantly associated with their intentions to leave their universities. Hence, the first hypothesis was formulated:

H1. Psychological capital will be significantly associated with turnover intentions among Office Management Education lecturers in universities.

3.2 Perceived Organisational Support and Turnover Intentions

Perceived organizational support concerns employees' general beliefs about the extent to which their organization values their contributions and demonstrates concern for their wellbeing. The concept is particularly relevant to university lecturers because their professional experiences are strongly influenced by institutional practices relating to recognition, workload, promotion, research opportunities, professional development, provision of teaching facilities and relationships with departmental and university management. When lecturers perceive that their institutions value their contributions and provide meaningful support, they may develop a stronger sense of belonging and obligation toward the institution. Conversely, perceptions of neglect, inadequate support or lack of recognition may weaken the employment relationship and increase consideration of alternative employment opportunities.

The relationship between perceived organizational support and turnover intention is consistent with social exchange reasoning. Employment involves an exchange relationship in which employees evaluate the treatment they receive from their organizations and may reciprocate favourable treatment through commitment, effort and continued membership. Thus, when lecturers perceive that their universities support their professional needs and appreciate their contributions, they may be more inclined to maintain their relationship with the institution. Organizational support may also strengthen employees' feelings of organizational belonging and reduce the attractiveness of leaving. Where lecturers perceive little concern for their welfare or professional development, however, the absence of reciprocity may weaken their attachment and increase their intention to leave.

Evidence from Nigerian universities supports the importance of organizational conditions and support in understanding lecturers' turnover intentions. Kanu et al. (2022) investigated 584 lecturers from seven private universities in Southeast Nigeria and reported that lecturers who received support from management were less likely to leave their jobs. Their findings further showed that supportive organizational climate

characteristics played an important role in reducing turnover intention among the lecturers. The study therefore demonstrates the importance of the organizational environment in shaping lecturers' decisions concerning whether to remain within or leave their universities.

More recent Nigerian evidence has provided additional insight into the relationship between organizational support and turnover-related outcomes in university settings. Onwuamaegbu, Danjuma and Kwaba (2026) examined perceived organizational support and work-life balance as predictors of turnover intention among 197 non-academic staff in state-owned universities in Imo State. Using hierarchical multiple regression, the study found that perceived organizational support significantly predicted turnover intention. Although the study involved non-academic rather than academic staff, it demonstrates that organizational support remains relevant to turnover-related outcomes within Nigerian university environments.

Similarly, Paul (2025) investigated human resource management practices, workplace bullying, work engagement and perceived support among academic staff in Nigeria's top 10 public universities. The study involved 126 academic staff and was grounded in the Job Demands-Resources model and Social Exchange Theory. Its findings showed that workplace bullying significantly increased turnover intention, while work engagement played an important mediating role in the relationship between workplace conditions and turnover intention. Although perceived organizational support did not significantly moderate the relationship examined in that particular model, the study highlights the importance of support mechanisms and workplace conditions in understanding academic staff retention in Nigerian public universities.

The evidence, however, suggests that organizational support should not be assumed to operate identically across all university employees. The finding by Paul (2025) that perceived organizational support did not significantly moderate the specified relationship indicates that its contribution may depend on the particular organizational model, population and workplace conditions being examined. Similarly,

Onwuamaegbu et al. (2026) reported a significant predictive relationship among non-academic staff, while Kanu et al. (2022) demonstrated the importance of supportive organizational climate among private university lecturers. These differences make further investigation necessary, particularly among academic groups whose professional roles and expectations may differ across disciplines and institutions.

For Office Management Education lecturers, perceived organizational support may be particularly important because effective performance requires institutional access to current office technologies, teaching resources, research opportunities, professional development and supportive administrative structures. Where these resources are perceived to be available and lecturers believe that their contributions are recognized, the employment relationship may become stronger. Conversely, inadequate facilities, limited professional opportunities, poor recognition or weak institutional support may contribute to dissatisfaction and thoughts of leaving. Therefore, examining perceived organizational support among Office Management Education lecturers may provide a more discipline-specific understanding of turnover intentions within Nigerian universities.

Despite the growing Nigerian literature on turnover intention among academic and university employees, there remains limited evidence specifically linking perceived organizational support to turnover intentions among Office Management Education lecturers. Existing Nigerian studies have focused on broader populations of lecturers or non-academic university employees, making it difficult to determine whether the same relationship exists within Office Management Education. This contextual gap provides a basis for examining perceived organizational support as a distinct organizational factor associated with lecturers' turnover intentions. Thus, the second hypothesis was formulated:

H2. Perceived organisational support will be significantly associated with turnover intentions among Office Management Education lecturers in universities.

3.3 Psychological Capital and Perceived Organisational Support as Predictors of Turnover Intentions

Psychological capital and perceived organizational support provide complementary explanations of employees' turnover intentions because the former represents an internal psychological resource, whereas the latter represents an organizational resource perceived by the employee. Psychological capital enables employees to draw upon self-efficacy, hope, optimism and resilience when confronting work demands, while organizational support provides external resources through recognition, assistance, favourable working conditions and concern for employee wellbeing. Considering these variables together therefore provides a broader explanation of turnover intention than examining either individual psychological resources or organizational conditions in isolation.

The combination of personal and organizational resources can be explained through the Job Demands-Resources perspective, which suggests that employees' work outcomes are influenced by the balance between demands and the resources available for dealing with those demands. In the university environment, high teaching loads, research expectations, supervision responsibilities and administrative duties may constitute job demands, while psychological capital and organizational support may function as resources that help lecturers cope with these demands. A lecturer who possesses strong psychological resources but receives little institutional support may continue to experience organizational difficulties, while a lecturer working in a supportive institution but possessing limited psychological resources may also experience difficulty coping with sustained demands. Examining both variables together therefore provides a more comprehensive basis for understanding turnover intention.

Recent Nigerian evidence supports the relevance of each side of this resource relationship. Iwueze and Vaultier (2026) found that psychological capital significantly reduced turnover intention among Nigerian employees, with a negative direct effect of psychological capital on turnover intention. In the university context, Kanu et al. (2022) found that

supportive organizational conditions were associated with reduced turnover intentions among Nigerian private university lecturers. Onwuamaegbu et al. (2026) similarly found that perceived organizational support significantly predicted turnover intention among university employees in Imo State. Taken together, these findings suggest that both employees' internal psychological resources and their perceptions of organizational treatment may be relevant to understanding turnover-related outcomes in Nigeria.

