

THE IMPACT OF HRM PRACTICES ON EMPLOYEE
TURNOVER INTENTION IN UTAR

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We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
DV	Dependent Variables
HRM	Human Resource Management
IV	Independent Variables
PhD	Doctor of Philosophy
Sig.	Significant
SPSS	Statistical Package for Social Science
UTAR	University Tunku Abdul Rahman

PREFACE

In this research, researchers will examine the impact of Human Resource Management (HRM) practice towards employee turnover intention in UTAR. In every organization, employees are the backbone to carry out the operations. In order to retain the capable employees in the organization, organization must realize what is the impact that will actually influence the employees had the intention to leave.

This research is conducted as the number of resignation of employee increase nowadays compared to the past. This may show that their desires have not been fulfilled and they switch their jobs in order to meet their satisfaction. It is prepared to assist the researcher in academic industry of Malaysia to identify the impact that would cause the employee having the intention to leave their current organization.

Therefore, the overall research is to find more in depth and detailed information about HRM practices and it is useful for researchers to learn about the significance of the factors in this paper on the turnover intention of employees.

ABSTRACT

Research found that academics of University Tunku Abdul Rahman (UTAR) faced a high level of turnover intention. Consequently, this will affect the performance of the academics when they are giving lecturer and tutorial for students. This research study will be mainly focusing on whether the HRM practice has direct relationship and effect on the turnover intention among academics in UTAR. In this research, we will mainly focus and test the significant relationship HRM practice and turnover intention. HRM practices which is including performance appraisal, reward, working condition, equal employment opportunity and training. The academics of the UTAR will be our target population for this research.

CHAPTER 1: INTRODUCTION

The purpose of this study is to investigate the impact of HRM practices on employee turnover intention in University Tunku Abdul Rahman (UTAR). The research study will focused on whether HRM practices has direct effect on the turnover intention among lectures and staffs in UTAR. HRM practices which include training, performance appraisal, working condition, reward and equal employment opportunity.

This chapter is the introduction for the research and will provided an overview of the research background, problem statement, research objectives, research questions, hypothesis and significance of the study. The research background showed the broad and narrow scope of the research that serve as guidance in carrying the study. Problem statement describes the core of the study prompting and placing a boundary around the research without specifying the type of research carried on. Research objectives and questions providing with specific about the main purpose and stimulate interests of the reviewer. Hypothesis of the study is developed from the literature review while significant of the study is importance and contribute in the study. Besides that, chapter layout and conclusion were included in the whole chapter.

1.1 Research Background

In Malaysia, turnover rate in an organization had been increased from time to time. Employees' turnover was a serious issue for an organization. From the past until now, there was increasing amount of academic employees' turnover intention in Malaysia from year of 2009 to year of 2010 increased from 10 percent to 16 percent. In the year of 2011, the percentage had drop to 15.9 percent (Goh, L., 2012).

Wang, T. Z. (2000), indicated that turnover intention where an individual have the intention to resign from the current organization. Other than this definition, there was also researchers defined turnover intention as the reflection of the probability where an individual will change their job in within a certain period of time (Sousa-Poza & Henneberger, 2002). Furthermore, Choi, Lee, Wan, Jusoh (2012), explained that turnover intention can be voluntary or involuntary. Voluntary turnover is about a process where an employee making decision on staying or leaving the organization (Wells, J.E. and J.W. Peachey, 2010). Moreover, involuntary turnover is a situation where an organization has the control over the employee's decision in staying or leaving the organization.

There was also researchers commented where high turnover brings destruction to the organization such as direct and indirect cost (Choi.S.L et al, 2012). Direct cost is the cost which occurred in selecting, recruiting, and training of new employees (Staw, 1980). According to Des & Shaw (2001), indirect cost is the cost of learning, pressure on employees and loss of social capital. In an organization, what caused an employee to leave or intend to leave were always become a big question for any organization.

The Ministry of Higher Education (MOHE) stated that in Malaysia there were more than 900,000 of students who were pursuing higher education in 20 public universities, 33 private universities and university colleges, 4 foreign university branch campuses, 22 polytechnics, 37 community colleges and also about 500 private colleges.

According to Hashim and Mahmood (2011), in Malaysia Universities there was a high turnover of academic staff. According to National Higher Education Research Institute (2004), the turnover rate of academic staff in Public universities was 18.18 percent while for private universities or colleges were at 45.45 percent. The high turnover rate of academic staff brings negative effects to the organization (Koay L.S, 2010).

The turnover of academic staff at Universities was been reported that the Private Higher Education Institutes (PHEIs) in Malaysia were at an alarming rate each year (Hashim and Mahmood, 2011). According to UCEA (2005), this situation was not just happening in Malaysia but also in United Kingdom (as cited in Koay, L. S., 2010).

Malaysia was facing the problem of high academic employees' turnover which had been shown in a statistic by The Star graphic. According to Malaysian Employers Federation (MEF), the average yearly turnover rate in Malaysia from July 2010 until June 2011 was been reported (as cited in Koay, L. S., 2010). The Star graphic (2012), also shows that for education field, the turnover rate was up to 29.28 percent (as cited in Goh, L., 2012). It is high compared the turnover rate in the other field. For example, banking & finance, medical services, plantation, transportation and etc (Goh, L., 2012).

According to Balakrishnan (2008) & Khoo (1981), most of all the private institution of higher education were facing high turnover rate of academic staff (as cited in Koay, L. S., 2010). Hence, most of the research conducted was on private universities. Private universities in Malaysia were very worthy for research as it is now an important sector. Furthermore, it is because the private higher education institution had played a key role in providing quality higher education. Besides that, Uda Nagu (2007), indicated that it also helps in attracting the foreign students to Malaysia who contributed up to RM50 million in direct earning to Malaysia annually (as cited in Koay, L. S., 2010). Those were all the reason we conducted this research in University Tunku Abdul Rahman (UTAR) which was one of the private universities in Malaysia.

1.2 Problem Statement

Nowadays, turnover intention is a common topic in Malaysia. Turnover intention shows a serious problem to a company in terms of losing of talents, additional employment and training costs (Loi et al., 2006). There are several factors which were affected the employees' turnover intention. Furthermore, overmuch turnover is a threat for company and will affect the efficiency and productivity of the company.

We cannot deny that, UTAR had also facing turnover. According to G Vinod (2010), there are almost thirty percent of the UTAR's staffs were resigning because of new policies which was introduced by the new management team, who were originally from the Multimedia University. Many staffs in UTAR cannot accept the new unpopular policy which was bringing by new management team, so they decide quit from UTAR.

G Vinod (2010), mention that, the new management had carried out many new policies and before that, there was not communicate well with the staffs so the staffs of the UTAR felt that was an unfair practice for them. Besides that, academic staffs of UTAR felt stress to follow the new policies because the new policies were increasing the work load of the academic staffs. Furthermore, if the academic staffs were doing a mistake on marking, the staffs will be penalized with warning letter. Because of the stress which was facing by the academic staffs, so they decide to turnover.

Employees play an important role in the productivity of an organization. They are the backbone of the organization, without employees, organizations can't operate at all. The universities' employees such as lecturers and tutors are playing important role to maintain the number and quality of students. High turnover intention rate of employees in universities will result the student lost confident to the university. Especially for the private universities, this is because high turnover intention also will damage the reputation of universities and students will choose the private universities that are have good reputation. There are several factors causing the turnover intention of employees such as job satisfaction, job role and HRM practices (Amah, 2009; Mudor and Tooksoon, 2011).

HRM practices are one of the important factors that affected the turnover intention of employees. In order to better understand and determine the factor of employees' turnover intention, we have chosen UTAR to conduct our research. The independent variable that we chosen to carry this research are HRM practices and the dependent variable is turnover intention. The factor that we chosen HRM practices as the independent variable because HRM practices is the important factor which can affect turnover intention. The HRM practices are including performance appraisal, reward, equal employment opportunity, working condition and training. The primary objective of this study is wanted to investigate the impact of the HRM practices on employees' turnover intention in UTAR. Besides

that, we also want to test the relationship between turnover intention and HRM practices.

1.3 Research Objectives

1.3.1 General Objectives

To examine the factors that impact employee turnover intention in University Tunku Abdul Rahman (UTAR).

1.3.2 Specific Objectives

- To measure the effect of employee turnover intention toward performance appraisal in UTAR.
- To measure the effect of employee turnover intention toward reward in UTAR.
- To measure the effect of employee turnover intention toward working condition in UTAR.
- To measure the effect of employee turnover intention toward equal employment opportunity in UTAR.
- To measure the effect of employee turnover intention toward training in UTAR.

1.4 Research Questions

- What factors that influences employee turnover intention in UTAR?
- What is the relationship between employee turnover intentions toward performance appraisal in UTAR?
- What is the relationship between employee turnover intentions toward reward in UTAR?
- What is the relationship between employee turnover intentions toward working condition in UTAR?
- What is the relationship between employee turnover intentions toward equal employment opportunity in UTAR?
- What is the relationship between employee turnover intentions toward training in UTAR?

1.5 Hypothesis of the Study

H1: There is a significant relationship between performance appraisal and turnover intention.

H2: There is a significant relationship between reward and turnover intention.

H3: There is a significant relationship between and working condition and turnover intention.

H4: There is a significant relationship between equal employment opportunity and turnover intention.

H5: There is a significant relationship between training and turnover intention.

1.6 Significant of Research

The main objective of this research is to study the relationship between HRM practices with the employee turnover intention in UTAR. The purpose of this study will help readers to better understand and use as a guide or information to many higher education institutions in Malaysia regarding the relationship of HRM practices and turnover intention. It provides detail information of relationship between employee turnover intention and performance appraisal, reward, working condition, equal employment opportunity and training.

The research is important to the higher learning institution in the educational industry as it shows the outcomes resulted from the employee's turnover intention. Through this research, the higher learning institution can understand the outcomes of HRM practices which might have impact on the university's employee turnover intention.

Some conditions such as uncertainty of performance appraisal, procedure of giving reward, fairness of working condition and training and unequal employment opportunity may lead to employee have intention to leave. There have some problems that may causes employees intend to leave, for example they are not given the opportunity to do their best work and are not highly valued by their employer. Some of them will feel disappointed and dissatisfaction with how their work is recognized and too many uncertainty barriers to successfully completing tasks.

By completing this research, it not only the educational industry can get the clear images on the circumstance of employee turnover intention but also others

industry such as food industry, manufacturing industry and hospitality industry. Thus, from the perspective of company or institution, they will realize the effect of HRM practices towards the employees' turnover intention in the particular organization. As a result, they will try to reduce the intention of leaving by the employees to pay attention on the HRM practices.

1.7 Chapter Layout

In this research, there are five chapters included. In Chapter 1, which is introductory chapter consist of research background, problem statement, research objective, research questions and hypotheses of the study and significance of the study.

In Chapter 2, the literature review of the summary from the relevant secondary sources of the data. A review of the available literature on HRM practices, which included performance appraisal, reward, working condition, equal employment opportunity and training are presented. This part focuses on the variables and linkages between each variable. Proposed theoretical or conceptual framework developed based on the research objectives and research questions. While hypotheses are developed based on previous findings and theories to examine whether the theory formulated is valid or not.

In Chapter 3, research methodology focuses on how the process of the measurement of each of the variable and reliability that carried out in terms of research design, data collection methods sampling design, operational definitions of constructs, measurement scales and methods of data analysis.

In Chapter 4, research result provided a linkage to the main themes of the previous chapter. The subchapter is included descriptive analysis, scale measurement and inferential analyses.

In Chapter 5, discussion and conclusion which provide a summary of the study and implications of HRM practices towards the employee turnover intention. Other than that, limitations of the study, recommendations for future research and overall conclusion of the research project are stated under this chapter.

1.8 Conclusion

As a conclusion, the entirety dimension of chapter one which is research overview, it provides us to have the initial understanding on how to conduct this research study.

In research background, there are briefly discusses about the insight of education industry and the factor that influence turnover. After that, in the problem statement is the discussion regarding the problem and causes of turnover in education industry in Malaysia.

Moreover, there are one board objective that outlines the research to be under take and four specific objectives that narrow down the general objective. Besides, it also discusses five research questions that guide arguments and four hypotheses in the study after viewing the relevant literature.

Lastly is the discussion about the significant of this study that explains the contribution of study. This chapter serve as fundamental for further research in chapter two. A review on relevant literature has to be done. However, this will be conducted in the next chapter.

CHAPTER 2: LITERATURE REVIEW

In Chapter 2, it is about literature review of this study. In this section, information had been obtained from secondary source of data which are available such as journal, thesis, articles and reports.

In this chapter, contained of 5 different parts .It start with introduction for chapter 2, and then followed by review of the literature on dependent variable and independent variables, and mediating or moderating variable, review of relevant theoretical models, proposed theoretical or conceptual framework of the study, hypotheses development which formulated the relationships between the important variables through the theoretical or conceptual framework of this study. Lastly, there will be a conclusion for chapter 2.

2.1 Review of Literature

2.1.1 Dependent variable: Turnover intention

Employees' turnover intention is one of the problem have to pay attention by the human resources department (Peterson, 2004). Turnover intention is the behavior of employees' intent to leave the current job. Mobley (1979), stated turnover is the termination of a membership between an individual with company who was employed by the company. Price (2001), mention that turnover intention is the form of withdrawal of individual from an organization. Turnover intention also can be defined as conscious and willfulness to search for other opportunities of employments (Tett and Meyer, 1993). According to Jaros (1997), there have three signals show that the employees turnover intention. The signal is whether employee thinks of quit, searches for other employment opportunities and forms an intention to leave. Bigliardi, Petroni and Ivo Dormio (2005), also comment that intention to leave is employee have the thinking to leave or staying in the current employer organization.

Anyway, there is different between turnover and turnover intention. Turnover is the actual action that employees had leaved the company and move to other company for new employment relationships (Price, 2001). On the other hand, turnover intention is behavioral that employees thinking of leaving and terminate for the current employment relationship, that was not actual action to leave the current job (Cotton and Tuttle, 1986). Ajzen and Fishbein (1980), believed that intentions are the most suitable to explain of actual action. Zhao et al., (2007), argued that turnover intention

adverse to actual turnover, especially when financial crisis the actual turnover may not actually happen in organizations.

Apart from that, turnover intention also will result some advantages and disadvantages for the employees who was practiced it (Joarder et al., 2011). Mobley (1982), have suggested that some possible negatives and positives consequences of employees' turnover. The negatives consequences is included destroy the current social networks, can't adapt to new organization culture and etc. While the positives consequences is included career advancement, higher salaries, better perform opportunities and etc.

Turnover intention is the final phase that actual turnover have happen. Arnold and Feldman (1982), stated that turnover intention is the behavior that will direct influence on actual turnover (as cited in Masdia Masri, 2009). Bigliardi, Petroni and Ivo Dormio (2005), also show that turnover is affected by dissatisfaction of employees with the working situation or individual reason such as poor performance. Carmeli (2005), have indicated that turnover intention is defined as a predictor of employees' actual turnover. Mobley (1979), have commented that turnover intention and actual turnover have a vital impact to company.

2.1.2 Independent Variable: Performance Appraisal

Performance appraisal is defined as formal system of review and evaluation of individual or team task performance (Mondy, 2010). This system able to identify the development goals and also the plan for achieve the particular goals. Ahmad, Lemba & Ismail (2010), found that the system is designed mainly to evaluate, manage and made the improvement on employee's performance. As the effective of the performance measurement would enable employees in organization having open discussion on expectation and future developments on employee's achievements (Ahmad et al., 2010).

Performance appraisal system is view as a very important which integrate the role with the human resource for achieving the organizational goals. Performance appraisal is playing an important role in assessing employees and develops their competencies, boost performance and distribute reward (Fletcher, 2001; Lemba & Ismail, 2010). It also served as motivation tool to identify the individual needs when it is practice regularly in the organizations. Kim (2011), stated that the system management can ensure the organization goals being achieve in effective and efficient way. The system management involves shared vision, type of management, involvement of the staff, incentive and reward, competence framework, team work, education and training, attitudes, and dialogue.

Besides that, performance appraisal system is performance measurement monitoring show the required of changing behavior which will result in performance improvement (Lemieux-Charales et al.,2003; Fryer et al.,2009) as cited in Kim (2011) while desired behavior can motivate a person to continue perform continuously in future.

In the perspective of organizational, its appraisal system can contribute to the improvement of an individual's effectiveness and the process of the organization's business. Through the performance appraisal process, the relationship between supervisors and employees can be improved. Based on the studies, performance appraisal feedback will involve, inform, motivate and enhance the communication between employee and manager or superordinates and subordinates (Villanova et al., 1993). Moreover, the studies stated that the details of the performance appraisal system are used as communication between organization and employees; as a result it will lead to high level performance (Chris, 1996; Thwala et al., 2012; Abdullah et al., 2012).

2.1.3 Independent Variable: Reward

Reward is the compensation that an employee receives from an organization for service and effort they put. Reward consists of financial and non-financial reward. Financial reward having monetary value, it is made up of fixed, variable pay and employee benefits (Opote, 2007). This reward depends on the job or task performed by the employee (Nadia Sajjad Hafiza, 2011). The components of financial reward can be depending on collective bargaining at either plant or national levels, depending on the agreement established in the procedural agreement (Opote, 2007).

On the other hand, non-financial reward is considered having no monetary value and made up of recognition, praise, achievement and personal growth (Opote, 2007). It refers to the items that do not constitute part of employment contract agreement such as intangible reward and

psychological reward (Nadia sajjad Hafiza, 2011). It is a non-direct payment to employee and usually depends on management discretion or through in-house discussions with employee representatives. It creates an opportunities for employer to respond to area that are outside collective agreement and yet very essential to the employee.

Reward consists of 5 component that is, compensation, benefits, work life, performance and recognition (Worldatwork, 2007). Compensation is the pay given by an employer to an employee for their services. It includes fixed and variable pay, depends on level of employee performance (Robert L. Heneman, 2007). Benefits are programs that employer uses to supplement the cash compensation that employee received (Worldatwork, 2007). Work-life is a set of organizational practices, policies, programs, and philosophy that help employees to achieve success at both work and home (Worldatwork, 2007). Performance is cooperation of organizational, team and individual efforts toward the achievement of business goals and organizational success (Worldatwork, 2007). Recognition is given to appreciate employee actions, efforts, behavior or performance (Worldatwork, 2007).