There is also empirical evidence from outside Nigeria showing that psychological capital and perceived organizational support can operate within the same turnover framework. For example, Liu and Xie (2020) examined psychological capital and perceived organizational support in relation to turnover intention and found that psychological capital and organizational support were important components of the mechanism through which workplace conditions influenced employees' intentions to leave. The study further demonstrated that perceived organizational support could strengthen the relationship involving psychological capital and turnover intention. Although this evidence was obtained outside Nigeria, it provides a useful basis for considering personal and organizational resources simultaneously rather than treating them as unrelated predictors.

Within Office Management Education, the joint consideration of psychological capital and perceived organizational support is particularly relevant because lecturers' decisions to remain in their institutions may reflect both their capacity to cope with workplace challenges and their assessment of whether the institution provides a supportive environment. Strong psychological capital may help lecturers manage demanding teaching, research and administrative responsibilities, while perceived organizational support may reinforce their sense that the institution values their contributions and is concerned about their professional wellbeing. The interaction of these internal and external resources may therefore provide a stronger explanation of turnover intentions than either variable considered independently.

Nevertheless, existing Nigerian studies have largely examined these factors separately or have focused on

broader groups of employees. Iwueze and Vaultier (2026) examined psychological capital among employees across different Nigerian organizations, while Kanu et al. (2022) and Onwuamaegbu et al. (2026) examined organizational conditions or perceived support within university-related populations. The limited evidence concerning the joint predictive contribution of psychological capital and perceived organizational support among lecturers, and particularly among Office Management Education lecturers, creates a clear empirical gap. Examining the two variables together may therefore provide a more comprehensive understanding of the personal and organizational resources associated with lecturers' turnover intentions in Nigerian universities. Hence, the third hypothesis was formulated:

H3. Psychological capital and perceived organisational support will significantly predict turnover intentions among Office Management Education lecturers in universities.

IV. METHOD

4.1. Research design

Quantitative cross-sectional correlational research design was employed for this study. As a cross-sectional correlational survey, the study was designed to examine the relationships between two or more variables in a single group at one point in time. It is a type of non-experimental design that investigates relationships among variables without manipulating them. A cross-sectional correlational design was considered appropriate for this study because it examined the relationships between psychological capital, perceived organizational support and turnover intentions among Office Management Education (OME) lecturers in government tertiary institutions in Southeast Nigeria. Specifically, the design enabled the study to determine the extent to which psychological capital and perceived organizational support were associated with turnover intentions and whether the two variables jointly predicted turnover intentions among OME lecturers.

4.2. Sample and procedure

The population of the study comprised 320 OME lecturers in government tertiary institutions offering

Office Management Education in the Southeast States of Nigeria. The sample size was determined using Yamane's formula at a 5% level of precision, resulting in a sample size of 178 lecturers. The participants were OME lecturers employed in government-owned tertiary institutions and engaged in teaching, student supervision and other academic responsibilities associated with Office Management Education. The lecturers were selected from the identified institutions using a multistage sampling procedure. The contacts of eligible lecturers were obtained through departmental records, programme coordinators and institutional contacts.

A structured questionnaire was used to collect data, containing items adapted from established scales measuring psychological capital, perceived organizational support and turnover intentions. The questionnaire was administered electronically and physically to the selected participants. For the electronic administration, the questionnaire was converted to a Google Forms format and distributed through email and relevant WhatsApp platforms. While administering the questionnaire through professional and departmental platforms, participants were informed that only lecturers who met the inclusion criteria should complete the questionnaire. Responses were received electronically and through directly administered copies. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity indicated that the data were suitable for factor analysis. The KMO value was .86, while Bartlett's Test of Sphericity was statistically significant ($\chi^2 = 2148.67$, $p < .001$), indicating adequate sampling and sufficient correlations among the items.

V. HUMAN ETHICS AND CONSENT TO PARTICIPATE DECLARATIONS

In line with the recommendations of the American Psychological Association for research involving human participants, ethical approval was obtained from the appropriate institutional research ethics committee before the commencement of data collection. The study participants were informed about the purpose of the research and the nature of their participation. Participation was voluntary and

participants were informed that they could withdraw from the study at any time without penalty. No participant was coerced or offered financial inducement to participate in the study.

Participants' informed consent was obtained before completing the questionnaire. For the online survey, the Google Form contained an introductory statement explaining the purpose of the study, the voluntary nature of participation and the confidentiality of the information provided. Participants were required to indicate their consent before accessing the questionnaire items. For the physically administered questionnaires, participants were similarly informed about the study and provided consent before completing the instrument. The researchers ensured that the information obtained from the participants was treated confidentially and used exclusively for academic purposes.

VI. MEASURES

The items used to measure the constructs in this study were drawn from established literature. All scale items were rated on a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Construct validity was assessed using confirmatory factor analysis. The criteria for acceptable model fit were based on established goodness-of-fit indices, including $\text{CMIN/DF} \leq 3$, CFI and $\text{TLI} \geq .90$, $\text{IFI} \geq .90$, $\text{RMR} \leq .08$, $\text{PCFI} \geq .50$ and $\text{RMSEA} \leq .08$. Composite reliability and average variance extracted were also considered in assessing the reliability and convergent validity of the constructs.

6.1. Psychological capital

A 24-item Psychological Capital Questionnaire (PCQ-24) developed by Luthans, Avolio, Avey and Norman (2007) was used to measure psychological capital. The scale comprises four dimensions of psychological capital: self-efficacy, hope, resilience and optimism, with six items measuring each dimension. The PCQ-24 was developed specifically to assess psychological capital as a composite higher-order construct and has been widely used in organizational research. Example items include statements such as "I feel confident helping to set targets/goals in my work area" for self-

efficacy and “If I should find myself in a jam at work, I could think of many ways to get out of it” for hope. The measurement model for psychological capital was assessed using confirmatory factor analysis. The measurement model demonstrated an acceptable fit based on the specified criteria, with CMIN/DF = 2.03, CFI = .942, TLI = .931, IFI = .943, RMR = .046 and RMSEA = .061. The standardized factor loadings were within an acceptable range. The scale yielded a Cronbach's alpha coefficient of .91, while composite reliability was .93 and average variance extracted was .52, indicating acceptable internal consistency and convergent validity.

6.2. Perceived organizational support

An eight-item version of the Survey of Perceived Organizational Support developed from the work of Eisenberger et al. (1986) was used to measure perceived organizational support. The scale assesses employees' general beliefs concerning the extent to which their organization values their contributions and cares about their wellbeing. The shorter versions of the Survey of Perceived Organizational Support have been widely used because the original instrument is substantially longer and has demonstrated strong internal consistency.

The items were adapted to reflect the university environment in which the respondents work. Example items include “The university values my contribution to its wellbeing,” “The university really cares about my wellbeing” and “The university takes pride in my accomplishments at work.” These items reflect the two central aspects of perceived organizational support: organizational appreciation of employees' contributions and concern for their wellbeing. The measurement model demonstrated good fit based on the eight observable items, with CMIN/DF = 1.86, CFI = .961, TLI = .949, IFI = .962, RMR = .039 and RMSEA = .054. The scale yielded a Cronbach's alpha coefficient of .89, composite reliability of .90 and average variance extracted of .56, indicating acceptable reliability and convergent validity. The use of an eight-item POS measure is consistent with established psychometric work on shorter versions of the Survey of Perceived Organizational Support.

6.3. Turnover intentions

A three-item turnover intention scale developed by Cammann, Fichman, Jenkins and Klesh (1979) was used to measure lecturers' turnover intentions. The scale assesses an employee's intention to leave the organization and has been used in subsequent organizational studies. Example items include “I often think of leaving the organization” and “It is very possible that I will look for a new job within the next year.” The items were adapted to the university context so that respondents assessed their intention to leave their current institution.

The measurement model for turnover intentions demonstrated acceptable fit based on the specified criteria, with CMIN/DF = 1.42, CFI = .987, TLI = .960, IFI = .988, RMR = .027 and RMSEA = .048. The standardized factor loadings were satisfactory and the scale yielded a Cronbach's alpha coefficient of .86. Composite reliability was .87 and average variance extracted was .63, indicating satisfactory internal consistency and convergent validity.

VII. DATA ANALYSIS

IBM AMOS version 25 was used in the assessment of the measurement and structural model fit indices. The goodness-of-fit indices and acceptable thresholds were derived from established structural equation modelling guidelines. The criteria adopted were CMIN/DF (χ^2/df) ≤ 3 , RMR $\leq .08$, CFI $\geq .90$, TLI $\geq .90$, IFI $\geq .90$, PCFI $\geq .50$ and RMSEA $\leq .08$. The measurement model consisting of psychological capital, perceived organizational support and turnover intentions demonstrated acceptable fit to the observed data. For example, the overall measurement model yielded CMIN/DF = 2.17, RMR = .049, CFI = .934, TLI = .925, IFI = .935, PCFI = .741 and RMSEA = .064. The results indicated that the measurement model adequately represented the relationships among the observed indicators and their respective latent constructs.

To test the hypotheses, structural regression estimates were used to ascertain the direct relationships between the study variables. The structural model demonstrated acceptable model fit, with CMIN/DF = 2.21, RMR = .051, CFI = .929, TLI = .920, IFI = .930, PCFI = .735

and RMSEA = .066. SPSS version 25 was used to conduct reliability analysis, descriptive analysis and multiple regression analysis. The regression estimates were used to determine the individual relationships of psychological capital and perceived organizational support with turnover intentions and their joint predictive contribution to turnover intentions.

For the individual relationships, psychological capital was expected to demonstrate a negative relationship with turnover intentions, while perceived organizational support was also expected to demonstrate a negative relationship with turnover intentions. For the joint predictive relationship, psychological capital and perceived organizational support were entered simultaneously into the regression model to determine their combined contribution to turnover intentions. The coefficient of determination (R^2) was used to determine the proportion of variance in turnover intentions jointly explained by the two predictor variables, while the standardized beta coefficients were used to determine

the relative contribution of each predictor. Statistical significance was evaluated at the .05 level.

VIII. TEST OF STATISTICAL SIGNIFICANCE OF HYPOTHESES

The hypotheses were tested using linear regression analysis. The analysis was conducted to determine the predictive relationship between psychological capital, perceived organisational support and turnover intentions among Office Management Education (OME) lecturers in universities. The decision on each hypothesis was based on the significance of the regression coefficient at the 0.05 level of significance. A hypothesis was rejected where the probability value was less than 0.05 and accepted where the probability value was greater than 0.05.

8.1 Hypothesis One

H1: Psychological capital will be significantly associated with turnover intentions among Office Management Education lecturers in universities.

Table 2 presents a summary of the linear regression analysis examining the predictive relationship between psychological capital and turnover intentions among OME lecturers.

Model	R	R ²	Adjusted R ²	F	B	t	Sig.	Decision
Psychological Capital → Turnover Intentions	.231	.053	.048	9.92	-.310	-3.15	.002	Significant

The results indicate that psychological capital significantly predicts turnover intentions among OME lecturers, $F(1,176) = 9.92$, $B = -0.310$, $t = -3.15$, $p = .002$. The negative regression coefficient indicates that higher psychological capital is associated with lower turnover intentions among the lecturers. The R^2 value of .053 indicates that psychological capital explains approximately 5.3% of the variance in turnover intentions. Since the probability value of .002 is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, psychological capital has a statistically significant relationship with turnover intentions among OME lecturers.

8.2 Discussion

8.3 Psychological Capital and Turnover Intentions among OME Lecturers

The aim of this hypothesis was to examine whether psychological capital significantly predicts turnover intentions among Office Management Education

(OME) lecturers in universities. The finding revealed that psychological capital significantly and negatively predicted turnover intentions among the lecturers. Specifically, psychological capital explained 5.3% of the variance in turnover intentions, while the negative regression coefficient ($B = -0.310$) indicates that lecturers with higher levels of psychological capital tended to report lower intentions to leave their universities. The finding is consistent with the view that positive psychological resources such as self-efficacy, hope, optimism and resilience can influence how employees respond to workplace difficulties and their willingness to remain within an organisation. Recent evidence from Nigeria also supports this relationship. Iwueze and Vaultier (2026), in a study of 410 employees from public and private organisations in Nigeria, found that psychological capital was negatively associated with turnover intention ($r = -.48$, $p < .001$) and had a significant negative direct effect on turnover intention ($\beta = -.42$, $p < .001$). Similarly,

Zhu, Wang and Jiang (2022) reported that psychological capital significantly and negatively influenced turnover intention among substitute teachers and partially mediated the relationship between organisational commitment and turnover intention.

The present finding therefore suggests that psychological capital constitutes an important personal psychological resource in understanding lecturers' decisions about whether to remain in or consider leaving their universities. However, the relatively modest R^2 value of 5.3% also indicates that psychological capital is only one of several factors associated with turnover intentions among OME lecturers. Other organisational and occupational conditions may account for the remaining variation in lecturers' turnover intentions. This interpretation is consistent with Nigerian studies which have shown that turnover intention among university lecturers is also associated with organisational and work-related conditions. For example, Kanu et al. (2022), using a sample of 584 lecturers in Nigerian private universities, found that organisational climate dimensions, particularly management support and the nature of the institutional environment, were associated with lecturers' turnover intentions. Similarly, Oladipo, Owoyele and Olaniyan (2024) found that work exhaustion, organisational culture and occupational health and safety management were relevant organisational factors in understanding turnover intention among lecturers in Nigerian universities.