2.1.4 Independent Variable: Working Condition

Working conditions defined as the working environment and all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities. According to Yuan Zhang, Laura Punnett, Rebecca Gore (2012), identifies the relationships

among employees' working conditions, mental health, and intention to leave through their quantitative study.

According to Maertz and Griffeth (2004), key motivational variables that may influence employee turnover decision are the competitive salary, good supervision and interpersonal relationships, job autonomy, better working environment, training and development, and job security (as cited in Mohd HR Joarder and Dr. Mohmad Yazam Sharif, 2011).

Furthermore, according to Elena Cottini, Takao Kato, and Niels Wstergaard Nielsen (2009), stated that more recent studies started to take advantage of the emerging availability of detailed data on workplace-specific attributes as opposed to industry-specific or occupation-specific attributes.

Based on another researcher Garcia Serrano (2004), has used the Spanish Working Conditions Survey (SWCS) for 2001, which known as a nationally representative random sample survey of all employed (having worked at least 1 hour in the week preceding the interview week) individuals aged 16 years and above. Based on the SWCS, it also contains employee individual characteristics and also firm characteristics or characteristics related to the job of the employee such as sector, industry, size, type, firm, type of contract (temporary, permanent), occupation, and firm tenure, provided by the worker at the time of the survey interview.

2.1.5 Independent Variable: Equal Employment Opportunity

According to Guchait (2007), equal employment opportunity also act as prohibition of employment discrimination which referred to age, religion, race, color, disability, sex, pregnancy, national origin , marital status and health related issue.

Sdney opera house (2012), stated that equal employment opportunity can be used to make sure the working environments are free from unlawful discrimination and harassment. It means that the working environment policies, practices, behaviors and rules that are fair to every employee. All workers will be respected and valued equally by the organization. Equal employment opportunity groups are people who have been affected by being discriminate or continuously getting disadvantage. These groups of people are disabled people, minority groups and women (Sdney opera house, 2012).

Every employee will have equal opportunity in getting promotion, reward, training, wages, retirement, responsibility, vacation, pensions and other benefits. For example, in the aspect of getting promotion, every employee should be promoted according to their skills, knowledge and experience they have and should not discriminate them based on their gender, age and etc (Peetz, Gardner, Brown and Berns, 2008).

Organization should provide equal employment opportunity in their work place. Peetz, et al., (2008), stated that by applying employment equity legislation in organization can help in providing more support for equal employment opportunity. The law was being used to avoid preferential

advancement or hiring for disadvantaged groups. By applying it, it can help the organization to have effective operations of the organizational practice and policy which can help in securing equal employment opportunity and removing discrimination in the working environment (Peetz, et al., 2008).

2.1.6 Independent Variable: Training

In the field of human resource management, training can be counted as one of the most significant variable in human resource practices. Training and development is one of the human resource practices which can help company to gain competitive advantages (Schuler and MacMillan, 1984). Carter (1999), had stated that training and development is one of the important elements of human resource management practices for the entire effort which was stress in the organization reengineering. Noe (2002), mention that training is a method which can allow the employees from an organization to acquire job related knowledge and skills and also improve and changes the attitudes and behaviors of employees in order to meet the objectives of organizations. Noe et al., (2000), explained training as a platform that provided by an organization for the employees to allow them learned more task-related competencies. The competencies are including skills and knowledge.

Choi et al., (2012), also had stated that training not only is the way to get competencies but also is the way for employees to meet and fulfill the firm's objectives and goals. Training is generally can be counted in different types of human capital investment in term of the individual and organization improvement (Goldstein, 1991). Training is the process

which can provide employees with precise skills and improve their performance (Poh, 2001).

Training programs provided for employees can help organization to reduce the disadvantages and increased the competencies of organization in order to achieve the organization vision and mission with the effective ways. Effective training can increase the organization efficiency and production (Harris, 1990; Sample, 1990; Tannenbaum, et al., 1991). Furthermore, according to Joarder and Sharif (2011), training is one of the methods to acquire new knowledge and skills which can improve the standard of performance in the rapid changing environment.

Employees have to be trained because training can help them to fulfill their own career needs and the needs of the company. Training can be categorized into task-oriented because the objectives of the training is allows employees to perform and work better on the position they are doing currently (Asare-Bediako, 2002). Evans and Lindsay (1999), stated that training and development can increase the quality of the employees and this will bring the advantages for the organization in the long term.

2.2 Review of Relevant Theoretical Models

2.2.1 (Fotoohnejad, Manafi, Gheshmi, Fazel, Roozbeh, & Seyedabrishami, 2011)

Figure 2.1 The impact of HR practices on Lecturers' Turnover Intention: A study of educational industry in Iran.



Adopted from: Fotoohnejad, S., Manafi, M., Gheshmi, R., Fazel, O., Roozbeh, & Seyedabrishami, S. Z. (2011). The impact of HR practices on Lectures' Turnover Intention: A study of educational industry in Iran. *Interdisciplinary Journal of Contemporary Research In Business*, Vol.3, No.7, 748-756.

Based on the journal by Fotoohnejad, S., Manafi, M., Gheshmi, R., Fazel, O., Roozbeh, & Seyedabrishami, S. Z. (2011), a suitable HR practices could increase organizational commitment and thus it reduce turnover intention. Furthermore, according to Charles H. Schwepker Jr. (2001), turnover intention can be reduce by increasing the organizational commitment.

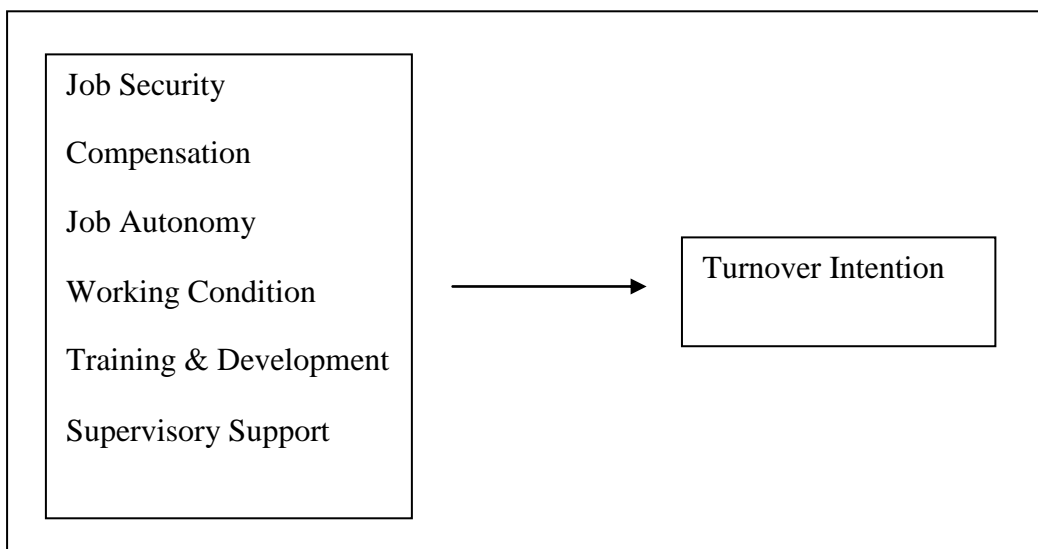
The study which done by (Juhdi, Pa'Wan, Hansaram, & Othamn, n.d) are consistent and give strong evidence that well managed HRM practices will

create high commitment and lower the intention to quit. It show a positively contribute to organizational commitment and was also found as mediator of effect of HRM practices on turnover intention. As intention is predictor to the actual turnover it is reasonable for an employee who has low commitment to the organization to have intention to quit the existing job.

According to the journal article Long, C., S., Perumal, P., & Ajagbe, M. A. (2012), the independent variables of the HRM practices have relationship with the dependent variable of turnover intentions. There is correlation between those HRM practices and impact on employees' turnover intention.

2.2.2 Joarder, M. H., & Sharif, D. M. (2011)

Figure 2.2 The Role of HRM practices in Predicting Faculty Turnover Intention: Empirical Evidence from Private Universities in Bangladesh



Adopted from: Joarder, M. H., & Sharif, D. M. (2011). The Role of HRM practices in Predicting Faculty Turnover Intention: Empirical Evidence from Private Universities in Bangladesh. *The South East Asian Journal of Management* , Vol.5, No.2,159-178.

The independent variables shown in the figure had significantly served as predictors of the turnover intention of the staff for the faculty of private universities. It is necessary for universities management to play attention on the HRM practices (compensation, supervisory support and job security) to retain the potential faculty and also minimize the number of turnover intention (Joarder & Sharif, 2011).

According to the Eisenberger et al. (2002), supervisory support consider as the caring and concern about the employees and it will influence on employees job satisfaction and as a result contribute to turnover intention in the future. Therefore, the supervisory support related to the employee turnover intention in faculty universities (Joarder & Sharif, 2011).

In other research, there is a negatively related between compensation and turnover intention (Ovadge, 2009). Besides that, there is researcher stated that pay an important for the employees to decide whether to turnover of the existing job position (Weiler, 1985).

For the job security, it was found that there is significantly affect on employees retention in an organization (Samuel and Chipunza, 2009). It is also support by other research, which the job security is very important in determine the turnover rate (Parnelland Crandall, 2003).

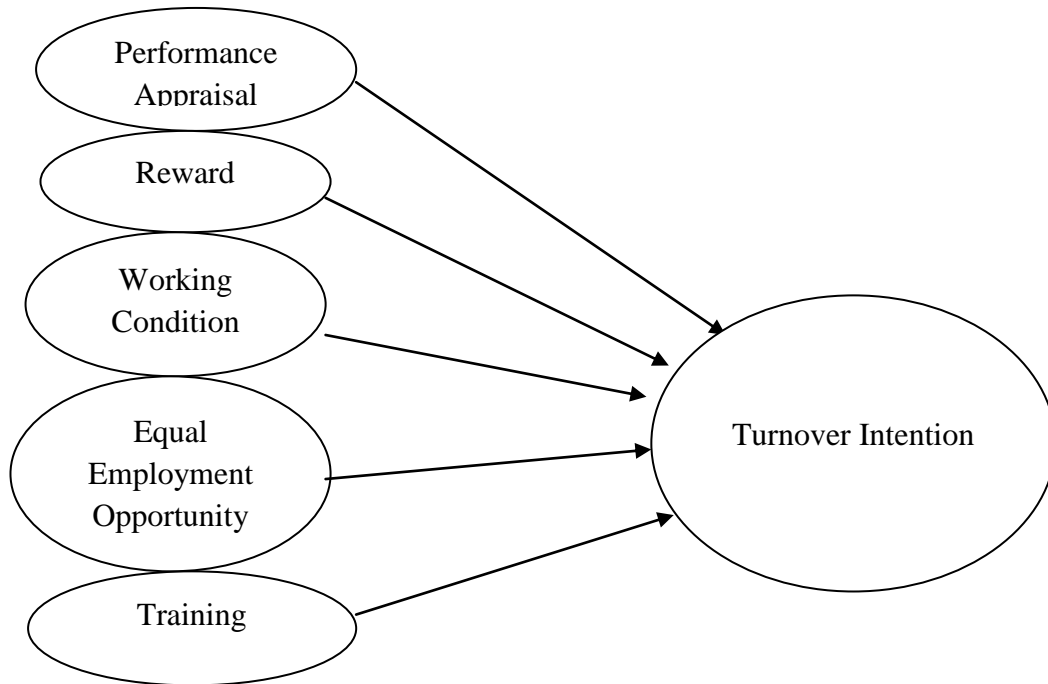
Employees who enjoy job autonomy will not likely to withdraw the current job position (Battand Valcour, 2003). The employees who feel freedom will satisfy and enjoy their current employment and not thinking of changing the job (Joarder & Sharif, 2011).

Though the training and development, the relationship employees and organization able to maintain and increase employee's retention decision (Samuel and Chipunza, 2009). In addition, it also could attract existing employees to continue work at current job position (Haines, et al., 2010).

Based on the research, faculty perception of job security, compensation and supervisory support working conditions are highly significant and negatively related to turnover intention. But, training and development is negatively influence but not significant (Joarder & Sharif, 2011).

2.3 Proposed Theoretical/ Conceptual Framework

Figure 2.3 Proposed Conceptual Frameworks



Source: Developed for the Research

Figure 2.3 is the proposed conceptual framework that has been developed based on the literature review.

According to Stewart and Brown (2009), stated that there have found some researcher argued that the employees are less likely to have intention to leave, rather to stay longer with the current organizations when they perceive positive HRM practices such as job freedom, job security and better pay. Hence, the HRM practices and turnover intention have been survey in this research.

In this study, the dependent variable and independent variables are being chosen after broad studying has been done on literature review. Furthermore, previous research had been carefully studied with the employee turnover intention to leave in the correct and accurate way to be research.

The five independent variables are performance appraisal, reward, working condition, equal employment opportunity, and training and one dependent variable turnover intention which are adopted from the past research conducted by Fotoohnejad et al., (2011), Long et al., (2012) and Jorder et.al., (2011).

The list below presents the five independent variables together with their sources:

1. Performance Appraisal (Fotoohnejad et al., 2011; Long et al., 2012)
2. Reward (Fotoohnejad et al., 2011; Long et al, 2012; Jorder et.al., 2011)
3. Working Condition (Fotoohnejad et al., 2011; Jorder et.al., 2011)
4. Equal Employment Opportunity (Fotoohnejad et al., 2011)
5. Training (Fotoohnejad et al., 2011; Long et al., 2012; Jorder et.al., 2011)

2.4 Hypothesis Development

2.4.1 Relationship between Performance Appraisal and Turnover Intention

From the researchers Laura, (1996); Abdullah et al., (2011), the issues of employees' turnover intentions will be raise when there is lack of performance appraisal which directly affects the employee's motivation. Oh and Lewis's (2009) found that federal employees do not seem of performance appraisal system able to motivate them to perform better in their job. From their study, only 18 percent of the respondents agreed that the system able to motivate to perform better, while 58 percent were found to disagree.

Appraisal system can serve as instrument for measurement and controlling. However, there is studies found that appraisal would become stressful when the respondents and evaluators do not concerning of the importance and confusing the message results in the appraisal (Webster, Beehr & Love , 2011). Besides that, perceiving of the fairness on the appraisal process could influence the employee satisfaction and resulted in the positive relationship between the organizations (Sudin, 2011).

Out of this, there is relationship between result of the performance appraisal and employee turnover intention. According to Spence & Keeping (2011), the evaluators or managers tend to adjust the actual measurement when they are focusing on maintain a good relationship of subordinate, reputation and adjusted to company goal. Thus, it may distort the appraisal system and create confusion among employees. In addition, there is another studies, June (2004), stated that the evaluators or managers may be motivated to manipulate the performance ratings because of the evaluator's personal bias or have punish motive. Therefore, the inaccuracy of the ratings creates dissatisfaction and may lead to employee's intention to quit the job.

H0: There is no significant relationship between performance appraisal and turnover intention.

H1: There is significant relationship between performance appraisal and turnover intention.

2.4.2 Relationship between Reward and Turnover Intention

When high performers are inadequately rewarded, they quit. It is their opinion that, the jobs which able to provide adequate financial incentive are more likely to make employees stay with the organization (Mbah, 2012). Therefore, desire to leave and ease of leaving the organization are affected by reward.

Besides that, kind and level of reward an organization offers influences who is attracted to work for the organization and who will continue to retain in work. The organizations which give the most reward tend to attract and retain most people (Gerhart and Milkovich, 1992). This means that, high reward levels will lead to high satisfactions, individual who are satisfied with their jobs expected to continue to be satisfied and stay with the same organization, which will lead to lower turnover intention. Therefore, to reduce likelihood of turnover and retain most valuable employees, employer need to make reward more attractive by concerning employee perceived fairness on reward decision and flexible in distribute reward by according to individual preferences.

In addition, the opinion from academic staff included teacher, lecture stated that, they have intensified teaching and bureaucratic responsibilities while their performance is assessed predominantly on research output and this make them feel unhappy and having unrewarding experience (Bexley, James, & Arkoudis, 2011). Moreover, academics are concerned about lack of recognition for teaching in promotion process although some university include teaching performance and achievement in promotion criteria and

88 percent believe that teaching should be rewarded in promotion. Inadequate training in teaching make teacher feel unsatisfied (Bexley, James, & Arkoudis, 2011). On the other hand, teachers are likely to remain working in their present job if they know that their performance will be measured, evaluated and rewarded with positive outcomes (Candle, 2010). Failure by employer to value teachers was the reason of teacher turnover in many private secondary schools in Wakiso District (Candle, 2010). These mean that teacher turnover intention do affected by the reward.

H0: There is no significant relationship between reward and turnover intention.

H1: There is significant relationship between reward and turnover intention.

2.4.3 Relationship between Working Condition and Turnover Intention

Research on employees' health and safety is long been the main interest of the issue of working conditions, moreover employee motivation and performance also become more and more important in every industry. In fact, the quality of employees' working environment will directly and positively influence the safe working conditions. Hence, the sufficient workforce for any organization can be maintaining by creating a good working conditions.

In general, working conditions may not increase employee commitment but the employee commitment may effect on dissatisfaction of working

conditions which will turn to affect turnover decision (Herzberg, 1968). Moreover, some researchers have different point of view based on the working condition in the different research area or industry. In the fact of Bangladesh, Ashraf and Joarder (2010), found that working conditions or atmosphere as the second most important factor for employee work satisfaction in the mobile phone companies which in turn may influence employees' decision to stay longer with the organization or have intention to leave.

Another researcher Billah (2009), found that employees working conditions in commercial banks are highly significant factor and they are negatively related to turnover intention. Nevertheless, a study of Joarder, Sharif, and Sabiha (2011), has opposite point of view, where they argued that working conditions were not an important factor and this may not influence their turnover decision.

H0: There is no significant relationship between working condition and turnover intention.

H1: There is significant relationship between working condition and turnover intention.