8.4 Psychological Resources and Lecturers' Ability to Cope with Workplace Demands

One possible explanation for the negative relationship between psychological capital and turnover intentions is that lecturers who possess stronger psychological resources may be better able to cope with the demands and difficulties associated with university teaching. Psychological capital incorporates self-efficacy, hope, optimism and resilience, which provide employees with psychological resources for dealing with challenging work situations. Lecturers who believe in their ability to accomplish demanding tasks may be less inclined to interpret workplace difficulties as reasons to leave the institution. Likewise, lecturers

who maintain hope and optimism may continue to identify possible ways of achieving their professional goals even when they encounter workload pressures, inadequate resources or other occupational difficulties. Resilience may also enable lecturers to recover from stressful experiences and remain functional in challenging institutional environments.

This explanation is supported by evidence from the education sector. Zhu, Wang and Jiang (2022) found that psychological capital had a significant negative effect on turnover intention among substitute teachers, reporting a coefficient of $\beta = -.476$ ($p < .001$). Their findings suggest that psychological capital may operate as an internal psychological resource that helps employees maintain their attachment to their work despite pressures that could otherwise increase intentions to leave. Similarly, Anjum and Shahzad reported a significant negative effect of psychological capital on teachers' turnover intentions and found that psychological capital also reduced the effect of burnout on turnover intentions.

The relevance of this explanation to OME lecturers is particularly important because university teaching involves multiple and sometimes competing responsibilities, including classroom instruction, student supervision, research, administrative assignments, assessment and participation in institutional activities. Where lecturers possess stronger psychological resources, they may be more capable of adapting to these demands without immediately developing intentions to withdraw from the institution. Thus, the negative coefficient obtained in the present study may reflect the capacity of psychologically resourceful lecturers to manage occupational challenges while maintaining their intention to remain in their universities.

8.5 Psychological Capital and Perceptions of Career Continuity

Another possible explanation for the finding is that psychological capital may influence how lecturers perceive their future within the university. Hope and optimism, in particular, may encourage lecturers to maintain positive expectations concerning their professional development and future career outcomes. Rather than interpreting current difficulties as evidence that their careers cannot progress within the

institution, lecturers with stronger psychological capital may perceive existing challenges as temporary and believe that alternative pathways for professional growth remain available.

Evidence from Nigeria provides support for the importance of psychological capital as a psychological resource within academic environments. Ezech, Ezeanya and Ukazu (2025) examined psychological capital among academic staff of Nnamdi Azikiwe University and reported its relevance in the relationship between emotional intelligence and work-life balance among lecturers. Another recent study by Ezech, Ezeanya and Ukazu also examined psychological capital among lecturers at Nnamdi Azikiwe University in relation to work engagement, further demonstrating the relevance of psychological resources within the university work environment.

This suggests that psychological capital should not be viewed solely as an individual personality characteristic but also as a resource that can shape lecturers' experiences of their work environment. Lecturers who possess greater confidence in their abilities, maintain hope about achieving professional goals, expect positive outcomes and recover more effectively from difficulties may be more likely to perceive opportunities for continued professional development within their institutions. Consequently, their intention to leave may be lower than that of lecturers with weaker psychological resources.

8.6 Institutional Conditions and the Retention of OME Lecturers

Although the present study established a significant negative relationship between psychological capital and turnover intentions, the relatively small proportion of explained variance indicates that individual psychological resources alone cannot fully explain lecturers' decisions to remain or leave. University-specific working conditions remain important. Nigerian evidence has consistently pointed to the contribution of organisational factors to lecturers' turnover intentions. Kanu et al. (2022), for example, found that organisational climate and management support were relevant to turnover intentions among lecturers in Nigerian private universities. In addition, Oladipo, Owoyele and Olaniyan (2024) identified

work exhaustion, organisational culture and occupational health and safety management as important organisational factors associated with turnover intention among lecturers in Nigerian universities.

More recent evidence among Nigerian employees further strengthens this interpretation. Iwueze and Vaultier (2026) found that psychological capital was negatively related to turnover intention and also demonstrated that it weakened the relationship between job insecurity and turnover intention. Their findings indicate that psychological capital can provide employees with a degree of psychological protection when they experience unfavourable employment conditions. Therefore, the significant negative relationship observed in the present study may mean that psychologically resourceful OME lecturers are better positioned to withstand unfavourable work conditions, but it should not be interpreted to mean that psychological capital alone determines retention.

The finding is also consistent with recent research on vocational business educators in Nigerian public universities. Edokpolor, Daniel-Ogedengbe and Oluwasina (2025) reported that burnout symptoms, including exhaustion, mental distance, cognitive disorder and emotional disorder, significantly predicted turnover intentions among vocational business educators in public universities in South-South Nigeria. This suggests that turnover intention among vocational and business education lecturers is influenced by a combination of psychological and occupational conditions. In this context, the present finding adds to the literature by demonstrating that while adverse work experiences may increase turnover intentions, positive psychological resources may operate in the opposite direction.

The finding indicates that psychological capital is a significant negative predictor of turnover intentions among OME lecturers. Lecturers with stronger psychological capital appear less inclined to consider leaving their universities, possibly because self-efficacy, hope, optimism and resilience enable them to cope more effectively with workplace demands and maintain positive expectations about their professional

future. Nevertheless, the 5.3% explained variance indicates that psychological capital represents only one component of a broader set of factors underlying turnover intentions. The finding therefore reinforces the need to consider both lecturers' psychological resources and the organisational conditions in which those resources are exercised when explaining turnover intentions among university lecturers.

IX. HYPOTHESIS TWO

H2: Perceived organisational support will be significantly associated with turnover intentions among Office Management Education lecturers in universities.

Table 3 presents a summary of the linear regression analysis examining the predictive relationship between perceived organisational support and turnover intentions among OME lecturers.

Table 3: Linear Regression Analysis of Perceived Organisational Support and Turnover Intentions

Model	R	R ²	Adjusted R ²	F	B	t	Sig.	Decision
Perceived Organisational Support → Turnover Intentions	.217	.047	.042	8.70	-.280	-2.95	.004	Significant

The results show that perceived organisational support significantly predicts turnover intentions among OME lecturers, $F(1,176) = 8.70$, $B = -0.280$, $t = -2.95$, $p = .004$. The negative regression coefficient indicates that lecturers who perceive greater organisational support tend to report lower turnover intentions. The R^2 value of .047 indicates that perceived organisational support explains approximately 4.7% of the variance in turnover intentions. Since the probability value of .004 is less than 0.05, the null hypothesis is rejected. Therefore, perceived organisational support has a statistically significant relationship with turnover intentions among OME lecturers.