2.4.4 Relationship between Equal Employment Opportunity and Turnover Intention

Equal employment opportunity is important to be applied in organization. If employees perceived that they have the same opportunity in their jobs they will have lower intention to leave the organization (Konovsky, 1989).

An employee who feels that an organization provide equal employment opportunity in the work place which showed supports by caring for his or her well-being will motivated to stay with that organization (Godfrey, 2010).

There was researcher indicating that in order to reduce turnover intention should focus primarily on improvement on issues related to fair workload distribution, fair hiring practices, and enhanced the equal opportunities in career development or promotion in an organization (Chambers, 2008).

An organization may acknowledge an employee's efforts by offering equal employment opportunity and also equal benefits while in return of this opportunities and benefits, employees will become more committed to the organization and feel obligated to reciprocate to the organization. It helps in reducing the turnover intention among employees in the organization (Tansky & Cohen, 2001). For example, provide equal opportunity for salary growth and training.

There were researcher stated that lack of equal employment opportunity in the organization will develop attitudinal outcomes negatively which may lead to the issue of turnover intention in the organization (Erdogan, 2002). According to Poon (2004), there are reported findings indicating lack of equal employment opportunity in the organization will influenced employees' intention to quit.

H0: There is no significant relationship between equal employment opportunity and turnover intention.

H1: There is a significant relationship between equal employment opportunity and turnover intention.

2.4.5 Relationship between Training and Turnover Intention

The company which provided better training and development will have lower turnover intention. Besides that, employee training is one of the strategic management for an organization to build a long term relationship with their employees and can increase the commitment and retention of employees, at the same time also can reduce turnover intention (Samual and Chipunza, 2009).

Moreover, employees training can enhance their capabilities and abilities and it also direct and help employees to reach long- life career development and competency at their career (Pare & Trembley, 2007; Liu, 2004). Other than that, training and development also have been seen as one of the most significant element in human resource management practices which affect the employees' turnover intention (Grace and Khalsa, 2003; Rosser, 2004).

There are several researched have stated that, training is an important factors to decrease turnover intention among employees at workplace (Reddy, 1996; Bartlett, 1999). Training could be result to less turnover intention because employees will appreciate and act reciprocally for the

organization's investment and this will increased their commitment to company (Gouldner, 1960; Leuven, Oosterbeek, Sloof and Van Klaveren, 2003).

Chang (1999), explained that the more training and professional development provided for employees will have lower turnover intention. Other than that, companies which provided training and development for the employees to improve their skills and knowledge will have lower turnover intention compare with the companies which were not provided any training and development for the employees (Martin, 2003).

On the other hand, there have some studies stated that training and development will practically increase the employee turnover intention because of their skills and knowledge they can get better opportunity from other companies (Haines, et al., 2010). That are some researchers found training and turnover intention have small negative relationship (Fairris, 2004).

H0: There is no significant relationship between training and turnover intention.

H1: There is significant relationship between training and turnover intention.

2.5 Conclusion

This chapter has mentioned on literature review, theoretical framework and also hypothesis development. There are one dependent variable and four independent variables.

On the next chapter, we will discuss more in depth with overview of the research methodology which describes how the research is carried out in terms of research design, data collection methods, sampling design, operational definitions of constructs, measurement scales, and methods of data analysis.

CHAPTER 3: RESEARCH METHODOLOGY

The literature review in chapter 2 has found that there is the relationship between turnover intention and the variables, which are appraisal system, reward, working condition, equal employment opportunity and training. In Chapter 3, we will cover the research methodology. Research methodology refer to research process that is how we conducting our research. It includes research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis. All of these will be discuss details in this chapter later.

3.1 Research Design

Research design is defined as the logical and systematic approach in planning and directing a piece of research (Zikmund, Babin, & Carr, 2009). It is the overall plan of how the researcher intends to implement their projects in practice (Draper, 2004). It is also stated as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose in procedure (Hafeezrm, 2011).

Research method refers to how, when, where and which practical ways that the researcher wishes to collect and analyses data (Draper, 2004). It can be quantitative or qualitative ways. Quantitative methods refer to counts and measures of things which include structured questionnaires, rating scales, structured observation meanwhile; qualitative methods is collecting, analyzing, and interpreting data by observing what people do and say which consist of semi-structured or un-structured interviews, participant observation, narrative analysis and content analysis (Draper, 2004).

The research design is concerned with the practical arrangements of getting information for the research question from external source. In a survey, data can be collected by using different type of approaches (Sekaran & Bougie, 2010). In our research, we collect our data through distribution of questionnaire and email to the sample of our targeted population in University of Tunku Abdul Rahman (UTAR).

Our research is quantitative research because it is predetermined and having a large number of respondents. Besides that, our research addresses the research objective by empirical assessments using numerical measurement and analysis.

Moreover, we applied mathematical and statistical method to test the relationship between all the hypotheses. The items in Section B of our research questionnaires were measured in term of numeric rating scales that is under quantitative. In addition, sources of information are collected from the response of respondents through questionnaire that distributed to them.

This study is a causal research because we seek to identify the effect on how independent variable which is appraisal system, reward, working condition, equal employment opportunity and training influences the dependent variable, which is turnover intention.

3.2 Data Collection Methods

Data collection is very important in a research projects. It can determine the cost and success of a research project (Wilcox, Gallagher, Boden-Albala, & Bakken, 2012). Different data collection methods have different way to interpret the data. Data collection methods can be classified into primary data and secondary data (C.R.Kothari, 2004).

3.2.1 Primary data

Primary data defined as those data we collect in the first times and originally collected without go through any process (C.R.Kothari, 2004).

Primary data is used for collected for the purpose of study and it addressing the problem in hand.

Data can be obtained from observation, direct communication with the respondent, survey or questionnaire. Mostly, the researcher will prefer to use questionnaire as it is more common in data collection methods. Using questionnaire to collecting data is much easier and efficiency and low cost than others methods. Researcher enables to analysis the results effectively.

3.2.2 Secondary Data

Secondary data defined as those data had been collected by others researcher and it is not a firsthand data and already available (C.R.Kothari, 2004). Secondary data can be data receives from books, newspaper, journals, magazine and internet resources (Sekaran & Bougie, 2010). Internet resources refer to online database such as ProQuest, ScienceDirect, EBSCOhost, and Oxford Journals are used to retrieve journals and articles. Secondary data can be collected by using journals, directories, articles, periodicals. Researcher can obtain secondary data faster and less expensive than acquiring primary data (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). Besides that, researcher can use electronic sources to retrieve data and directly stored it digitally. It is easier for researcher to collect data and analysis results.

3.3 Sampling Design

3.3.1 Target Population

Target population can be defined as a specified group of population which the researchers are interested to collect data or statistic from them (Hair and Bush, 2006). As a result, the target population in this research is focus on tutor, lecturers, senior lecturers, assistant professors, associate professors, professors and specialists in the campuses of UTAR.

In this research, target population is calculated according to the simplified decision model which was developed by Krejcie and Morgan (1970), in sample size (Sekaran and Bougie, 2010). The total population of the academies in UTAR is 1044 which is near to 1000, so according to the 95% confidence level and $\pm 5\%$ margin of error, the recommended sample size for this research is 278 academies. There are around 300 questionnaire has been distribute and sending out to the respondents because of possibilities happen of unused data.

3.3.2 Sampling Frame and Sampling Location

Sampling frame is a source of material which the sample is had been drawn (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). On the other hand,

sampling location is the location or destination that the research had been conducted or the place that the information had been obtained.

In this research we are selecting the academic staffs such as tutor, lecturers, senior lecturers, assistant professors, associate professors, professors and specialists who are working in UTAR. The survey was conduct in Perak Campus, Sungai Long Campus, Petaling Jaya Campus and Setapak Campus.

3.3.3 Sampling element

In this research, the respondents that are taking part the survey are the academics such as tutor, lecturers, senior lecturers, assistant professors, associate professors, professors and specialists from all the faculty in UTAR which is including Perak Campus, Setapak Campus, Sungai Long Campus and Petaling Jaya Campus.

3.3.4 Sampling Technique

In this research we are using probability sampling, this is because the element in the population is known and nonzero probability of the selection.

In our research we had choose random sampling, and stratified sampling as our sampling method. First we used stratified sampling divide the population into subgroups. The purpose of using stratified sampling is because to gain the more efficient sample and stratified sampling will provide more accurate and precision sample size. After that we had used random sampling to select the respondent because everyone in the faculty will have same opportunity to be selected. Table 3.1 shows how the sample size has been determined based on proportional stratified sampling.

Table 3.1: Determine sample size based on proportional stratified sampling

Name of Faculty	Total number of academics as for now	Percentage of population (%)	Proportional sample	Number of samples/ Number of questionnaire distributed to that particular faculty
Accountancy & Management	82	7.85	7.85	23
Arts and Social Science	99	9.48	9.48	28
Business and Finance	178	17.05	17.05	51
Creative Industries	118	11.30	11.30	34
Engineering and Green Technology	65	6.22	6.22	19
Engineering and Science	233	22.31	22.31	67
Information and	62	5.93	5.93	18

Communication Technology				
Medicine and Health Science	89	8.52	8.52	26
Science	118	11.30	11.30	34
Total	1044	100	100	300

3.3.5 Sample Size

Sampling size is the targeted number of respondents which had been used for the research. The greater is the sample size, the more accurate the results that can be obtain for the research. Total targeted population for this research is being calculated based on the UTAR's staff directory. There are around 1044 academics from 4 campuses in this University. The information adopted on the 19th of January 2013 with the last updated date of 19th February 2013 by UTAR 2003-2013. By using the formula used for sample size in this research, 278 copies of questionnaire were collected from all campuses.

Before started any formal survey, 30 sets of pre-test samples had been distributed for the purpose of pilot test. It is to ensure the validity of the questionnaires and made corrections before conducting the formal survey. There are a total of 300 questionnaires were being prepared and distributed randomly to all campuses. The questionnaires are being distributed by researches in all faculties of Perak campus and also through email to other campuses. The survey took place from 21th January 2013 until 31nd January 2013. However, 280 copies of questionnaire which had been returned to conduct for further research.

3.4 Research Instrument

The research instrument that used in this research is questionnaire. Questionnaire survey is choose because data collected from respondents can save our time to collect and is cheaper method to obtain data requirement. The questionnaire is designed in fixed-alternative which take less time to answer and easier for the respondent to answer (G.Zikmund, Babin, Carr, & Griffin, 2010). Our questionnaires are using types of fixed-alternative which are simply-dichotomy question and determinant-choice question.

The questionnaire consists of two sections which are section A and section B. In section A contains questions on demographic profile. The objective of demographic question was acquired some basic information of the respondents. All the questions are included respondent's gender, age, race, marital status, highest education completed, basic salary and job title.

For Section B, the questions based on dependent variable and independent variables are formed. The five factors on turnover intention independent variables are appraisal system, reward, working condition, equal employment opportunity and training. This will help to identify the employees' turnover intention and the relationship between the factors and turnover intention.

A pilot test had been conducted on a small group of respondents to examine the potential problem of the research method or the design prior the main research. The questionnaire was distributed to the lecturers and tutors in the UTAR Perak campus. There are 30 sets of the questionnaire were distributed on 15th January 2013 then fully collected back on 18th January 2013. There are minor changes made include margin layout and wording in the questionnaire were made. The SPSS program test on the reliability of the questionnaires had also run before the actual survey being conduct. This is very important step so that researchers can

make any adjustment in the questionnaire in order to improve the reliability of the test. After done all the amendments, the main questionnaire surveys were distributed according to the number needed for each faculty as shown in Table 3.2. The duration of the survey included pilot test carried about a half months.

3.5 Construct Measurement

3.5.1 Origin and Measure of Construct

Table 3.2 Source Model of Construct Measurement

Items	Construct Measurement	Sources
Turnover Intention	<ul style="list-style-type: none"> • I often think about quitting my job. • I currently look for a job outside my organization. • I will leave this organization if I could find a similar position at another organization. • It is very possible that I will look for a new job within next year. • If I may choose again, 	<p>Mobley, Horner and Hollingsworth, (1978)</p> <p>Mobley, Horner and Hollingsworth, (1978)</p> <p>Mobley, Horner and Hollingsworth, (1978)</p> <p>Chen, Hui and Segoo, (1998)</p>

	I will choose to work for the current organization.	Chen, Hui and Segoo, (1998)
Appraisal system	<ul style="list-style-type: none"> • The feedback I receive on how I do my job is highly relevant. • The feedback I receive agrees with what I have actually achieved. • I regularly receive feedback on my job performance. • My organization seems more engaged in providing positive feedback for good performance than criticizing poor performance. • Performance appraisal is valuable to me in indentify strengths and weaknesses. 	<p>Vignaswaran,(2008)</p> <p>Vignaswaran, (2008)</p> <p>Minjoon Jun, Shaohan Cai & Hojung Shin, (2006)</p> <p>Vignaswaran, (2008)</p> <p>Vignaswaran, (2008)</p>

<p>Reward</p>	<ul style="list-style-type: none"> • The incentives reward those behaviors that are important to this organization. • The reward matches my work effort. • The reward has a positive effect on the work atmosphere. • I am satisfied with the quality or quantity of the reward. • I am ready to increase my work effort in order to gain the reward. 	<p>Shinew. (1993)</p> <p>Mikander. (2010)</p> <p>Mikander. (2010)</p> <p>Mikander. (2010)</p> <p>Mikander. (2010)</p>
<p>Working condition</p>	<ul style="list-style-type: none"> • My working conditions are as safe as they can reasonably be. • My physical work conditions are well suited for my job. • My work schedule fits my lifestyle. • My work closely corresponds with my 	<p>Juneau, Anchorage, and Kodiak. (2008).</p> <p>Juneau, Anchorage, and Kodiak. (2008).</p> <p>Juneau, Anchorage, and Kodiak. (2008).</p> <p>Juneau, Anchorage, and Kodiak. (2008).</p>

	<p>professional skills.</p> <ul style="list-style-type: none"> • I enjoy working with my colleagues. 	<p>Juneau, Anchorage, and Kodiak. (2008).</p>
<p>Equal employment opportunity</p>	<ul style="list-style-type: none"> • The organization supports culture difference. • Steps should be taken to assure that unattractive people (disability & minority groups) are not discriminated against in the workforce. • The organization promotes equal employment opportunity. • Men and women have the same opportunities in organization. • The organization I working for spends enough money on equal employment opportunity. 	<p>Fiona and Alan. (2005)</p> <p>Nicholas. (2005)</p> <p>Fiona and Alan. (2005)</p> <p>Fiona and Alan. (2005)</p> <p>Fiona and Alan. (2005)</p>

<p>Training</p>	<ul style="list-style-type: none"> • My department does provide training opportunities. • My organization is interested in my personal and professional development. • Employees will normally go through training programs for every few years. • Formal training programs are offered to employees in order to increase their promotional ability in this organization. • This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities. 	<p>Wick and Leon (1993)</p> <p>Wick and Leon (1993)</p> <p>Syed, Daniel and Gloria, (2008).</p> <p>Syed, Daniel and Gloria, (2008).</p> <p>Waleed, (2011).</p>
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3.5.2 Scale of Measurement

Scale of measurement can be defined as an instrument that can be used to distinguished the relationship of variable which is exist between objects having different scale values (Sekaran and Bougie, 2010). The scale of measurement was using to construct the questionnaire is including nominal scale, ordinal scale and Likert scale.

3.5.2.1 Nominal Scale

According to G.Zikmund, J.Babin, C.Carr & Griffin (2010), nominal scale is a scale that allows the researches to design the questionnaire with assigns a value to a subject for recognition or categorization purpose only such as name and gender. And that was not representing any ranking and quantities. This the most basic and simplest level in measurement scales. The respondents are just need to fill up the answer by circle or tick the choices that are provided in questionnaire. Below is the example of the question that is available in our questionnaire:

Gender:

- Female
- Male

3.5.2.2 Ordinal Scale

G.Zikmund, J.Babin, C.Carr & Griffin (2010) stated that, ordinal scale allow the subject to be placed in accordingly. Ordinal scale not only identification and classification the variable, it also rank-orders the subject appropriately. As a result we can say that ordinal scale is a ranking scale. The example of the question is shown as below:

Highest education completed:

- Diploma
- Degree
- Master
- PhD
- Others

3.5.2.3 Likert Scale

Likert scale is a scale that can allow the respondents to measure the question and answer according to any kind of subjective or objective criteria. Generally there was agree and disagree have been measured (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). There is usually having five options. The option normally is strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA). All question in section A of the questionnaire all are using Likert scale, therefore the respondent can fill up their answer by choose the five option. For example:

Dimension : Turnover intention	SD	D	N	A	SA
1. I often think about quitting my job.	1	2	3	4	5

3.6 Data Processing

Data processing is referring to a description of data preparation. In this process, there are few steps include checking, editing, coding, transcribing as well as specifying any special or unusual treatments of data before they are analyzed.

3.6.1 Data Checking

This is the first step in the data processing. This is very important step as researchers can ensure that there is no missing answer in every question in the questionnaire. Through this process, researchers can ensure that the questionnaires are completed by the respondents.

3.6.2 Data Editing

Data Editing is second process. Scanning and editing the information through the questionnaire can check and adjusting data for omissions, consistency and legibility (G.Zikmund, Babin, Carr, & Griffin, 2010). Once there was an error found in questionnaires, for example certain answers from the respondents have missing data and answer more than one

in certain questions. The researchers will make adjust the data to make them more complete accurate and consistent (G.Zikmund, Babin, Carr, & Griffin, 2010).

3.6.3 Data Coding

In third step is data coding. Data Coding is a process of identifying and classifying each answer with a numerical score or character symbol (G.Zikmund, Babin, Carr, & Griffin, 2010).

In Section A of the questionnaire, the answer for each question is coded as below:

Q1	Gender	<ul style="list-style-type: none"> • “Female” is coded as 1 • “Male” is coded as 2
Q2	Age	<ul style="list-style-type: none"> • “Below 26” is coded as 1 • “26 – 35” is coded as 2 • “36 – 45” is coded as 3 • “46 – 55” is coded as 4 • “More than 55” is coded as 5
Q3	Race	<ul style="list-style-type: none"> • “Malay” is coded as 1 • “Chinese” is coded as 2 • “Indian” is coded as 3 • “Other” is coded as 4
Q4	Marital status	<ul style="list-style-type: none"> • “Single” is coded as 1 • “Married” is coded as 2
Q5	Highest education completed	<ul style="list-style-type: none"> • “Diploma” is coded as 1 • “Degree” is coded as 2 • “Master” is coded as 3

		<ul style="list-style-type: none"> • “PhD” is coded as 4 • “Others” is coded as 5
Q6	Basic salary	<ul style="list-style-type: none"> • “Below RM 1501” is coded as 1 • “RM 1501 – RM 2500” is coded as 2 • “RM 2501 – RM 3500” is coded as 3 • “RM 3501 – RM 4500” is coded as 4 • “RM 4501 – RM 5500” is coded as 5 • “RM 5501 – RM 6500” is coded as 6 • “Above RM6500” is coded as 7
Q7	Job title	<ul style="list-style-type: none"> • “Admin staff” is coded as 1 • “Tutor” is coded as 2 • “Lecturer” is coded as 3 • “Senior Lecturer” is coded as 4 • “Assistant Professor” is coded as 5 • “Associate Professor” is coded as 6 • “Professor” is coded as 7 • “Specialist” is coded as 8 • “Others” is coded as 9

While in Section B of the questionnaire, the answer for each question is coded as below:

- “Strongly Disagree” is coded as 1
- “Disagree” is coded as 2
- “Neutral” is coded as 3
- “Agree” is coded as 4
- “Strongly Agree” is coded as 5

3.6.4 Data Transcribing

Data transcribing is the final step. The coded data is then transcribed into Statistical Package for Social Science (SPSS) software Version 16.0 for data analysis. This process is called data transcribing.

3.7 Data analysis

Data analysis is the process to entering those data collected improperly or coded incorrectly into the data set. Editing and coding are the two important requirements in the data analysis process. To analyze the data collected, the SPSS (Statistically Package for Social Science) program had been chosen to be used in this research. Data analysis is a most difficult part in the quantitative research.

3.7.1 Descriptive Analysis

According to G.Zikmund, J.Babin, C.Carr & Griffin (2010), descriptive analysis refers to the elementary transformation of data in a way described the basic characteristic such as tendency, distribution and variability. Mean, medians, modes, variance, range, and standard deviation are statistics that widely applied or used in descriptive statistics. In the research we used frequency analysis on a set of data which help the researcher transform the data into bar chart, pie chart or histogram according each variable easily. This analysis simply describes data collected through the questionnaire. A histogram can be defined as a graphical way of showing a frequency distribution in which height of a bar corresponds to the observed frequency of the category (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). A bar chart is a basic numerical comparisons which show data in the forms of bars

either in vertically and horizontal way. A pie chart is circular designs which divide into each sector. Each of the sectors describes the data set to match the percentage of the total data set.

3.7.2 Scale Measurement

The major criteria we used for evaluating the measurement in this research are reliability, validity. A good measures should be both consistent and accuracy. Reliability represents how consistent of measure, while, validity represents how a measure accesses the intended concept.

3.7.2.1 Reliability test

Reliability test is an indicator of a measure's internal consistency. In the scale measurement, we use reliability test to get a reliable result from the data collected from questionnaire. Reliability is the degree to which measures are free from error and therefore have consistent results (Sekaran, 2003). Cronbach's alpha (α) was the most commonly applied estimate of a multiple-item scale's reliability and it represents the average of all possible split-half reliabilities for a multiple-item scale (Zikmund, Babin, Carr, and Griffin,2010).

Statistical Software Package for Social Science (SPSS) was being used to compute the Cronbach's alpha. Scale with Cronbach's alpha is between 0 (no consistency) to 1 (complete consistency). According to Zikmund, Babin, Carr, and Griffin (2010), the standard coefficient alpha (α) is stated as follow:

$\alpha = 0.80$ to 0.95 , which considered as very good reliability

$\alpha = 0.70$ to 0.80 , which considered as good reliability

$\alpha = 0.60$ to 0.70 , which considered as fair reliability

$\alpha = <0.60$, which consider as poor reliability

3.7.2.2 Validity test

Validity is the accuracy of a measure or the extent to which a score truthfully represents a concept (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). Researcher use validity test to ensure that the variables been measure is accurate. For instance, we assessed the validity of dependent variable through content validity where the evaluation of turnover intention should include all aspects of the impact of HRM practices towards the intention and all are related question and not something outside of the scope.

3.7.2.3 Pilot test

Pilot test used to measure the pre-test on data collected in questionnaire. Before researcher conducts a statistical testing, researcher normally would conduct pilot study where thirty respondents were being chosen to complete the questionnaires. Pilot test would be then carried out to test the reliability of data in questionnaires. The result of Cronbach's alpha coefficient in pilot study was shown in table 3.3. Table 3.3 shows the relationship between strength of association and Cronbach's alpha coefficient.

Based on Table 3.3, those variables with Cronbach's alpha coefficient more than 0.6 is fall under reliable. For those lower than 0.6 of Cronbach's value, those variables are falling under questionable. The questionable variable may be due to having several items in each scale which lead to decrease the reliability value.

For pilot test, researcher gets the average Cronbach's alpha coefficient at 0.786, which was considered as acceptable. This showed that the questionnaires that researcher developed were reliable and could distribute to targeted respondents and continue conduct for the full test progress.

Table 3.3: Relationship between strength of association and cronbach's alpha coefficient

Variables	Cronbach's Alpha Coefficient for Pilot Study Test	Alpha Coefficient Range	Strength of Association
Turnover Intention	0.835	> 0.8	Very Good
Appraisal System	0.751	> 0.7	Good
Reward	0.728	> 0.7	Good
Working Condition	0.824	> 0.8	Very Good
Equal Employment Opportunity	0.751	> 0.7	Good
Training	0.825	> 0.8	Very Good

Source: Developed for the research.

3.7.3 Inferential Analysis

Inferential analysis used to explain the hypotheses that we proposed in Chapter 2 through Pearson Correlation Coefficient, Multiple Linear Regression, One-Way ANOVA, and Chi-Square.

3.7.3.1 Pearson Correlation Coefficient

Pearson correlation coefficient indicates the significance, direction, strength and significance of the bivariate relationship among all the variables that were measured at an interval or ratio level (Sekaran, 2003). It was a statistical measure of association between two variables. The correlation coefficient (r) ranges from -1.0 to +1.0. When the value of r is -1.0 indicates a perfect negative linear relationship while r value of + 1.0 indicates a perfect positive linear relationship. When the r value equal to 0 means that there is no correlation indicated among the variables.

The significance is that one variable is a mirror image of the other. For instance, we measure two variable X and Y. The greater the value measured by variable X, the lower the value measured by variable Y, which means there is a vice versa relationship in proportion when ones goes up, the others goes down. A correlation coefficient indicated both magnitude of linear relationship and the direction of that relationship. If associated value of X and Y, differ from their means in the opposite direction, their covariance would be negative and vice versa. Table 3.4 shows the rules of thumb about Correlation Coefficient size.

Table 3.4: Correlation Coefficient size

Pearson Correlation Range	Strength of Association
± 0.81 to ± 1.00	Very Strong
± 0.61 to ± 0.80	Strong
± 0.41 to ± 0.60	Moderate
± 0.21 to ± 0.40	Weak
± 0.20	Very Weak
0	None

Source: Sekaran, U. & Bougie, R. (2010).

In this research, Pearson correlation coefficient is used to measure and prove the relationship between dependent variable with each different independent variable.

3.7.3.2 Multiple Regressions Analysis

Multiple regression analysis is an analysis of association in which the effects of two or more independent variables on a single, interval-scaled dependent variable are investigated simultaneously (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). We use multiple regressions when there is more than one independent variable to explain the variance in a dependent variable.

It is an extension of simple regression analysis allowing a metric dependent variable to be predicted by multiple independent variables. For instance, turnover intention (dependent variable) can be explained by one independent variable which was performance appraisal. This analysis enabled two or more independent variables to be tested with one dependent variable at the same time. Therefore, the equation of multiple regressions reflected the values of several variable rather than just one single predictor variables.

In general, multiple regression models could be expressed as below:

$$Y = a + b_1 * X_1 + b_2 * X_2 + \dots + b_p * X_p + \varepsilon$$

Where

Y = Dependent variable

a = constant

b_p = the regression coefficient associated with the independent variables, X

X_p = the independent variables, where $p = 1, 2, 3 \dots$

ε = an error term, normally distributed about a mean of 0 (for purpose of computation, the ε is assumed to be 0).

3.7.3.3 One-Way ANOVA

One way analysis of variance (ANOVA) is the appropriate statistical tool which involving only one grouping variable. On the others way, ANOVA defined as the appropriate statistical technique to examine the effect of a less-than interval independent variable on an at-least interval dependent variable (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). One way ANOVA used to examine the significant mean differences among more than two groups on an interval or ratio-scaled dependent variable. It is one of the ways to test the equality of three or means at one time by using variances. One way ANOVA was used to test whether there are any significant difference between respondents' demographic information and turnover intention which more than two groups.

3.7.3.4 Chi-square

A chi-square (χ^2) test is one of the most basic tests for statistical significance and is particularly appropriate for testing hypotheses about frequencies arranged in a frequency or contingency table (G.Zikmund, J.Babin, C.Carr & Griffin, 2010). In simple words, chi-square test helps to test whether or not two non-metric variables are related. In help in testing our questionnaire by the significance relation in section B, which is evaluation of perceptions about turnover intention.

3.8 Conclusion

This chapter is highlighted the research methodology taken to conduct this study. Research design, methods used to collecting data, sampling design, research instrument, constructs measurement, data processing, and data analysis had been explained in this chapter. Research methodology is important for the future development of the study. Quantitative and descriptive research was used to collect numerical and measurable data. Primary and secondary data were collected through the questionnaire for described the hypotheses. Sampling design was used to determine the target population of respondents and population elements. Data processing described the way in preparing data, and lastly the statistical technique was discussed in the data analysis.

In chapter 4, various analyses which included descriptive analysis, reliability analysis, and inferential analysis will be performed to reveal the patterns and analyses of the research results. The findings and discussion on result will be further discussed in next chapter.

CHAPTER 4: RESEARCH RESULTS

This chapter was discussed the data had been analyzed by using Statistical Package for Social Science (SPSS) software. It is so examined the relationship between independent variables and dependent variable. The finding's result was obtained from the questionnaires which had been received from respondents in four campuses of University Tunku Abdul Rahman (UTAR). The result will be present into reliability analysis, Pearson correlation analysis, descriptive analysis, ANOVA test and Multiple Regression analysis. The discussion was divided into three parts which are descriptive analysis and central tendencies measurement of constructs, scale measurement and last part was inferential analysis.

4.1 Descriptive Analysis

4.1.1 Respondant Demographic Profile

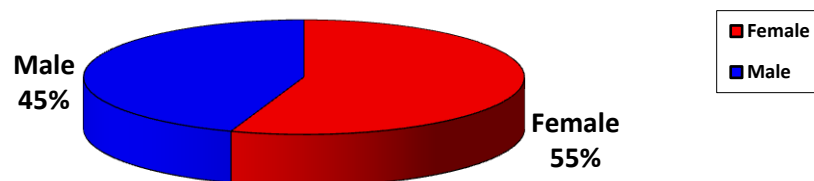
4.1.1.1 Gender

Table 4.1: Gender of the Respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	155	55.4	55.4	55.4
	Male	125	44.6	44.6	100.0
	Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.1: Gender of the Respondents



Source: Developed for the research

Table 4.1 and figure 4.1 showed the number of respondents that had done the questionnaire. There were total of 280 respondents

from 4 campuses of this University. The numbers of female respondents were more than the male respondents. There were 125 respondents were male which representing 45% of total respondents and 155 respondents were female which represented 55% of total respondents.

4.1.1.2 Age

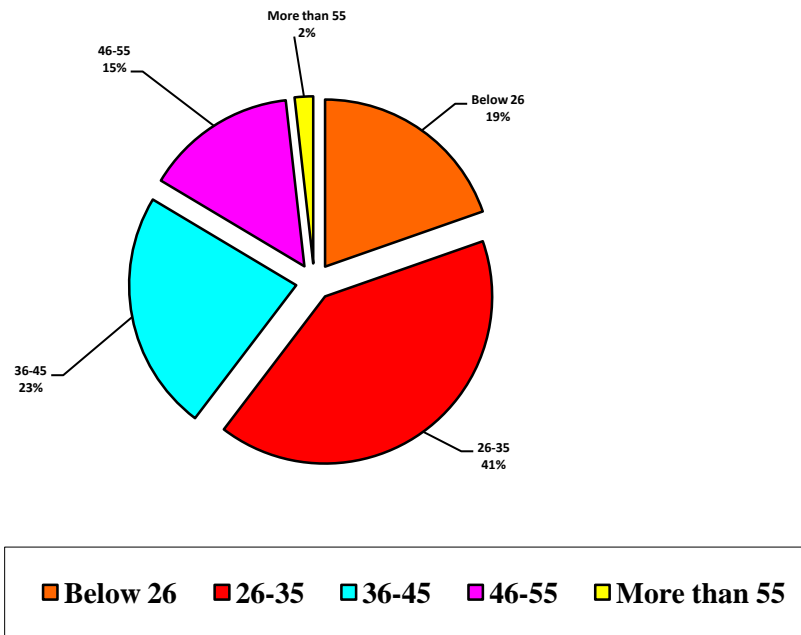
Table 4.2: Age of the Respondents

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 26	55	19.6	19.6	19.6
26-35	114	40.7	40.7	60.4
36-45	65	23.2	23.2	83.6
46-55	41	14.6	14.6	98.2
More than 55	5	1.8	1.8	100.0
Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.2: Age of the Respondents



Source: Developed for the research

Table 4.2 and Figure 4.2 showed age of the respondents in 4 campuses of this University.

Ages of respondents were being classified into five categories which were below 26, 26-35, 36-45, 46-55 and more than 55. Majority of the respondents were between the ages of 26-35 which were amounted 40% (119 people) of total amount of respondents. Followed by the category of age 36-45 which amounted 23% (65 people), category of age below 26 which was approximately 20% (55 people), category of age was between 46-55 was approximately 15% (41 people) and category of age more than 55 was 2% (5 people).

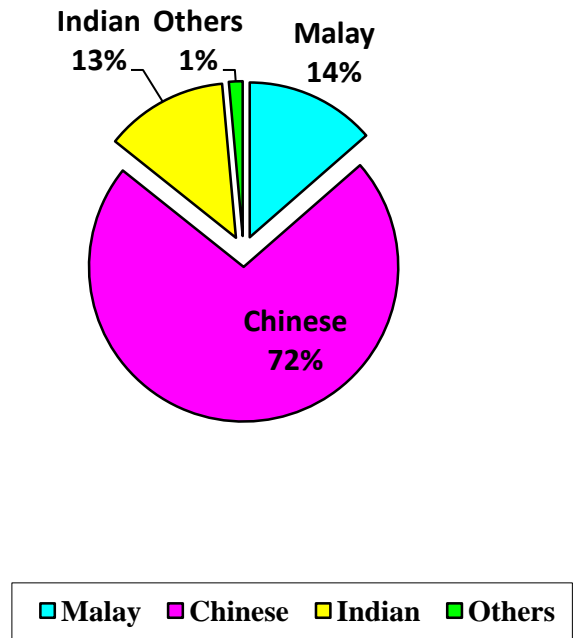
4.1.1.3 Race

Table 4.3: Race of Respondents

		Race			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	38	13.6	13.6	13.6
	Chinese	202	72.1	72.1	85.7
	Indian	36	12.9	12.9	98.6
	Others	4	1.4	1.4	100.0
	Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.3: Marital Status of Respondents



Source: Developed for the research

Table 4.3 and Figure 4.3 showed the race of total respondents. The majority of respondents were Chinese which consisted of 202 people or 72% of the total respondents. However, there are 38 people or 14% of Malay and followed by 36 people or 13% of Indian and 4 people or 1% were in other races.

4.1.1.4 Marital status

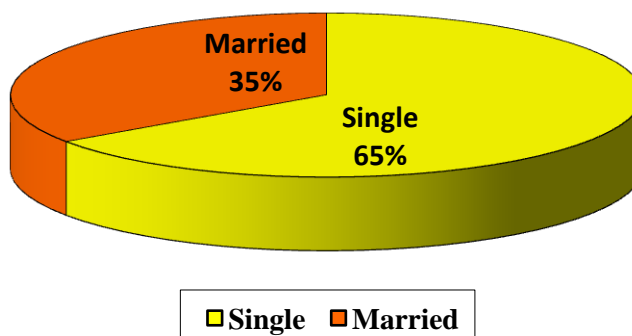
Table 4.4: Marital Status of Respondents

Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	183	65.4	65.4	65.4
Married	97	34.6	34.6	100.0
Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.4: Marital Status of Respondents



Source: Developed for the research

Table 4.4 and Figure 4.4 showed the marital status of total respondents. Majority of the respondents were single which consisted of 183 people or 65% of the total respondents. There were 97 people or 35% of the total respondents were married.

4.1.1.5 Highest Education Completed

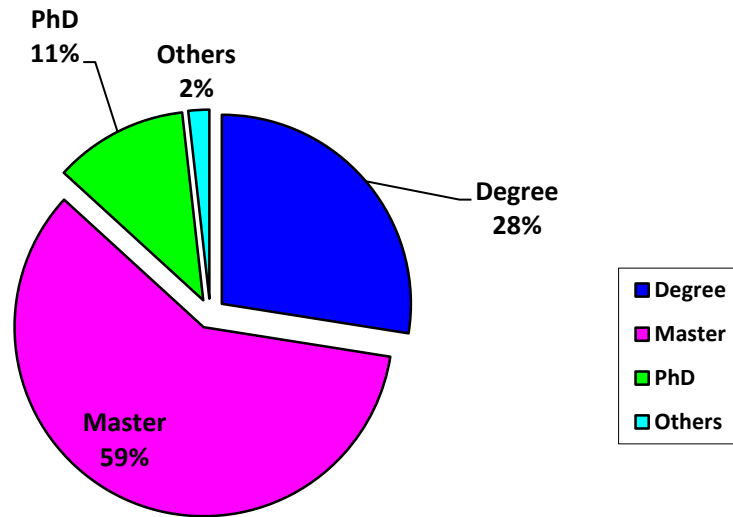
Table 4.5: Highest Education Completed of Respondents

Highest education completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Degree	77	27.5	27.5	27.5
Master	166	59.3	59.3	86.8
PhD	32	11.4	11.4	98.2
Others	5	1.8	1.8	100.0
Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.5: Highest Education Completed of Respondents



Source: Developed for the research

Table 4.5 and Figure 4.5 showed the highest education completed of total respondents. Majority of respondents had highest education completed in Master which was 59% or 166 people. Followed by Degree amounted 28% (77 people) of total respondents, PhD amounted 11% (32 people) of total respondents and 2% or 5 people which were in others.