Discussion

9.1 Perceived Organisational Support and Turnover Intentions among OME Lecturers

The aim of this hypothesis was to examine the relationship between perceived organisational support and turnover intentions among Office Management Education (OME) lecturers in universities. The finding revealed that perceived organisational support significantly and negatively predicted turnover intentions among the lecturers. Specifically, perceived organisational support explained 4.7% of the variance in turnover intentions, while the negative regression coefficient ($B = -0.280$) indicates that lecturers who perceived greater support from their universities tended to report lower intentions to leave. The finding suggests that when lecturers believe that their institutions value their contributions, care about their wellbeing, recognise their efforts and provide the

resources and assistance required to perform their duties, they may be less inclined to consider leaving the institution. This finding is consistent with Kanu et al. (2022), who found among 584 lecturers in Nigerian private universities that lecturers who experienced supportive organisational conditions were less likely to develop turnover intentions. The authors particularly observed that management support was associated with lower intentions to leave.

The finding also agrees with recent evidence from the Nigerian university environment. Onwuamaegbu, Danjuma and Kwaba (2026), in a study of 197 non-academic staff in state-owned universities in Imo State, found that perceived organisational support significantly predicted turnover intentions. Although their finding showed a positive rather than negative direction, the result nevertheless demonstrates that organisational support is an important variable in explaining turnover intentions among university employees. The difference in direction may reflect differences in occupational groups, institutional contexts and the specific forms of support experienced by employees. In contrast, the present finding among OME lecturers indicates that greater perceived support is associated with reduced intentions to leave, suggesting that supportive institutional relationships may be particularly relevant to the retention of academic staff.

9.2 Management Support and Lecturers' Willingness to Remain

One possible explanation for the negative relationship observed in the present study is the importance of management support in shaping lecturers' attachment to their universities. Perceived organisational support reflects employees' beliefs concerning the extent to which the organisation values their contributions and cares about their wellbeing. In the university environment, this may be demonstrated through supportive leadership, recognition of lecturers' contributions, consideration of staff welfare, opportunities for professional development, availability of teaching resources and responsiveness to lecturers' work-related concerns.

Evidence from Nigerian universities supports the relevance of management support to lecturers' turnover intentions. Kanu et al. (2022), using data from 584 lecturers in Nigerian private universities, found that supportive organisational conditions were associated with reduced turnover intentions. Their study specifically reported that lecturers who received support from management were less likely to leave their jobs. This provides a plausible explanation for the present finding. Where OME lecturers perceive that university management recognises their efforts and responds to their professional and welfare needs, they may develop a stronger sense of organisational attachment and consequently become less inclined to seek employment elsewhere.

The importance of organisational support is also evident in recent Nigerian research beyond academic staff. Fredrick, Gyang, Auta and Bello (2026), in a study of 318 nurses in public hospitals in Plateau State, found that dimensions of organisational support, including employee welfare, career development, role clarity and employee recognition, were significantly associated with turnover intention. Although nurses operate in a different occupational setting from university lecturers, the finding demonstrates that employees' perceptions of how their organisations provide welfare, recognition and opportunities for development can be relevant to decisions concerning whether to remain in an organisation. In the case of OME lecturers, similar forms of institutional support

may reduce the perception that leaving the university is necessary for professional or personal wellbeing.

9.3 Recognition, Professional Development and Organisational Value

Another factor that may explain the finding is the extent to which lecturers perceive that their universities value their professional contributions. University lecturers operate in an environment where professional recognition, opportunities for career advancement, research support, participation in decision-making and access to professional development can influence their experience of the workplace. When these forms of support are present, lecturers may perceive that their professional goals can be achieved within their current institutions rather than elsewhere.

Recent Nigerian evidence indicates that organisational conditions are relevant to the retention of university employees. Oladipo, Owoyele and Olaniyan (2024), in their study of lecturers in Nigerian universities, examined work exhaustion, organisational culture and occupational health and safety management as organisational determinants of turnover intention. Their findings reinforce the importance of institutional conditions in understanding lecturers' intentions to leave. Similarly, Sayedi, Sarkindaji and Ndagi (2023) examined monetary and non-monetary opportunities as determinants of turnover intention among academic staff at Ibrahim Badamasi Babangida University, Lapai, Niger State, and highlighted the relevance of employment opportunities and institutional conditions to lecturers' decisions concerning whether to leave their universities.

These findings suggest that perceived organisational support may influence turnover intentions partly by communicating to lecturers that their contributions and professional development are valued by the institution. For OME lecturers, opportunities for training, promotion, research participation, conference attendance, access to instructional resources and recognition of academic contributions may strengthen the perception that the university provides a viable environment for continued professional growth. Where such support is perceived to be lacking, lecturers may become more receptive to alternative

employment opportunities. Thus, the negative coefficient obtained in the present study may reflect the role of institutional support in strengthening lecturers' willingness to remain.

9.4 Organisational Climate and the Reduction of Turnover Intentions

The finding may also be explained by the broader organisational climate within which lecturers perform their duties. Perceived organisational support does not operate independently of the interpersonal and administrative environment of the university. A workplace characterised by fairness, cooperation, effective communication, supportive leadership and peaceful relationships may reinforce employees' perceptions that the organisation cares about them. Conversely, an environment characterised by conflict, poor communication or inadequate managerial support may weaken such perceptions and increase the desire to leave.

This explanation is supported by Kanu et al. (2022), whose study among Nigerian private university lecturers showed that organisational climate played an important role in the relationship between psychological contract breach and turnover intentions. The researchers reported that lecturers who experienced management support were less likely to leave and that a peaceful organisational environment was important in reducing turnover intentions. This is relevant to the present finding because lecturers' perceptions of organisational support are likely to be shaped by their everyday interactions with university management and colleagues.

Recent Nigerian research similarly demonstrates the relevance of organisational conditions to turnover intentions among academic staff. Oladipo et al. (2024) reported that organisational culture and other work-related conditions were important in explaining turnover intention among lecturers in Nigerian universities. Therefore, the significant negative relationship found in the present study may indicate that OME lecturers who experience a more supportive institutional environment are less likely to develop intentions to leave because the organisation provides psychological and professional conditions that make continued employment more acceptable.

9.5 Perceived Organisational Support and the Retention of OME Lecturers

The relatively small R^2 value of 4.7% indicates that perceived organisational support, although statistically significant, explains only a modest proportion of the variation in turnover intentions among OME lecturers. This suggests that perceived organisational support should not be interpreted as the sole determinant of lecturers' decisions concerning whether to leave their universities. Other factors, including psychological capital, job satisfaction, workload, organisational climate, remuneration, career advancement, working conditions and opportunities outside the institution may also contribute to turnover intentions.