4.1.1.6 Basic Salary

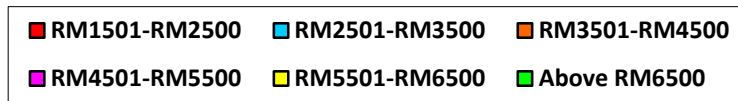
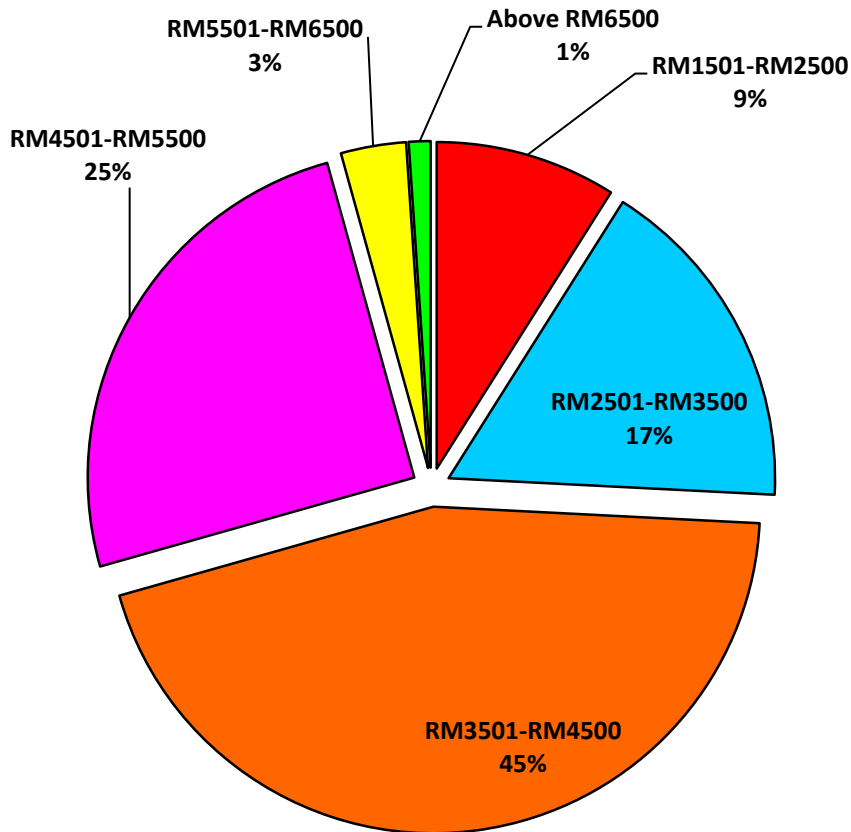
Table 4.6: Basic salary of Respondents

Basic salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM1501-RM2500	25	8.9	8.9	8.9
	RM2501-RM3500	48	17.1	17.1	26.1
	RM3501-RM4500	125	44.6	44.6	70.7
	RM4501-RM5500	70	25.0	25.0	95.7
	RM5501-RM6500	9	3.2	3.2	98.9
	Above RM6500	3	1.1	1.1	100.0
	Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.6: Basic Salary of Respondents



Source: Developed for the research

Table 4.6 and Figure 4.6 showed the basic salary of total respondents. Majority of respondent's salary were RM3501-RM4500 which was 45% or 125 people of respondents. Followed by 25% or 70 people where their salary were between RM4501-RM5500, 17% of respondents (48 people), their salary were

between RM2501-RM3500, 9% or 25 people of respondents' salary were in between RM1501-RM2500, 3% or 9 people of respondents' salary were in between RM5501-RM6500 and 1% or 3 people of respondents' basic salary were above RM6500.

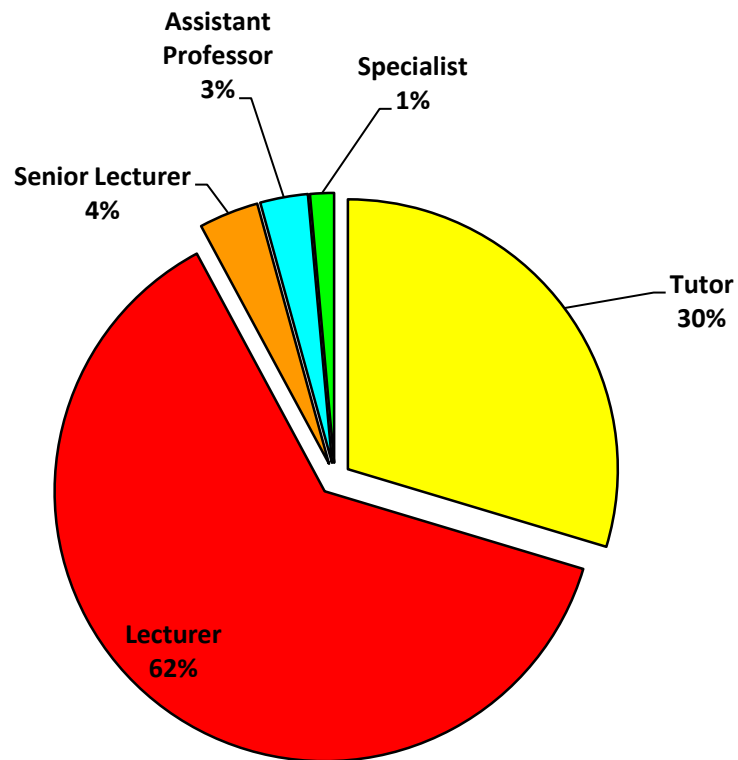
4.1.1.7 Job title

Table 4.7: Job title of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tutor	83	29.6	29.6	29.6
	Lecturer	175	62.5	62.5	92.1
	Senior Lecturer	10	3.6	3.6	95.7
	Assistant Professor	8	2.9	2.9	98.6
	Specialist	4	1.4	1.4	100.0
	Total	280	100.0	100.0	

Source: Developed for the research

Figure 4.7: Job title of Respondents



Source: Developed for the research

Table 4.7 and Figure 4.7 showed the job title of respondents. Majority of the respondents' job title were lecturer which was up to 62% (175 people). Followed by 30% (83 people) of respondents were tutor, 4% (10 people) of respondents were senior lecturer, 3%

or 8 people of respondents were assistant professor and 1% or 4 people of respondents were specialist.

4.1.2 Central Tendencies Measurement of Constructs

Measurement of central tendencies is used to discover the mean score for the interval-scaled constructs. There are a total of 30 questions with particular mean, standard deviation and variance were it were obtained from SPSS output. The questions being set by using Likert scale in evaluating respondents' level of agree and disagree. Thus, Likert scale with 1 indicates "Strongly Disagree", 2 indicates "Disagree", 3 indicates "Neutral", 4 indicates "Agree", and 5 indicates "Strongly Agree".

SD = strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

Table 4.8 Descriptive Statistic for Turnover Intention

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Variance
I often think about quitting my job.	5.4	43.9	27.9	20.4	2.5	2.7071	0.93515	0.875
I currently look for a job outside my organization.	8.2	40.0	34.6	13.2	3.9	2.6464	0.94660	0.896
I will leave this organization if I could find a similar	3.2	27.1	53.2	7.1	9.3	2.9214	0.91634	0.840

position at another organization.								
It is very possible that I will look for a new job within next year.	3.6	31.4	43.6	17.1	4.3	2.8714	0.88672	0.786
If I may choose again, I will choose to work for the current organization.	1.8	6.1	74.3	16.1	1.8	3.1000	0.59628	0.356

Source: Developed for the research

Table 4.8 showed on how the respondents responded about turnover intention. Referring to the table, the statement of “If I may choose again, I will choose to work for the current organization” had the highest mean of 3.10, indicating that most of the respondents were neutral with the statement. However, the statement of “I currently look for a job outside my organization” had the lowest mean which was 2.64.

Besides that, the statement of “I currently look for a job outside my organization” had the highest standard deviation of 0.95. The lowest standard deviation was 0.59 for the statement of “If I may choose again, I will choose to work for the current organization”.

The highest variance was 0.896 with the statement of “I currently look for a job outside my organization” while the lowest variance was 0.36 for the statement of “If I may choose again, I will choose to work for the current organization”.

The statement “I often think about quitting my job” showed that there are total of 22.9% of respondent agreed. While the statement of “I currently look for a job outside my organization”, there are 17.1% of respondent agreed with it. Besides, “I will leave this organization if I could find a similar position at another organization” this statement had shown that there are 16.4% people of respondents agreed. Moreover, there are 21.4 % of respondent agreed with this statement “It is very possible that I will look for a new job within next year”. Lastly, there are 7.9% of respondent disagree and 74.3% of people is neutral on the statement of “If I may choose again, I will choose to work for the current organization.” Thus, this showed that there was high turnover intention. There was two of the statement showed that the respondents have the intention to leave the company which was above 20% of the total amount of respondents.

Table 4.9 Descriptive Statistic for Performance Appraisal

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Variance
The feedback I receive on how I do my job is highly relevant.	2.5	19.3	33.2	39.6	5.4	3.2607	0.91575	0.839
The feedback I receive agrees with what I have actually achieved.	2.5	16.4	35.7	43.6	1.8	3.2571	0.84133	0.708
I regularly receive feedback on my job performance.	1.4	18.6	35	40	5	3.2857	0.87404	0.764

My organization seems more engaged in providing positive feedback for good performance than criticizing on poor performance.	1.8	18.9	32.9	42.9	3.6	3.2750	0.87134	0.759
Performance appraisal is valuable to me in indentify strengths and weakness.	2.5	18.2	26.1	48.9	4.3	3.3429	0.91009	0.828

Source: Developed for the research

Table 4.9 showed on how the respondents responded on appraisal system. By referring to the table, the statement of “Performance appraisal is valuable to me in indentify strengths and weakness” had the highest mean of 3.34. However, the statement of “The feedback I receive agrees with what I have actually achieved” had the lowest mean which was 3.25.

While for the standard deviation, the statement of “The feedback I receive on how I do my job is highly relevant.” had the highest standard deviation of 0.92. The lowest standard deviation was 0.84 for the statement of “The feedback I receive agrees with what I have actually achieved”.

Besides that, the highest variance was 0.84 with the statement of “The feedback I receive on how I do my job is highly relevant” while the lowest variance was 0.71 for the statement of “The feedback I receive agrees with what I have actually achieved”.

Table 4.10 Descriptive Statistic for Reward

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Variance
The incentives reward those behaviors that are important to this organization.	1.1	17.9	30.7	42.1	8.2	3.3857	0.90863	0.826
The reward matches my work effort.	2.9	18.6	27.5	47.5	3.6	3.3036	0.91031	0.829
The reward has a positive effect on the work atmosphere.	0.7	18.9	26.8	48.2	5.4	3.3857	0.87650	0.768
I am satisfied with the quality or quantity of the reward.	2.9	17.5	32.9	43.2	3.6	3.2714	0.89076	0.793
I am ready to increase my work effort in order to gain the reward.	1.1	19.6	26.1	50.4	2.9	3.3429	0.86154	0.742

Source: Developed for the research

Table 4.10 showed on how the respondents responded on Reward. The highest mean was 3.38 on two statements which were “The incentives reward those behaviors that are important to this organization” and “The reward has a positive effect on the work atmosphere”. The lowest mean which were 3.27 on the statement of “I am satisfied with the quality or quantity of the reward”.

The highest standard deviation was 0.91 on the statement of “The reward matches my work effort”. However, the lowest standard deviation was 0.86 for the statement of “I am ready to increase my work effort in order to gain the reward”.

Moreover, the highest variance was 0.829 with the statement of “The reward matches my work effort” while the lowest variance was 0.74 for the statement of “I am ready to increase my work effort in order to gain the reward”.

Table 4.11 Descriptive Statistic for Working Condition

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Variance
My working conditions are as safe as they can reasonably be.	2.5	12.5	28.6	50	6.4	3.4536	0.88272	0.779
My physical work conditions are well suited for my job.	1.4	15.4	27.5	50	5.7	3.4321	0.86904	0.755
My work schedule fits my lifestyle.	1.4	15	22.9	49.6	11.1	3.5393	0.92664	0.859
My work closely corresponds with my professional skills.	1.1	17.5	29.3	47.5	4.6	3.3714	0.86213	0.743
I enjoy working with my colleagues.	3.2	16.8	25.7	43.9	10.4	3.4143	0.99090	0.982

Source: Developed for the research

Table 4.11 showed on how the respondents responded on working condition. By referring to the table, the statement of “My work schedule fits my lifestyle.” had the highest mean of 3.54. However, the statement of “My work closely corresponds with my professional skills” had the lowest mean which was 3.37.

The highest standard deviation was 0.99 with the statement of “I enjoy working with my colleagues.” The lowest standard deviation was 0.86 for

the statement of “My work closely corresponds with my professional skills”.

Besides, the highest variance was 0.98 with the statement of “I enjoy working with my colleagues” while the lowest variance was 0.743 for the statement of “My work closely corresponds with my professional skills”.

Table 4.12 Descriptive Statistic for Equal Employment Opportunity

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Variance
The organization supports culture difference.	2.5	13.9	36.8	41.1	5.7	3.3357	0.87671	0.769
Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce.	0.7	10.4	27.1	53.6	8.2	3.5821	0.81234	0.660
The organization promotes equal employment opportunity.	2.1	14.3	31.1	50	2.5	3.3643	0.83568	0.698
Men and women have the same opportunities in organization	1.4	16.1	34.6	38.9	8.9	3.3786	0.90770	0.824
The organization I working for spends enough money on equal employment opportunity	1.8	17.5	39.3	36.1	5.4	3.2571	0.87064	0.758

Source: Developed for the research

Table 4.12 showed on how the respondents responded on equal employment opportunity. The statement of “Steps should be taken to

assure that unattractive people (disability and minority groups) are not discriminated against in the workforce.” had the highest mean of 3.58. While the statement of “The organization I working for spends enough money on equal employment opportunity” had the lowest mean which was 3.257.

While for the standard deviation, the statement of “Men and women have the same opportunities in organization” had the highest standard deviation of 0.907. The lowest standard deviation was 0.81 for the statement of “Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce”.

The highest variance was 0.82 with the statement of “Men and women have the same opportunities in organization” while the lowest variance was 0.66 for the statement of “Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce”.

Table 4.13 Descriptive Statistic for Training

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Variance
My department does provide training opportunities.	2.1	17.1	29.3	36.8	14.6	3.4464	1.00749	1.015
This organization is interested in my personal and professional development.	3.6	17.1	21.1	45	13.2	3.4714	1.03656	1.074
Employees will normally go through training programs for every few years.	1.4	15.7	36.8	37.9	8.2	3.3571	0.89259	0.797
Formal training programs are offered to employees in order to increase their promotability in this organization.	3.9	16.1	32.1	39.3	8.6	3.3250	0.97537	0.951
This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities.	2.9	17.1	20	51.4	8.6	3.4571	0.96810	0.937

Source: Developed for the research

Table 4.13 showed on how the respondents responded on training. The highest mean was 3.47 on the statement of “This organization is interested in my personal and professional development”. The lowest mean which

were 3.325 on the statement of “Formal training programs are offered to employees in order to increase their promotability in this organization”.

The highest standard deviation was 1.036 on the statement of “This organization is interested in my personal and professional development”. However, the lowest standard deviation was 0.89 for the statement of “Employees will normally go through training programs for every few years”.

The highest variance was 1.074 with the statement of “This organization is interested in my personal and professional development” while the lowest variance was 0.797 for the statement of “Employees will normally go through training programs for every few years”.

4.2 Scale Measurement

4.2.1 Reliability Analysis

We use Cronbach’s Alpha to measure the reliability of the items in questionnaires for consistency and accuracy. The reliability test has been first implemented in pilot test stage to identify and enhance the reliability and validity. The information provides will then be use to clarify direction, question wording and categories of respondents. The questions that are not providing a useful data are discarded from the questionnaire. The final questionnaires are made after adjusted and being distributed.

When all the result is collected, we would need to run reliability test for the whole result.

Reliability analysis is using Cronbach's Alpha to analyze the consistency of the result. Referring to Table 4.10, the Cronbach's Alpha for turnover intention is 0.775 which means the level of relative internal consistency and reliability result is stated in good situation. However, this variable is ranked the lowest reliability rate among all the variables. This means that all variables are having high reliability and consistency. For Appraisal system, the Cronbach's Alpha is 0.917 that means the level of relative internal consistency and reliability result is stated in very good situation. For reward, the Cronbach's Alpha is 0.944 that means the level of relative internal consistency and reliability result is stated in very good situation. For working condition, the Cronbach's Alpha is 0.934 that means the level of relative internal consistency and reliability result is stated in very good situation. For equal employment opportunity, the Cronbach's Alpha is 0.887 that means the level of relative internal consistency and reliability result is stated in very good situation. Lastly, for training, the Cronbach's Alpha is 0.938 that means the level of relative internal consistency and reliability result is stated in very good situation and this variable ranked as the highest reliability rate among the four variables.

Table 4.14: The Cronbach's Alpha for all variables

Variables	Cronbach's Alpha (Actual)	Results of Reliability	Number of Items, N
Dependent Variable			
Turnover Intention	0.775	Good	5
Independent Variable			
Performance Appraisal	0.917	Very Good	5
Reward	0.944	Very Good	5
Working condition	0.934	Very Good	5
Equal employment opportunity	0.887	Very Good	5
Training	0.938	Very Good	5

4.3 Inferential Analysis

Inferential analysis is used to provide the general conclusion of the research. And inferential analysis also is an explanation of the relationship between independent variable and dependent variable (Burns and Bush, 2000).

In this research, there will have five hypotheses will be tested by using Pearson Correlation Coefficient and Multiple Regression Analysis. The both analysis will show the results with model summary, ANOVA and coefficient.

4.3.1 Pearson Correlation Test

4.3.1.1 Hypothesis 1

Table 4.15 Correlation between Performance Appraisal and Turnover Intention

		Turnover Intention	Performance Appraisal
Turnover Intention	Pearson Correlation	1	-.776**
	Sig. (2-tailed)		.000
	N	280	280
Performance Appraisal	Pearson Correlation	-.776**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

Source: Developed for the research.

H0: There is no significant relationship between performance appraisal and turnover intention.

H1: There is significant relationship between performance appraisal and turnover intention.

According to the Pearson Test show in Table 4.1.5, there is significantly negative relationship between performance system and turnover intention. Performance system has -0.776 correlation value with turnover intention. This shows that when performance system is good, the turnover intention is low. This also proves that, both of the variables have the adverse relationship of each others. The correlation coefficient value is -0.776 which is falls in the

range of ± 0.61 to ± 0.80 . As a result, there is strong but negative relationship between performance system and turnover intention. Therefore, the relationship between performance system and turnover intention is significant because the p -value=0.00 which is less than 0.01. Therefore, as a result the null hypothesis is rejected while the alternative hypothesis is accepted.

4.3.1.2 Hypothesis 2

Table 4.16 Correlation between Reward and Turnover Intention

		Turnover Intention	Reward
Turnover Intention	Pearson Correlation	1	-.730**
	Sig. (2-tailed)		.000
	N	280	280
Reward	Pearson Correlation	-.730**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

Source: Developed for the research.

H0: There is no significant relationship between reward and turnover intention.

H1: There is significant relationship between reward and turnover intention.

Based on the Pearson test in table 4.16, indicate that there is negative relationship between reward and turnover intention due to the negative value of correlation coefficient with each others. Reward has -0.730 correlation value with turnover intention. This shows that when reward is high, turnover intention is low. This also indicates that, there are reverse relationship between reward and turnover intention. The correlation coefficient value is -0.730 which is fall in the range of ± 0.61 to ± 0.80 . Therefore there is strong and negative relationship between reward and turnover intention. The p-value between reward and turnover intention is 0.00 which is less than alpha value 0.01 , therefore the relationship between reward but turnover intention is significant. The null hypothesis is rejected while alternative hypothesis is accepted.

4.3.1.3 Hypothesis 3

Table 4.17 Correlation between Working Condition and Turnover Condition

		Turnover Intention	Working Condition
Turnover Intention	Pearson Correlation	1	-.757**
	Sig. (2-tailed)		.000
	N	280	280
Working Condition	Pearson Correlation	-.757**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

Source: Developed for the research.

H0: There is no significant relationship between working condition and turnover intention.

H1: There is significant relationship between working condition and turnover intention.

Based on the Pearson test in table 4.17, indicate that there is negative relationship between working condition and turnover intention. This is because of the negative value of the correlation coefficient of each variable. Working condition has -0.757 correlation value with turnover intention. This proves that, when

working condition is good, turnover intention is low. There are reverse relationship between the two variables. The correlation coefficient value is -0.757 which is fall in range ± 0.61 to ± 0.80 . This means that, the relationship between working condition and turnover intention is strong but has negative relationship. The p-value is equal to 0.00 which is less than alpha value 0.01. Therefore as a result, the relationship between working condition and turnover intention is significant. As a conclusion, null hypothesis is rejected while alternative hypothesis is accepted.

4.3.1.4 Hypothesis 4

Table 4.18 Correlation between Equal Employment Opportunity and Turnover Intention

		Turnover Intention	Equal Employment Opportunity
Turnover Intention	Pearson Correlation	1	-.767**
	Sig. (2-tailed)		.000
	N	280	280
Equal Employment Opportunity	Pearson Correlation	-.767**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

Source: Developed for the research.

H0: There is no significant relationship between equal employment opportunity between turnover intentions.

H1: There is significant relationship between equal employment opportunity between turnover intentions.

Based on the Pearson test as show in table 4.18, there is negative relationship between equal employment opportunity and turnover intention because the value of the correlation coefficient is negative of each variable. Equal employment opportunity has -0.767 correlation value with turnover intention. This shows that when equal employment opportunity is high, turnover intention is low. That is reversed relationship between equal employment opportunity and turnover intention. The correlation coefficient value is -0.767 which is fall in range ± 0.61 to ± 0.80 . This shows that the relationships between equal employment opportunity and turnover intention is strong but have negative relationship. The p-value is 0.00 which is less than alpha value 0.01, thus there s significant relationship between equal employment opportunity and turnover intentions. As a result null, hypothesis is rejected while alternative hypothesis is accepted.

4.3.1.5 Hypothesis 5

Table 4.19 Correlation between Training and Turnover Intention

		Turnover Intention	Training
Turnover Intention	Pearson Correlation	1	-.762**
	Sig. (2-tailed)		.000
	N	280	280
Training	Pearson Correlation	-.762**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

Source: Developed for the research.

H0: There is no significant relationship between training and turnover intention.

H1: There is significant relationship between training and turnover intention.

Based on the Pearson test as show in table 4.19, there is negative relationship between training and turnover intention this is because the value of the correlation coefficient is negative of each variable. Training has -0.762 correlation value with turnover intention. This

shows that when training is high, turnover intention is low. That is reversed relationship between equal employment opportunity and turnover intention. The correlation coefficient value is -0.767 which is fall in range ± 0.61 to ± 0.80 . This indicates that the relationships between training and turnover intention is strong but have negative relationship. The p-value is 0.00 which is less than alpha value 0.01, thus there s significant relationship between training and turnover intentions. As a result, null hypothesis is rejected while alternative hypothesis is accepted.

4.3.2 Multiple Linear Regressions

4.3.2.1 Model summary

Table 4.20 Multiple Regression Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.671	.36063

a. Predictors: (Constant), Training, Reward, Working Condition, Appraisal System, Equal Employment Opportunity

b. Dependent Variable: Turnover Intention

Source: Data generated by SPSS version 16.0

Based on the model summary above, the R square value is 0.677, which is 67.7 percent. This meant that 67.7 percent of the

dependent variable of turnover intention can be explained by the four independent variables. The independent variables refer to appraisal system, reward, working condition, equal opportunity employment and training which conclude that 32.3 percent (100 percent- 67.7 percent) of the dependent variable of the turnover intention is explained by other potential factors that have not been considered in this study.

4.3.2.2 ANOVA

Table 4.21 ANOVA Model Summary

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.526	5	14.905	114.608	.000 ^a
	Residual	35.634	274	.130		
	Total	110.160	279			

a. Predictors: (Constant), Training, Reward, Working Condition, Appraisal System, Equal Employment Opportunity

b. Dependent Variable: Turnover Intention

Source: Developed for the research

According to the table above, the p-value 0.000 is less than alpha-value 0.01. Therefore, the value of F-statistic is significant at 114.608. As a result, the model for this study is a good descriptor of the relation between the predictor variables and dependent variable. Thus, the independent variable is significant in explained

the variance of the turnover intention. As a conclusion, the null hypothesis (Ho) is not supported while the alternative hypothesis (H1) is supported.

4.3.2.3 Multiple Regression Analysis

Table 4.22 Multiple Regression Coefficient Analysis

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.262	.108		48.658	.000
	Appraisal System	-.225	.060	-.274	-3.722	.000
	Reward	-.105	.051	-.134	-2.068	.040
	Working Condition	-.130	.056	-.167	-2.313	.021
	Equal Employment Opportunity	-.183	.067	-.208	-2.716	.007
	Training	-.076	.058	-.106	-1.300	.195

a. Dependent Variable: Turnover Intention

Source: Developed for the research

Multiple Regression equation:

$$Y = C + \beta X_1 + \beta X_2 + \beta X_3 + \dots + \beta X_n$$

Y= Prediction relationship of types of variables toward turnover intention.

C= Constant value.

β = Unstandardized coefficient.

X= Dimension of independent variable

X1: Independent variable 1 (appraisal system)

X2: Independent variable 2 (reward)

X3: Independent variable 3 (working condition)

X4: Independent variable 4 (equal employment opportunity)

X5: Independent variable 5 (training)

Based on the table above, the following equation is derived as below:

$$\text{Turnover intention} = 5.262 - 0.225 (\text{appraisal system}) - 0.105 (\text{reward}) - 0.130 (\text{working condition}) - 0.183 (\text{equal employment opportunity}) - 0.076 (\text{training})$$

This means that the increase of 1 unit of appraisal system may incur the decrease of 0.225 units in turnover intention. On the other hand, for the independent variable of reward, every increase of 1 unit will cause the decrease of 0.105 units in dependent variable, turnover intention. The decrease 1 unit of working condition may lead to the decrease of 0.130 units in turnover intention. The last independent variable, training that increase 1 unit will incur the decrease of 0.076 in turnover intention.

4.3.2.4 Interpretation for Level of Contribution

Table 4.23: Ranking of Independent Variables based on Standardized Coefficient, Beta

Independent Variable	Standardized Coefficient, Beta	Ranking
Performance system	-0.274	1
Equal employment opportunity	-0.208	2
Working condition	-0.167	3
Reward	-0.134	4
Training	-0.106	5

Source: Developed for the research

4.3.2.4.1 The First Ranking of Contribution

Performance system is the predictor variable that contributes to the variation of the turnover intention which is the first as the Beta value of standardized coefficients is -0.274. It is the highest contribution compare to equal employment opportunity, working condition, reward and

training. This concluded that appraisal system makes strongest unique contribution to explain the variation in turnover intention, when the variance explained by the other predictor variables in the model is controlled for.

4.3.2.4.2 The Second Ranking of Contribution

Equal employment opportunity is the predictor variable that contributes the second highest to the variation of the turnover intention. This is because Beta value of standardized coefficients for this predictor variable is - 0.208 if compare to other predictor variables working condition, reward and training.

4.3.2.4.3 The Third Ranking of Contribution

Working condition is the predictor variable that contributes the third highest to the variation of the dependent variable, turnover intention. The Beta value of standardized coefficient for this predictor variable is -0.167 if compare to other predictor variables reward and training.

4.3.2.4.4 The Forth Ranking of Contribution

The forth ranking of the predictor variable contribute to dependent variable is reward. The Beta value of standardized coefficient for this predictor variable has shown -0.134 if compare to other predictor variable, training.

4.3.2.4.5 The Last Ranking of Contribution

Training is the predictor variable that contributes the lowest to the variation of the dependent variable, turnover intention. This is because Beta value of standardized coefficient for this predictor variable is the smallest, -0.106 if compare to other predictor variables. This is means that training makes the least contribution to explain the variation in dependent variable, when the variance explained by all other predictor variables in the model is controlled for.

4.4 Conclusion

This chapter has presented the relevant statistic from demographic data and inferential data as well. Data collected from the questionnaire survey were summarized and interpreted result by SPSS. The analyses have included descriptive analysis, scale measurement, and inferential analysis. It outlines the reliability result of the survey instrument and determines the relationship between the variables to eventually test the research questions. Further interpretations and analysis of the results will be carried out on the discussion and interpretation of the results followed by implications, limitations and recommendations for the future research.

CHAPTER 5: DISCUSSION AND CONCLUSION

In this chapter, that will be further discussed on the major findings and implication of the study. It will be more towards summarization of the analyses and combination of major findings from the analyses. This will be included the descriptive and inferential analysis which has been discussed in Chapter 4. Other than that, limitation of this research and recommendation for the future research also has been interpreted in this chapter. Finally is the overall conclusion for the whole research study.

5.1 Summary of Statistical Analysis

5.1.1 Summary of Descriptive Analysis

The survey questionnaire is distributed to 300 academic staff currently employing in UTAR and we successful receive a total of 280 survey questionnaire. The result shows that there are more female than male that is 125 (45%) out of the total population surveyed represent male while another 155 (55%) represent female. Besides that, there are 183 respondents (65.4%) are single while another 97 respondents (34.6%) are married out of total 280 respondents. This happen may be because major respondent are still in young age. There are 55 respondents (19.6%) below age of 26; 114 respondents (40.70%) within the age of 26-35; 65 respondents (23.2%) within the age of 36-45; 41 respondents (14.6%) within the age of 46-55; and 5 respondents (1.8%) more than age of 55. Meanwhile, population of Chinese might be higher in UTAR as major respondent are Chinese. There are 38 respondents (13.6%) are Malay; 202 respondents (72.1%) are Chinese; 36 respondents (12.9%) are Indian; 4 respondents (1.4%) are others races.

From the education level aspect, many academic staffs are having high education level. There are 77 respondents (27.5%) who hold degree level, 166 respondents (59.3%) who hold Master level, while another 32 respondents (11.4%) who hold PhD level, there is only 5 respondents (1.8%) who hold others education level. Meanwhile, the highest job title from respondent is lecture. There are 83 respondent (29.6%) of tutor; 175 respondents (62.5%) as lecture; 10 respondent (3.6%) are senior lecture; 8 respondent (2.9%) are assistant professor and 4 respondent (1.4%) as

specialist. The major salary of UTAR academic staff is RM 3501 to RM 4500. There are 25 respondents (8.9%) that gain RM1501-RM2500; 48 respondents (17.1%) gain RM 2501-RM3500; 125 respondents (44.6%) gain RM 3501-RM 4500; 70 respondents (25%) gain RM 4501 –RM 5500; 9 respondents (3.2%) gain RM 5501-RM 6500 and 3 respondent (1.1%) gain above RM6500 .

5.1.2 Summary of Scale Measurement

There are 30 copies of questionnaire distributed to conduct the pilot test. The result data are keyed into SPSS software to generate result through Cronbach's Alpha. It shows that all variables include performance appraisal, reward, working condition, equal employment opportunity and turnover intention have all achieved result at satisfactory level. This is especially true for turnover intention, working condition, training which has achieved good strength of association while other 3 variables also at least achieving acceptable strength of association.

5.1.3 Summary of Pearson Correlation Test

Performance appraisal

Based on the Pearson test, it shows that there is significantly negative relationship between dependent variable turnover intention and independent variable performance appraisal. The value of -0.776 indicate performance appraisal is negatively correlated to turnover intention.

Reward

Based on the Pearson test, it shows that there is significantly negative relationship between dependent variable turnover intention and independent variable reward. The value of -0.730 indicate reward is negatively correlated to turnover intention.

Working condition

Based on the Pearson test, it shows that there is significantly negative relationship between dependent variable turnover intention and independent variable working condition. The value of -0.757 indicate working condition is negatively correlated to turnover intention.

Equal employment opportunity

Based on the Pearson test, it shows that there is significantly negative relationship between dependent variable turnover intention and independent variable equal employment opportunity. The value of -0.767 indicate equal employment opportunity is negatively correlated to turnover intention.

5.1.4 Summary of Multiple Linear Regressions

The regression model shows that the R square value had gain 0.677, which is 68 percent. These mean that 68% of dependent variable of retention can be explained by it 4 independent variable. The independent variable refer to include performance appraisal, reward, working condition and equal employment opportunity in this research, it will conclude that 32% (100% - 68%) of dependent variable of turnover intention is explained by other potential factors. The value of adjusted R square with value of 0.671 which 67.1% represented the significant contribution of the 4 independent variable toward dependent variable.

The ANOVA Table determine satisfactory result as the significance level of the model is not over or smaller than 0.05. Thus, model that used in this research is good.

As for the multiple regression analysis, the result summarized as follow:

Multiple Regression equation:

$$Y = C + \beta X_1 + \beta X_2 + \beta X_3 + \dots + \beta X_n$$

Y= Prediction relationship of types of variables toward turnover intention.

C= Constant value.

β = Unstandardized coefficient.

X= Dimension of independent variable

X1: Independent variable 1(performance appraisal)

X2: Independent variable 2 (reward)

X3: Independent variable 3 (working condition)

X4: Independent variable 4 (equal employment opportunity)

X5: Independent variable 5 (training)

Based on the above table, the researchers is able to derive the following equation:

$$\text{Turnover intention} = 5.262 - 0.225 (\text{performance appraisal}) - 0.105 (\text{reward}) - 0.130 (\text{working condition}) - 0.183 (\text{equal employment opportunity}) - 0.076 (\text{training})$$

This can be interpreted that the increase of 1 unit of turnover intention may incur the decline of 0.225 units in performance appraisal. For the dependent variable of turnover intention, every 1 unit of increase will incur the decline of 0.105 units in independent variable, reward. On the others hand, 1 unit increase in turnover intention may cause 0.130 units of working condition to decrease. Besides that, equal employment opportunity variable also have a constant relation with retention, it is every 1 unit increase in turnover intention with incur the decline of 0.183 units in equal employment opportunity. Finally, increase of 1 unit of turnover

intention will cause decline of 0.076 units in training. This means that training have the least influence on turnover intention. Meanwhile, performance appraisal has highest influence power on turnover intention. The overall result clearly shows that all independent variable have negative relation with dependent variable.

The highest beta indicates the independent variable is the most significant variable toward it dependent variable. The independent variable of performance appraisal has the highest negative beta of 0.274, this mean that the independent variable of performance appraisal has contribute the most and has stronger effect toward the turnover intention if compare to others independent variable.

5.2 Discussion of Major Findings

Table 5.1: Summary of Results

Hypotheses	Result	Accepted / Rejected
H1: There is significant relationship between appraisal system and turnover intention.	$r = -0.776$ $p = 0.000$ ($p < 0.01$)	Accepted
H2: There is significant relationship between reward and turnover intention.	$r = -0.730$ $p = 0.040$ ($p < 0.05$)	Accepted
H3: There is significant relationship between	$r = -0.757$	Accepted

working condition and turnover intention.	p=0.021 (p < 0.05)	
H4: There is significant relationship between equal employment opportunity and turnover intention.	r =-0.767 p=0.007 (p < 0.01)	Accepted
H5: There is significant relationship between training and turnover intention.	r =-0.762 p=0.195 (p > 0.05)	Rejected

5.2.1 Relationship between Performance Appraisal and Turnover Intention

H1: There is significant relationship between performance appraisal and turnover intention.