This interpretation is consistent with recent research involving academic staff in Nigeria. Raji and Ismail (2023), in a study involving academic staff from seven federal universities in South-West Nigeria, examined perceived organisational support, job satisfaction and turnover intention. Their findings showed a significant negative relationship between job satisfaction and turnover intention, while the direct relationship between perceived organisational support and turnover intention was not significant; however, emotional intelligence moderated the relationships involving perceived organisational support and turnover intention. This contrasting result suggests that the effect of organisational support may depend partly on other individual and organisational conditions rather than operating uniformly across all academic environments.

Similarly, Paul (2025), in a study involving academic staff in Nigeria's public universities, examined HRM practices, workplace bullying, work engagement, perceived organisational support and turnover intention. The study demonstrates that turnover intention among Nigerian academics is multidimensional and involves the interaction of several workplace factors rather than a single organisational variable. Thus, the 4.7% variance explained in the present study is meaningful as evidence of a significant relationship, but it also indicates the need to consider other factors when explaining turnover intentions among OME lecturers.

The finding indicates that perceived organisational support is a significant negative predictor of turnover intentions among OME lecturers. Lecturers who perceive that their universities value their contributions, care about their wellbeing and provide adequate professional and organisational support tend to report lower intentions to leave. The finding is supported by evidence from Nigerian university lecturers and other Nigerian professional groups, although differences in findings across occupational contexts indicate that the nature and quality of organisational support may influence its relationship with turnover intention. The result therefore suggests that supportive management practices, staff recognition, professional development opportunities, welfare provisions and a positive organisational climate may be relevant to the retention of OME lecturers. However, given the modest proportion of

explained variance, perceived organisational support should be regarded as one of several factors contributing to turnover intentions rather than as an exclusive explanation for lecturers' decisions to remain or leave their universities.

X. HYPOTHESIS THREE

H3: Psychological capital and perceived organisational support will significantly predict turnover intentions among Office Management Education lecturers in universities.

Table 4 presents the results of the multiple regression analysis examining the combined predictive influence of psychological capital and perceived organisational support on turnover intentions among OME lecturers.

Table 4: Multiple Regression Analysis of Psychological Capital and Perceived Organisational Support on Turnover Intentions

Predictor	B	β	SE	t	Sig.
Psychological Capital	-.240	-.200	.088	-2.72	.007
Perceived Organisational Support	-.210	-.180	.088	-2.39	.018
Model statistics					
R	.276				
R ²	.076				
Adjusted R ²	.066				
F(2,175)	7.20				.001

The results indicate that psychological capital and perceived organisational support jointly significantly predict turnover intentions among OME lecturers, $F(2,175) = 7.20$, $p = .001$. The R^2 value of .076 indicates that psychological capital and perceived organisational support jointly explain approximately 7.6% of the variance in turnover intentions, while the adjusted R^2 of .066 indicates that the model explains approximately 6.6% of the variance after adjustment for the number of predictors.

The individual regression coefficients show that psychological capital significantly predicts turnover intentions ($B = -0.240$, $\beta = -0.200$, $t = -2.72$, $p = .007$). Perceived organisational support also significantly predicts turnover intentions ($B = -0.210$, $\beta = -0.180$, t

$= -2.39$, $p = .018$). Both predictors have negative coefficients, indicating that higher psychological capital and perceived organisational support are associated with lower turnover intentions. Since the probability values for both predictors are less than 0.05 and the overall regression model is significant, the null hypothesis is rejected. Therefore, psychological capital and perceived organisational support jointly significantly predict turnover intentions among OME lecturers.

Discussion

10.1 Psychological Capital and Perceived Organisational Support as Predictors of Turnover Intentions among OME Lecturers

The aim of this hypothesis was to examine the combined predictive influence of psychological capital and perceived organisational support on turnover intentions among Office Technology and Management Education (OME) lecturers in universities. The finding revealed that psychological capital and perceived organisational support jointly significantly predicted turnover intentions among the lecturers. The two predictors jointly explained 7.6% of the variance in turnover intentions, while the adjusted R^2 indicated that the model explained 6.6% of the variance after adjustment for the number of predictors. The individual regression coefficients further showed that psychological capital significantly and negatively predicted turnover intentions, while perceived organisational support also significantly and negatively predicted turnover intentions. Thus, lecturers with higher psychological capital and stronger perceptions of organisational support tended to report lower intentions to leave their universities. The finding suggests that both individual psychological resources and favourable perceptions of the organisation are relevant to understanding turnover intentions among OME lecturers. This finding is consistent with recent Nigerian evidence showing that psychological and organisational conditions are associated with employees' intentions to leave. For instance, Iwueze and Vaultier (2026), using 410 employees from public and private organisations in Nigeria, found a significant relationship between psychological capital and turnover intention and reported that psychological capital served as a protective resource in the relationship between job insecurity and turnover intention. Similarly, Kanu et al. (2022), using 584 lecturers from Nigerian private universities, found that management support and organisational climate were relevant to lecturers' turnover intentions, with lecturers who received support from management being less likely to leave their jobs.

The combined finding further suggests that turnover intentions among OME lecturers cannot be understood exclusively from either the individual's psychological characteristics or the university's organisational conditions. Rather, the result points to the possible importance of the interaction between what lecturers possess internally and what they perceive to receive

from their institutions. Psychological capital provides lecturers with resources such as self-efficacy, hope, optimism and resilience, while perceived organisational support reflects the extent to which lecturers believe that their institution values their contributions and cares about their wellbeing. When both resources are present, lecturers may be better positioned to cope with occupational difficulties and maintain their intention to remain in the institution. However, the relatively modest R^2 of 7.6% also indicates that other factors account for a substantial proportion of the variation in turnover intentions. This is consistent with recent Nigerian research showing that turnover intentions among university and vocational education staff are influenced by several occupational and organisational conditions rather than a single factor. Edokpolor, Daniel-Ogedengbe and Oluwasina (2025), for example, found that burnout symptoms significantly predicted turnover intentions among vocational business educators in Nigerian public universities, while Edokpolor, Onyemah and Daniel-Ogedegbe (2025) reported significant relationships between job demands and turnover intentions among Business Educators in Nigerian public universities.

10.2 Combined Influence of Personal Psychological Resources and Organisational Support

One possible explanation for the significant combined effect is that psychological capital and perceived organisational support represent complementary resources in the university workplace. Psychological capital is located primarily within the individual, whereas perceived organisational support represents the lecturer's perception of the institutional environment. A lecturer may possess confidence, optimism and resilience, but the capacity of these resources to support continued employment may be influenced by whether the institution provides an environment in which the lecturer feels valued and supported. Conversely, organisational support may be available, but lecturers with limited psychological resources may not respond to workplace challenges in the same manner as those with stronger self-efficacy, hope, optimism and resilience.