The relationship between performance appraisal and turnover intention is significant. This is because the p-value 0.000 is less than alpha value 0.01. The result shows that the appraisal system will affect turnover intention. When the performance appraisal is good, turnover intention is low.

According to the studies suggested that employees who feel their contribution is not effectively appraised and recognized have no interest to continue their job and will consider leaving the organization (Mustapha & Daud, 2011). Comparing with the previous result from other researchers,

they indicate that there is a negative relationship between performance appraisal and turnover intention.

Besides that, based on the study (Vignaswaran, 2008), indicate that the performance appraisal satisfaction will affect organization commitment and turnover intention, performance appraisal is negatively influences employee's turnover intention. Researchers in the past have indicated similar relationships for example, (Afsharnejad & Maleki, 2013). Therefore, a better performance appraisal system can reduce turnover intention and bring effectiveness in organization.

5.2.2 Relationship between Reward and Turnover Intention

H1: There is significant relationship between reward and turnover intention.

The relationship between reward and turnover intention is significant. This is because the p-value 0.040 is less than alpha value 0.05. The result shows that reward will affect turnover intention. When the level of reward is high, turnover intention is low.

According to H. Derycke, 2010, the imbalance of effort-reward which mean different between high efforts and low reward increase the intention to leave. High effort and low reward in employee's professional life create

intention to leave an organization (Rehman, Khan, & Afzal, 2010). Besides that, the failure to be rewarded as expected may lead to frustration and make them no motivate and eventually will quite the job (Maicibi, 2003). Individual will continue to participate in organization as long as the reward offered by the organization are at least equal to or greater than the contributions required by the organization (March & Simon, 1958).

Based on the finding support that, we can conclude that an inadequately reward provide to employees affect employees decision to stay with organization, they have intention to join other organization which provide more attractive or adequate reward to them.

5.2.3 Relationship between Working Condition and Turnover Intention

H1: There is significant relationship between working condition and turnover intention.

The relationship between working condition and turnover intention is significant. This is because the p-value 0.021 is less than alpha value 0.05. The result shows that working condition will affect turnover intention. Based on the result from Chapter 4, it is showed that the working condition and turnover intention has negative linkage with each other. Thus, when the working condition is good, turnover intention is low.

Work environment is one of the factors that affect employee's decision to stay or leave with the organization (Zeytinoglu & Denton, 2005). A positive working condition not only can reduce employee strain but also act as motivator and contribute in point of organizational effectiveness (Pejtersen and Kristensen, 2009). Moreover, according to Kramer and Schmalenberg (2008), a well working condition can reduce the employees' turnover, burnout among employees and minimize job stress and increase job satisfaction.

Based on the finding support that, we can conclude working condition may affect the turnover intention in an organization. This shows that there is significant relationship among working condition and turnover intention.

5.2.4 Relationship between Equal Employment Opportunity and Turnover Intention

H1: There is significant relationship between equal employment opportunity and turnover intention.

The relationship between equal employment opportunity and turnover intention is significant. This is because the p-value 0.007 is less than alpha value 0.01. The result shows that equal employment opportunity will affect turnover intention. When the equal employment opportunity is high, turnover intention is low.

The findings in this research showed that equal employment opportunity is negatively linked. For instance, the findings of the relationship between equal employment opportunity and turnover intention are consistent with previous research. According to Allen et al. (2003), the researchers founded that employees who feel that organization does not value their contribution or care equally about their well-being would cause employee to exhibit negative attitudes include intention to leave. Besides that, there was also a study show that an employee who feels that an organization provide equal employment opportunity in work place which showed supports by caring for his or her well-being will motivated to stay with that organization (Godfrey, 2010).

In conclusion, the lacking of equal employment opportunity in organization will affect an individual to have intention to leave the organization. Thus, the negative relationship between equal employment opportunity and turnover intention was supported.

5.2.5 Relationship between Training and Turnover Intention

H1: There is significant relationship between training and turnover intention.

From the hypothesis test in chapter 4, it shows that there is significantly negative relationship between training and turnover intention. The value of -0.767 indicates training is negatively correlated to turnover intention.

However, $p = 0.195$ ($p > 0.05$). Thus, H1 is rejected. There is not significantly relationship between training and turnover intention. Although, there is negative relationship between this independent and dependent variable, but it is less influence in affecting employee's decision of turnover intention in the research that conducted. This can be prove that the independent variable, training is the least contribution to dependent variable, turnover intention ($\beta = -0.106$).

According to Connie et., al, (2009), training is the important part of human resources variable which can give an important impact of employees turnover intention. The finding in this research is consistent with previous result from other researchers, Joarder & Sharif, (2011) and Fairris, (2004). The studies indicated that employee's training is negatively related to turnover intention.

However, Mc Enrue's study, 1989 (as stated in Colquitt, LePine, & Noe, 2000) suggests that younger employees were more willing to engage in self-development compare to older employees. The reason might be the younger employees have not yet experienced extensive training and development within their organizations (Joarder & Sharif, 2011). In UTAR, there are approximately 60% (age below 26 =20% and age 26-35 =40%) of the employees is in classify as younger employees. Hence, training and development programs may associate with the age of the employees. To sum up, the training programs would contribute to the satisfaction and morale of the employees and not affect employee's intention to turnover.

Employees who are newly joined UTAR, On-the-Job Training (OJT) is provided to enable them acquire the skills and knowledge required for the job position (Divison of Human Resource, 2011). This training program

includes verbal and written instruction, demonstration, observation and hands-on practice. Besides that, employees also have the opportunity to attend in-house training per year. Appropriate training program such as talks and seminars are providing to the employees to improve job performance and also promote organizational efficiency. Moreover, employees can apply sponsorship if they wish to attend training which organized by external training provider (Division of Human Resource, 2012). From the point of view, UTAR is providing sufficient training programs for their employees.

In conclusion, these results indicate that the relationship between training and turnover intention is correlated but not significant.

5.3 Implication of the Study

5.3.1 Managerial Implications

According to Pfeffer (1998), HRM practices are an essential element in an organization. From the result of the research, HRM practices have significant negative relationship with turnover intention. This means that, when HRM practices for employees are good will cause turnover intention to become low and seldom happen in an organization. The findings from this study are very crucial for the management of University Tunku Abdul Rahman (UTAR) to understand the academics' turnover intention. The study explored how academics perceive importance of HRM practices such as reward, appraisal system, working condition, equal employment

opportunity and training when they make decision to have turnover intention. These entire HRM practices are the essential tools which had been used by the organization nowadays for facilitate their strategic management.

Based on the result generated, the academics in UTAR are generally concerned with the entire HRM practices because the result shows that there are significant relationship between independent variables and turnover intention. Other than that, the management of UTAR has to realize that, the importance of HRM practices because HRM practices will have strong affect to turnover intention. Management may make review on the HRM practices of the university and improve on it. This is because the result of the survey show that, the academics of university are not satisfies with the HRM practices such as performance appraisal, reward, working condition and equal employment opportunity which are provided by the university excepted for training.

The management in UTAR has to pay attention to the academics in order to find the solution to reduce the turnover intention in UTAR. The management may hold meeting or discussion with the academics in order to allow management to design and set specific, reasonable and attainable goals for the academics to achieve.

This research provided an opportunity for UTAR to manipulate the HRM practices and can reduce turnover intention. This can help UTAR to increase their reputation and will increase loyalty of the academics. When UTAR can motivate the academics, this will directly increase the efficiency and effectively of the academics. They will show more enthusiasm and motivation, when they conduct lecturer and tutorial for students.

5.4 Limitations of the Study

We need to gather information needed, supporting document and conduct survey for this research study. However, there are little research carry out for education industry so the journals and article founded for this research study are limited. Besides that, some respondents were not willing to participate in the survey because our survey questions are quite sensitive to them. Moreover, it is time consuming to answer the questionnaires and does not bring any benefits to them.

We use randomly selected and stratified sampling to conduct research and there are only 280 respondents were chosen. Therefore, it was difficult to make sure that the result of the research can be estimated accurately. The respondents we get may be bias and cannot represent the whole population. Besides that, this is the first time we conducting this research therefore the questionnaire design may have errors and could not precisely pinpoint the view of lecture.

In addition, R^2 of our research is 0.677. Therefore, there are 67.7% of variance in turnover intention is explained by 5 of the independent variables. However, there are still 32.3% in turnover intention variance unexplained by 5 of the independent variable in our research. This indicates that, there are other independent variables that can affect the variance of turnover intention.

5.5 Recommendations for Future Research

First of all, this study is conducted to identify the impact of HRM practices on employee turnover intention in UTAR. Employees are the main assets of the organization and play an important role. Thus, organization needs to investigate whether the employees have the intention to leave or stay.

There are many others impact will influence the employee turnover intention except the performance appraisal, reward, working condition, equal employment opportunity, and training. Researcher should carry out the research about employee turnover intention continuously due to it is a very important factor in an organization.

In the future research, there still have space for the further studies and improvement in others related field. Researchers can include more variable to test the employee turnover intention. Furthermore, there have others relevant variable such as competence development, recognition (Tauseef Ahmad Chughtai and Hummayoun Naeem, 2013) and supervision (Hamdia Mudor and Phadett Tooksoon, 2011).

There have some constrains need to be solved in order to get more accurate information about employee turnover intention. Researchers may reinforce on the sources of respondents needed in future research. Moreover, researchers are encouraged to develop a well structured plan in terms of the targeted respondents and locations by conduct a survey based on the all University around Malaysia to get more accurate, persistent, reliable result. Future researchers are recommended

to target on other respondents from different industry such as textile, telecom, manufacturing and food industries. Hence, researcher can get to know the impact of turnover intention in others sector or industry.

5.6 Conclusion

Our main purpose of this study is to investigate the impact of HRM practices on employee turnover intention in UTAR. The research study will be focusing mainly on whether the HRM practices have direct effect on the turnover intention among academics in UTAR. There are five independent variable elements being used in this research which are performance appraisal, reward, working condition, equal employment opportunity and training. There were either positive or negative relationship between independent variables and dependent variable (turnover intention) based on the literature that we reviewed. From the result we had obtained from SPSS, there was high turnover intention in University Tunku Abdul Rahman (UTAR) among the academics. The result showed that there are up to 22.9 percent of the respondent had the intention to leave. It is consider as a high turnover rate. According to Anderson (2013), 20 percent is considered as high turnover in a particular organization. Moreover, high turnover may be very costly to an organization. Besides that, the result also showed that the independent variables which are performance appraisal, reward, working condition and equal employment opportunity is the main reason which caused employees to have the intention to leave. While for training, it is not a concern for employees to have turnover intention. Therefore, training is less important compared to other independent variables.

In this chapter we had discussed about the summary of statistical analyses, discussion on major findings, implication of the study limitation of the study and recommendations for future research. Researchers had interpreted and discussed on the relationship between independent variables and dependent variable based on the result we had obtained and generated from Chapter 4. During the study, we also provided and discussed about the limitation that faced during this study and gave some recommendation on area which could be tested in the future which is also in the same field.

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Appendix A



UNIVERSITI TUNKU ABDUL RAHMAN
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

23 January 2013

To Whom It May Concern

Dear Sir/Madam

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

<u>Name of Student</u>	<u>Student ID</u>
CHONG PHEI WEN	10ABB03216
KHOR WEN HUEY	10ABB03625
LEE JOO LI	10ABB06451
OOI SHI YING	10ABB03353
TAN YEE KEE	10ABB03477

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely

.....
Mr Kuek Thiam Yong
Head of Department,
Faculty of Business and Finance
Email: kuekty@utar.edu.my

.....
Mr Ramesh Kumar a/l Moona Haji Mohamed @ Rajoo
Supervisor,
Faculty of Business and Finance
Email: rameshk@utar.edu.my

Appendix B



UNIVERSITY TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

FINAL YEAR PROJECT

TITLE OF TOPIC: THE IMPACT OF HRM PRACTICES ON EMPLOYEE
TURNOVER INTENTION IN UNIVERSITY TUNKU ABDUL RAHMAN

SURVEY QUESTIONNAIRE

Dear respondents,

We are final year undergraduate student of Bachelor of Business Administration, Universiti Tunku Abdul Rahman. The purpose of this survey is to study the impact of HRM practices on employee turnover intention in University Tunku Abdul Rahman. Thus, we would like to seek your assistances by helping us completing the survey. It will take approximately 10 to 15 minutes of your time to complete this questionnaire. All the information that collected in questionnaire will be kept confidential and used only for academic purposes. We would be most grateful and appreciate for your cooperation and with thousand of thanks.

Instructions:

1. There are **Two (2)** sections in this questionnaire. Please answer all questions in **ALL** sections.
2. The contents of this questionnaire will be kept **strictly confidential**.

Appendix C

Section A: Demographic Profile

Please provide the following information about yourself by placing a “√” on one of the blank space to assist us in analyzing the responses.

1. Gender:
 - Female
 - Male

2. Age:
 - Below 26
 - 26 - 35
 - 36 - 45
 - 46 - 55
 - More than 55

3. Race:
 - Malay
 - Chinese
 - Indian
 - Others

4. Marital status :
 - Single
 - Married

5. Highest education completed:
 - Diploma
 - Degree
 - Master
 - PhD
 - Others

6. Basic salary:
 - Below RM 1501
 - RM 1501 - RM 2500
 - RM 2501 – RM 3500

- RM 3501 – RM 4500
- RM 4501 – RM 5500
- RM 5501 – RM 6500
- Above RM 6500

7. Job title:

- Admin staff
- Tutor
- Lecturer
- Senior Lecturer
- Assistant Professor
- Associate Professor
- Professor
- Specialist
- Others

Section B: Perceptions about turnover intention

Listed below are different perceptions about turnover intention. Please indicate how strongly you agree or disagree with each statement by placing a **circle** on the number from 1 to 5, where it indicates:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Dimension : Turnover Intention	SD	D	N	A	SA
2. I often think about quitting my job.	1	2	3	4	5
3. I currently look for a job outside my organization.	1	2	3	4	5
4. I will leave this organization if I could find a similar position at another organization.	1	2	3	4	5

5. It is very possible that I will look for a new job within next year.	1	2	3	4	5
6. If I may choose again, I will choose to work for the current organization.	1	2	3	4	5

Dimension : Performance Appraisal	SD	D	N	A	SA
1. The feedback I receive on how I do my job is highly relevant.	1	2	3	4	5
2. The feedback I receive agrees with what I have actually achieved.	1	2	3	4	5
3. I regularly receive feedback on my job performance.	1	2	3	4	5
4. The organization seems more engaged in providing positive feedback for good performance than criticizing on poor performance.	1	2	3	4	5
5. Performance appraisal is valuable to me in indentify strengths and weaknesses.	1	2	3	4	5

Dimension : Reward	SD	D	N	A	SA

1. The incentives reward those behaviors that are important to this organization.	1	2	3	4	5
2. The reward matches my work effort.	1	2	3	4	5
3. The reward has a positive effect on the work atmosphere.	1	2	3	4	5
4. I am satisfied with the quality or quantity of the reward.	1	2	3	4	5
5. I am ready to increase my work effort in order to gain the reward.	1	2	3	4	5

Dimension : Working Condition	SD	D	N	A	SA
1. My working conditions are as safe as they can reasonably be.	1	2	3	4	5
2. My physical work conditions are well suited for my job.	1	2	3	4	5
3. My work schedule fits my lifestyle.	1	2	3	4	5
4. My work closely corresponds with my professional skills.	1	2	3	4	5
5. I enjoy working with my colleagues.	1	2	3	4	5

Dimension: Equal Employment Opportunity	SD	D	N	A	SA
---	----	---	---	---	----

1. The organization supports culture difference.	1	2	3	4	5
2. Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce.	1	2	3	4	5
3. The organization promotes equal employment opportunity.	1	2	3	4	5
4. Men and women have the same opportunities in organization.	1	2	3	4	5
5. The organization I working for spends enough money on equal employment opportunity.	1	2	3	4	5

Dimension : Training	SD	D	N	A	SA
1. My department does provide training opportunities.	1	2	3	4	5
2. This organization is interested in my personal and professional development.	1	2	3	4	5
3. Employees will normally go through training programs for every few years.	1	2	3	4	5
4. Formal training programs are offered to employees in order to increase their promo ability in this organization.	1	2	3	4	5

5. This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities.	1	2	3	4	5
--	---	---	---	---	---

THE END.

Thank you for your cooperation.