Recent Nigerian evidence provides support for considering these dimensions together. Iwueze and

Vaultier (2026) found that psychological capital was significantly related to turnover intention among Nigerian employees and showed that psychological capital moderated the relationship between job insecurity and turnover intention. Their findings suggest that psychological capital can function as an internal psychological resource that helps employees deal with unfavourable employment conditions. Similarly, Paul (2025), in a study involving academic staff in Nigeria's top 10 public universities, examined HRM practices, workplace bullying, work engagement, perceived organisational support, supervisor support and turnover intention. The study was grounded in the Job Demands-Resources model and Social Exchange Theory and demonstrates the relevance of both individual engagement-related resources and organisational support in understanding turnover intention among Nigerian academic staff.

This may explain why both predictors remained statistically significant in the present multiple regression model. Psychological capital may help OME lecturers cope with workplace challenges, while perceived organisational support may communicate that the institution values their contributions and is willing to help when challenges arise. The combination may therefore create conditions under which lecturers are less inclined to consider leaving. In this regard, the present finding extends the discussion beyond treating turnover intention as a consequence of poor organisational conditions alone and highlights the relevance of lecturers' internal psychological resources in combination with the support they perceive from their universities.

10.3 Psychological Capital as an Internal Resource against Turnover Intentions

The significant negative coefficient for psychological capital in the combined model indicates that psychological capital retains predictive value even after perceived organisational support is included in the model. This suggests that the lower turnover intentions observed among lecturers with stronger psychological capital cannot be explained entirely by their perceptions of organisational support. Lecturers' own psychological resources appear to make an independent contribution to explaining their intentions to remain or leave.

The relevance of psychological capital to turnover intention is supported by recent Nigerian evidence. Iwueze and Vaultier (2026) found that psychological capital was negatively associated with turnover intention among Nigerian employees and reported that employees with greater psychological capital were better positioned to deal with job insecurity without developing stronger intentions to leave. The finding is also relevant to university and vocational education settings because lecturers routinely encounter workload demands, research expectations, student supervision, administrative responsibilities and changing institutional requirements.

Recent research among Nigerian vocational business educators further demonstrates the importance of occupational pressures in understanding turnover intention. Edokpolor, Daniel-Ogedengbe and Oluwasina (2025) found that exhaustion, mental distance, cognitive disorder and emotional disorder were significant positive predictors of turnover intentions among vocational business educators in 13 Nigerian public universities. Similarly, Edokpolor, Onyemah and Daniel-Ogedegbe (2025) found that work-family conflict, family-work conflict, excess workload and time pressure were associated with turnover intentions among Business Educators in Nigerian public universities. These findings provide a contextual explanation for the present result: where lecturers face demanding work conditions, psychological capital may provide personal resources that help them manage those demands and consequently reduce their inclination to leave.

10.4 Perceived Organisational Support as an Institutional Resource

The significant negative coefficient for perceived organisational support indicates that organisational conditions also make an independent contribution to explaining turnover intentions. The finding suggests that lecturers who perceive that their universities value their contributions, recognise their efforts, care about their wellbeing and provide assistance when needed tend to report lower intentions to leave. The fact that perceived organisational support remained significant after psychological capital was entered into the regression model suggests that organisational support

contributes something distinct from the lecturer's personal psychological resources.

This interpretation is supported by research among Nigerian university lecturers. Kanu et al. (2022) found that management support was associated with lower turnover intentions among lecturers in Nigerian private universities and reported that a peaceful organisational climate also played an important role in reducing turnover intention. More recent evidence from Nigerian universities also demonstrates the relevance of organisational support. Onwuamaegbu, Danjuma and Kwaba (2026), in a study involving 197 non-academic staff in state-owned universities in Imo State, found a significant relationship between perceived organisational support and turnover intention, although their observed direction was positive rather than negative. The difference in direction may reflect differences in occupational groups, institutional conditions and the specific nature of organisational support experienced by employees.

The present finding is also consistent with broader evidence that organisational conditions are relevant to turnover intentions among Nigerian academics. Oladipo, Owoyele and Olaniyan (2024), using a large sample of lecturers from selected federal and state universities in Nigeria, examined work exhaustion, organisational culture and occupational health and safety management as organisational determinants of turnover intention. Thus, the significant contribution of perceived organisational support in the present model may reflect the importance of the institutional environment in determining whether OME lecturers perceive continued employment as worthwhile and sustainable.

10.5 Interaction between Lecturer Resilience and Institutional Conditions

Another possible explanation for the combined significance of the two predictors is that lecturers' psychological resources may be more meaningful when supported by favourable institutional conditions. Psychological capital may enable lecturers to remain hopeful, confident and resilient when confronted with workplace difficulties, while organisational support may provide the external resources necessary to sustain those positive psychological states.

Consequently, a lecturer who possesses strong psychological capital and simultaneously perceives strong organisational support may have fewer reasons to develop an intention to leave.

This interpretation is consistent with the Job Demands-Resources perspective used in recent Nigerian academic research. Paul (2025) examined turnover intention among academic staff in Nigerian public universities in relation to HRM practices, workplace bullying, work engagement and perceived organisational and supervisor support. The framework suggests that employee resources and organisational resources can influence how individuals respond to job demands. In the context of OME lecturers, psychological capital can be understood as an individual resource, while organisational support represents an organisational resource. When these resources are available, lecturers may be better positioned to cope with workload, institutional pressures and professional challenges without developing strong intentions to leave.

The relevance of this explanation is further supported by research among Nigerian Business Educators. Edokpolor, Onyemah and Daniel-Ogedegbe (2025) reported significant relationships between several job demands and turnover intentions among Business Educators in Nigerian public universities. The implication for the present finding is that psychological capital and organisational support may provide resources that help lecturers manage some of the pressures associated with their work. However, the relatively modest explanatory power of the model indicates that these resources do not eliminate the influence of other work-related pressures.

10.6 Broader Organisational and Occupational Factors

Although psychological capital and perceived organisational support jointly explained 7.6% of the variance in turnover intentions, approximately 92.4% of the variance remained unexplained by the two predictors in the present model. This indicates that turnover intentions among OME lecturers are likely to be influenced by several additional factors. These may include workload, remuneration, job satisfaction, promotion opportunities, leadership practices, research support, career advancement, job security,

organisational climate and alternative employment opportunities. Therefore, the significant model should not be interpreted as evidence that psychological capital and organisational support are the only factors responsible for turnover intentions.

Evidence from Nigerian universities supports this broader interpretation. Oladipo et al. (2024) examined multiple organisational factors, including work exhaustion, organisational culture and occupational health and safety management, in relation to lecturers' turnover intentions. Likewise, Edokpolor et al. (2025) demonstrated that burnout and job demands were significant predictors of turnover intentions among vocational and Business Educators in Nigerian public universities. These studies suggest that the decision to remain in or leave a university is multifaceted and cannot be sufficiently explained by psychological resources and organisational support alone.

the finding indicates that psychological capital and perceived organisational support jointly constitute significant predictors of turnover intentions among OME lecturers. Both predictors independently demonstrated negative relationships with turnover intentions, indicating that lecturers with stronger psychological resources and more favourable perceptions of organisational support tend to report lower intentions to leave. The finding suggests that turnover intentions among OME lecturers may be influenced by both internal and external resources: psychological capital provides lecturers with personal capacities for coping with workplace challenges, while perceived organisational support provides an institutional resource that may strengthen their willingness to remain. However, the modest explanatory power of the model indicates that other individual, occupational and organisational factors also contribute to turnover intentions. Consequently, understanding the retention of OME lecturers requires attention to both lecturers' psychological resources and the quality of the institutional environment in which they perform their professional responsibilities.

XI. CONCLUSION

In conclusion, the significant negative relationships between psychological capital, perceived

organisational support and turnover intentions among OME lecturers suggest that both individual psychological resources and supportive organisational conditions are relevant to lecturers' intentions to remain in their universities. Psychological capital significantly predicted turnover intentions, while perceived organisational support also significantly predicted turnover intentions. Furthermore, the two variables jointly significantly predicted turnover intentions, although they explained a relatively modest proportion of the variance. These findings suggest that strengthening lecturers' psychological resources and creating supportive institutional environments may contribute to reducing turnover intentions among OME lecturers. More importantly, universities should not focus only on improving lecturers' individual capacities but should also provide organisational conditions that make lecturers feel valued, supported and able to pursue their professional goals within the institution.

Nevertheless, as in other studies, this study has limitations. First, the study focused specifically on OME lecturers in universities and did not include lecturers from other disciplines or categories of academic staff. This limits the generalisation of the findings to lecturers in other fields of study or other occupational groups. Hence, caution should be exercised in generalising the findings to academic staff outside the population covered by the study, although the results provide useful evidence on the relationship between psychological capital, perceived organisational support and turnover intentions among OME lecturers. Thus, future research may examine lecturers from other disciplines and categories of academic staff to determine whether similar findings are obtained across different academic contexts. Second, the study adopted a cross-sectional survey design, which may limit the interpretation of the predictive relationships identified. Since data were collected at one point in time, the study could not empirically establish how changes in psychological capital or perceived organisational support may influence turnover intentions over time. We therefore recommend that future studies adopt longitudinal designs to provide a better understanding of the changing relationship between these variables.

Although the study included psychological capital and perceived organisational support as predictors of turnover intentions, the model was relatively simple. The two predictors jointly explained 7.6% of the variance in turnover intentions, suggesting that other factors may contribute substantially to lecturers' intentions to remain or leave their universities. Since turnover intention is a complex workplace phenomenon, inclusion of additional variables may provide a more comprehensive explanation of lecturers' intentions. Hence, future research may examine variables such as job satisfaction, organisational commitment, burnout, workload, leadership style, job security, work engagement, remuneration and career advancement. Future studies may also explore mediation, moderation and moderated mediation models to explain the mechanisms through which psychological capital and perceived organisational support influence turnover intentions among university lecturers.

This study has limitations; however, it has important theoretical, practical and managerial implications. The findings provide empirical support for the relevance of psychological resources and organisational support in explaining turnover intentions among OME lecturers. The significant negative relationship between psychological capital and turnover intentions suggests that lecturers who possess stronger self-efficacy, hope, optimism and resilience may be less inclined to consider leaving their universities. Similarly, the significant negative relationship between perceived organisational support and turnover intentions suggests that lecturers who perceive that their institutions value their contributions and care about their wellbeing may be less inclined to develop intentions to leave. The joint significance of the two predictors further indicates that both individual and organisational resources are relevant to understanding turnover intentions among OME lecturers. Hence, university administrators and departmental managers should develop supportive working environments while also providing opportunities that strengthen lecturers' professional confidence, resilience and career development.

the findings indicate that reducing turnover intentions among OME lecturers requires attention to both the

psychological resources of lecturers and the organisational environment in which they work. Universities should therefore provide supportive leadership, opportunities for professional development, recognition of lecturers' contributions and adequate resources for teaching and research. At the same time, interventions aimed at strengthening psychological capital may help lecturers cope more effectively with workplace challenges. However, the modest explanatory power of the model suggests that these factors do not fully account for turnover intentions. Therefore, future research should continue to examine the broader individual, occupational and organisational conditions that shape lecturers' decisions to remain in or leave their universities.

Credit authorship contribution statement

Vivian Stella Paul-Mgbeafulike: Writing – review and editing, Writing – original draft, Visualization, Validation, Supervision, Software, Project administration, Methodology, Investigation, Formal analysis, Data curation, Conceptualization. Frednora Uchenna Ikpeama: Writing – review and editing, Validation, Software, Methodology, Investigation, Formal analysis. Chidiebere Christopher Ufodu: Writing – review and editing, Validation, Software, Formal analysis, Data curation, Investigation.

Data availability statement

The data that support the findings of this study are not publicly available due to confidentiality and ethical restrictions concerning the participants. However, the data may be made available by the corresponding author upon reasonable request and subject to the approval of the Research Ethics Committee of Business Education. The data were collected from Office Technology and Management Education lecturers for the purpose of examining the relationships between psychological capital, perceived organisational support and turnover intentions.

Human ethics and consent to participate declarations

This study involved human participants and was conducted in accordance with accepted ethical principles for behavioural and educational research. Ethical approval was obtained from the Research Ethics Committee of Business Education (Reference No.: RECBED/26/02/002), with written permission

granted on 10TH April 2026. The participants were Office Technology and Management Education lecturers in universities included in the study.

Informed consent was obtained from the participants before data collection. The questionnaire was administered through an online survey using Google Forms, and the survey link was distributed to the participants through their email addresses and WhatsApp. A brief introductory note accompanied the questionnaire, explaining the purpose of the study, the voluntary nature of participation, and the use of the information provided solely for research purposes. Participants were not coerced, induced, or required to provide payment or any form of consideration for participation. Respondents were also informed that their responses would be treated confidentially and used only for the purposes of the study. The researchers therefore adhered to the principles of voluntary participation, informed consent, confidentiality, and respect for participants' rights throughout the research process

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Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the research, analysis, interpretation of findings or preparation of this manuscript.

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