Appendix 1 : Pilot Test

Turnover intention

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.835	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Do you often think about quitting your job	11.4667	8.671	.705	.782
Are you currently looking for a job outside your organization	11.6333	8.309	.774	.760
Would you leave this organization if you could find a similar position at another organization	11.1667	9.316	.584	.816
It is very possible that I will look for a new job within next year	11.2667	9.306	.595	.813
If I may choose again, I will choose to work for the current organization	11.6667	10.161	.526	.830

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.3000	13.734	3.70601	5

Performance Appraisal

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.751	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The feedback I receive on how I do my job is highly relevant	14.4667	4.189	.561	.690
The feedback I receive agrees with what I have actually achieved	14.5000	4.534	.472	.722
I regularly receive feedback on my job performance	14.5667	3.978	.567	.687
My organization seems more engaged in providing positive feedback for good performance than criticizing on poor performance	14.6667	3.816	.629	.661
Performance appraisal is valuable to me in indentify strengths and weakness	14.3333	4.989	.354	.758

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.1333	6.326	2.51524	5

Reward

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.728	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The incentives reward those behaviors that are important to this organization	13.9333	5.995	.559	.654
The reward matches my work effort	14.3333	5.540	.630	.621
The reward has a positive effect on the work atmosphere	14.0333	5.826	.584	.643
I am satisfied with the quality or quantity of the reward	14.5000	5.776	.502	.678
I am ready to increase my work effort in order to gain the reward	13.8667	8.051	.168	.776

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.6667	9.126	3.02100	5

Working condition

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.824	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My working conditions are as safe as they can reasonably be	15.1667	5.868	.692	.768
My physical work conditions are well suited for my job	15.1000	6.576	.715	.777
My work schedule fits my lifestyle	15.0333	6.378	.555	.806
My work closely corresponds with my professional skills	15.2333	7.013	.465	.828
I enjoy working with my colleagues	15.3333	4.230	.789	.746

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.9667	8.999	2.99981	5

Equal Employment Opportunity

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.751	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The organization supports culture difference	14.4000	5.421	.271	.788
Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce	14.4000	3.766	.716	.621
The organization promotes equal employment opportunity	14.4667	4.464	.600	.676
Men and women have the same opportunities in organization	14.4333	4.806	.477	.721
The organization I working for spends enough money on equal employment opprtunity	14.5667	4.737	.546	.698

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.0667	6.823	2.61209	5

Training

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.825	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Does your department provide training opportunities	15.2333	4.392	.654	.780
Is your organization interested in your personal and professional development	15.1333	4.947	.526	.815
Employees will normally go through training programs for every few years	15.6000	4.524	.499	.831
Formal training programs are offered to employees in order to increase their promotability in this organization	15.4333	4.323	.683	.771
This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities	15.2667	4.409	.779	.749

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.1667	6.764	2.60084	5

Appendix 2

280 Questionnaire (Formal Survey) Reliability Test

Reliability (Turnover Intention)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100.0
	Excluded ^a	0	.0
	Total	280	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.775	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I often think about quitting my job	11.5393	5.826	.702	.675
I currently look for a job outside my organization	11.6000	5.639	.742	.658
I will leave this organization if I could find a similar position at another organization	11.3250	6.077	.654	.694
It is very possible that I will look for a new job within next year	11.3750	6.164	.663	.692
If I may choose again, I will choose to work for the current organization	11.1464	9.659	-.039	.865

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.2464	9.871	3.14181	5

Reliability (Appraisal System)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100.0
	Excluded ^a	0	.0
	Total	280	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.917	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The feedback I receive on how I do my job is highly relevent	13.1607	9.261	.817	.893
The feedback I receive agrees with what I have actually achieved	13.1643	9.765	.795	.898
I regularly receive feedback on my job performance	13.1357	9.637	.784	.900
My organization seems more engaged in providing positive feedback for good performance than criticizing on poor performance	13.1464	9.724	.767	.903
Performance appraisal is valuable to me in indentify strengths and weakness	13.0786	9.471	.777	.901

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.4214	14.653	3.82796	5

Reliability (Reward)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100.0
	Excluded ^a	0	.0
	Total	280	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.944	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The incentives reward those behaviors that are important to this organization	13.3036	10.377	.846	.931
The reward matches my work effort	13.3857	10.209	.880	.925
The reward has a positive effect on the work atmosphere	13.3036	10.563	.847	.931
I am satisfied with the quality or quantity of the reward	13.4179	10.438	.856	.929
I am ready to increase my work effort in order to gain the reward	13.3464	10.844	.806	.938

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.6893	16.158	4.01965	5

Reliability (Working Conditions)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100.0
	Excluded ^a	0	.0
	Total	280	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.934	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My working conditions are as safe as they can reasonably be	13.7571	10.701	.834	.917
My physical work conditions are well suited for my job	13.7786	10.782	.834	.917
My work schedule fits my lifestyle	13.6714	10.429	.837	.917
My work closely corresponds with my professional skills	13.8393	11.103	.774	.928
I enjoy working with my colleagues	13.7964	9.991	.850	.915

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.2107	16.296	4.03682	5

Reliability (Equal Opportunity Employment)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100.0
	Excluded ^a	0	.0
	Total	280	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.887	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The organization supports culture difference	13.5821	8.538	.678	.874
Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce	13.3357	8.876	.670	.875
The organization promotes equal employment opportunity	13.5536	8.341	.775	.852
Men and women have the same opportunities in organization	13.5393	8.070	.753	.857
The organization I working for spends enough money on equal employment opprtunity	13.6607	8.218	.762	.855

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.9179	12.778	3.57466	5

Reliability (Training)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100.0
	Excluded ^a	0	.0
	Total	280	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.938	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My department does provide training opportunities	13.6107	12.310	.818	.926
This organization is interested in my personal and professional development	13.5857	11.907	.856	.919
Employees will normally go through training programs for every few years	13.7000	13.214	.785	.932
Formal training programs are offered to employees in order to increase their promotability in this organization	13.7321	12.419	.835	.923
This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities	13.6000	12.248	.874	.916

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.0571	19.108	4.37125	5

Appendix 3

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Turnover_Intention	2.8493	.62836	280
Apraisal_System	3.2843	.76559	280
Reward	3.3379	.80393	280
Working_Condition	3.4421	.80736	280
Equal_Opportunity_Employment	3.3836	.71493	280
Training	3.4114	.87425	280

Correlations

		Turnover Intention	Apraisal System	Reward	Working Condition	Equal Opportunity Employment	Training
Turnover Intention	Pearson Correlation	1	-.776**	-.730**	-.757**	-.767**	-.762**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	280	280	280	280	280	280
Apraisal System	Pearson Correlation	-.776**	1	.790**	.818**	.816**	.850**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	280	280	280	280	280	280
Reward	Pearson Correlation	-.730**	.790**	1	.782**	.783**	.813**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	280	280	280	280	280	280
Working Condition	Pearson Correlation	-.757**	.818**	.782**	1	.838**	.820**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	280	280	280	280	280	280

The Impact of HRM Practices on Employee Turnover Intention In UTAR

Equal Opportunity Employment	Pearson Correlation	-.767**	.816**	.783**	.838**	1	.855**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	280	280	280	280	280	280
Training	Pearson Correlation	-.762**	.850**	.813**	.820**	.855**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	280	280	280	280	280	280

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

Appendix 4

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Training, Reward, Working_Condition, Apraisal_System, Equal_Opportunity_Employment ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Turnover_Intention

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.671	.36063

a. Predictors: (Constant), Training, Reward, Working_Condition, Apraisal_System, Equal_Opportunity_Employment

b. Dependent Variable: Turnover_Intention

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.526	5	14.905	114.608	.000 ^a
	Residual	35.634	274	.130		
	Total	110.160	279			

a. Predictors: (Constant), Training, Reward, Working_Condition, Apraisal_System, Equal_Opportunity_Employment

b. Dependent Variable: Turnover_Intention

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.262	.108		48.658	.000
	Apraisal_System	-.225	.060	-.274	-3.722	.000
	Reward	-.105	.051	-.134	-2.068	.040
	Working_Condition	-.130	.056	-.167	-2.313	.021
	Equal_Opportunity_Employment	-.183	.067	-.208	-2.716	.007
	Training	-.076	.058	-.106	-1.300	.195

a. Dependent Variable: Turnover_Intention

Residuals Statistics^a

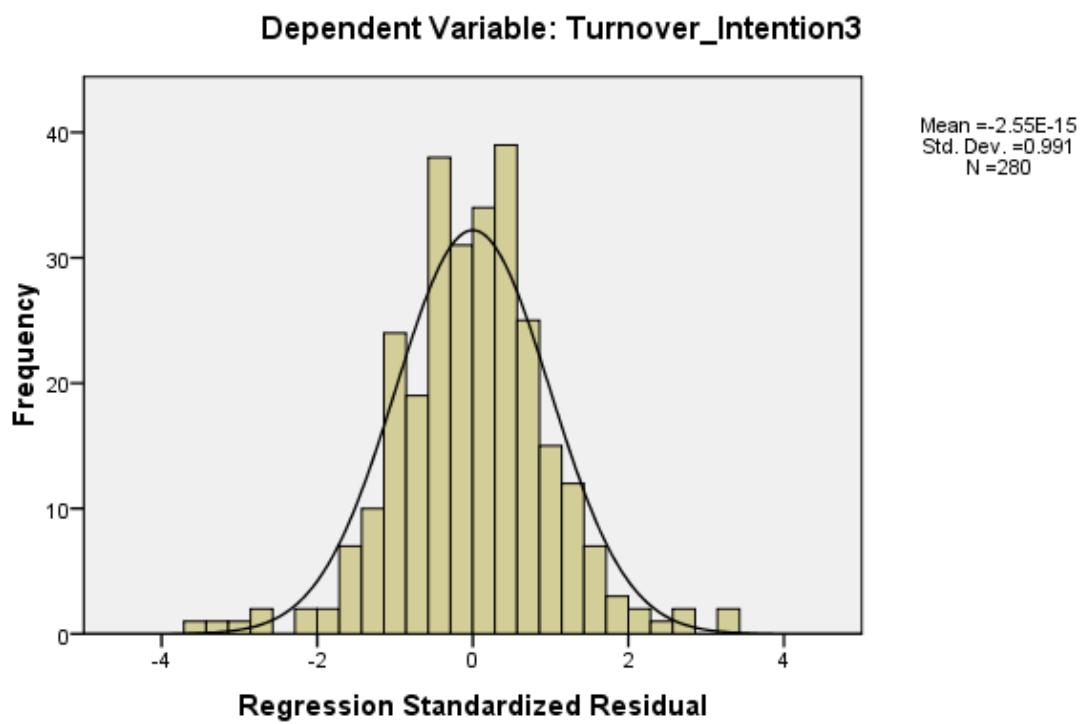
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.1496	3.8955	2.8493	.51683	280
Residual	-1.24998	1.22103	.00000	.35738	280
Std. Predicted Value	-1.354	2.024	.000	1.000	280
Std. Residual	-3.466	3.386	.000	.991	280

a. Dependent Variable: Turnover_Intention

Appendix 5

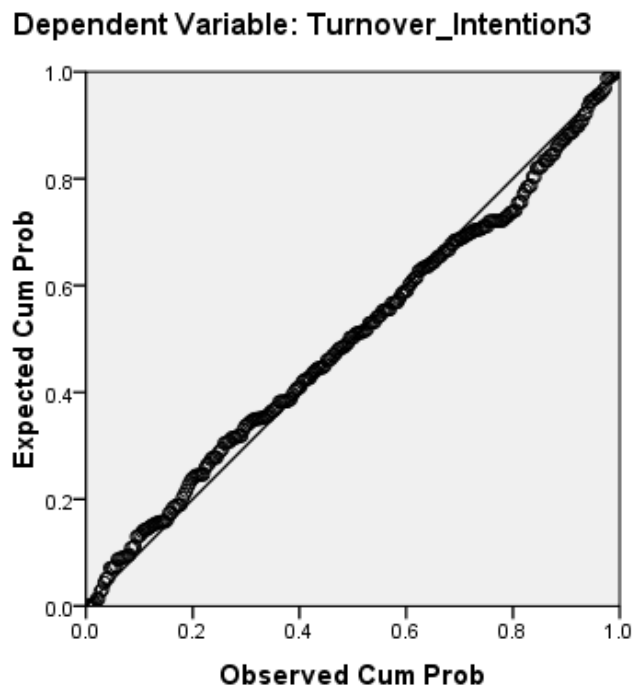
Charts

Histogram



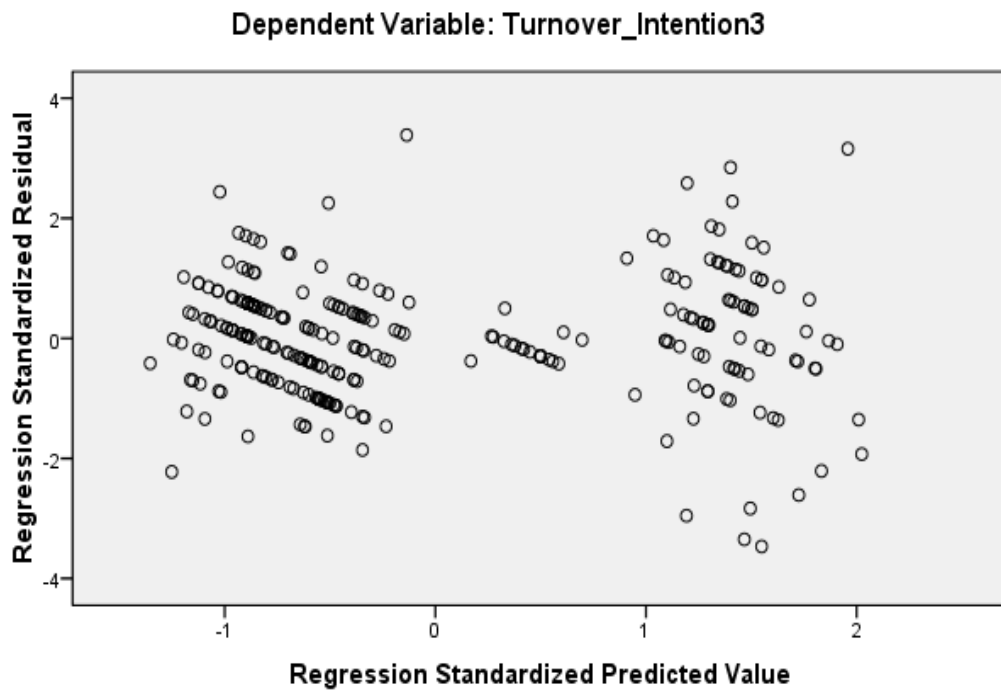
Appendix 6

Normal P-P Plot of Regression Standardized Residual



Appendix 7

Scatterplot



Appendix 8

Questionnaire Mean, Standard deviation and variance

Turnover intention

Statistics

		I often think about quitting my job	I currently look for a job outside my organization	I will leave this organization if I could find a similar position at another organization	It is very possible that I will look for a new job within next year	If I may choose again, I will choose to work for the current organization
N	Valid	280	280	280	280	280
	Missing	0	0	0	0	0
Mean		2.7071	2.6464	2.9214	2.8714	3.1000
Std. Deviation		.93515	.94660	.91634	.88672	.59628
Variance		.875	.896	.840	.786	.356

Frequency Table

I often think about quitting my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	5.4	5.4	5.4
	Disagree	123	43.9	43.9	49.3
	Neutral	78	27.9	27.9	77.1
	Agree	57	20.4	20.4	97.5
	Strongly agree	7	2.5	2.5	100.0
	Total	280	100.0	100.0	

I currently look for a job outside my organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	23	8.2	8.2	8.2
Disagree	112	40.0	40.0	48.2
Neutral	97	34.6	34.6	82.9
Agree	37	13.2	13.2	96.1
Strongly agree	11	3.9	3.9	100.0
Total	280	100.0	100.0	

I will leave this organization if I could find a similar position at another organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	3.2	3.2	3.2
Disagree	76	27.1	27.1	30.4
Neutral	149	53.2	53.2	83.6
Agree	20	7.1	7.1	90.7
Strongly agree	26	9.3	9.3	100.0
Total	280	100.0	100.0	

It is very possible that I will look for a new job within next year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	3.6	3.6	3.6
	Disagree	88	31.4	31.4	35.0
	Neutral	122	43.6	43.6	78.6
	Agree	48	17.1	17.1	95.7
	Strongly agree	12	4.3	4.3	100.0
	Total	280	100.0	100.0	

If I may choose again, I will choose to work for the current organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.8	1.8	1.8
	Disagree	17	6.1	6.1	7.9
	Neutral	208	74.3	74.3	82.1
	Agree	45	16.1	16.1	98.2
	Strongly agree	5	1.8	1.8	100.0
	Total	280	100.0	100.0	

Appraisal system

Statistics

		The feedback I receive on how I do my job is highly relevant	The feedback I receive agrees with what I have actually achieved	I regularly receive feedback on my job performance	My organization seems more engaged in providing positive feedback for good performance than criticizing on poor performance	Performance appraisal is valuable to me in identify strengths and weakness
N	Valid	280	280	280	280	280
	Missing	0	0	0	0	0
	Mean	3.2607	3.2571	3.2857	3.2750	3.3429
	Std. Deviation	.91575	.84133	.87404	.87134	.91009
	Variance	.839	.708	.764	.759	.828

Frequency Table

The feedback I receive on how I do my job is highly relevant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.5	2.5	2.5
	Disagree	54	19.3	19.3	21.8
	Neutral	93	33.2	33.2	55.0
	Agree	111	39.6	39.6	94.6
	Strongly agree	15	5.4	5.4	100.0
	Total	280	100.0	100.0	

The feedback I receive agrees with what I have actually achieved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.5	2.5	2.5
	Disagree	46	16.4	16.4	18.9
	Neutral	100	35.7	35.7	54.6
	Agree	122	43.6	43.6	98.2
	Strongly agree	5	1.8	1.8	100.0
	Total	280	100.0	100.0	

I regularly receive feedback on my job performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	1.4	1.4	1.4
Disagree	52	18.6	18.6	20.0
Neutral	98	35.0	35.0	55.0
Agree	112	40.0	40.0	95.0
Strongly agree	14	5.0	5.0	100.0
Total	280	100.0	100.0	

My organization seems more engaged in providing positive feedback for good performance than criticizing on poor performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	1.8	1.8	1.8
Disagree	53	18.9	18.9	20.7
Neutral	92	32.9	32.9	53.6
Agree	120	42.9	42.9	96.4
Strongly agree	10	3.6	3.6	100.0
Total	280	100.0	100.0	

Performance appraisal is valuable to me in indentify strengths and weakness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	2.5	2.5	2.5
Disagree	51	18.2	18.2	20.7
Neutral	73	26.1	26.1	46.8
Agree	137	48.9	48.9	95.7
Strongly agree	12	4.3	4.3	100.0
Total	280	100.0	100.0	

Reward

Frequencies

Statistics

	The incentives reward those behaviors that are important to this organization	The reward matches my work effort	The reward has a positive effect on the work atmosphere	I am satisfied with the quality or quantity of the reward	I am ready to increase my work effort in order to gain the reward
N Valid	280	280	280	280	280
Missing	0	0	0	0	0
Mean	3.3857	3.3036	3.3857	3.2714	3.3429
Std. Deviation	.90863	.91031	.87650	.89076	.86154
Variance	.826	.829	.768	.793	.742

Frequency Table

The incentives reward those behaviors that are important to this organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.1	1.1	1.1
	Disagree	50	17.9	17.9	18.9
	Neutral	86	30.7	30.7	49.6
	Agree	118	42.1	42.1	91.8
	Strongly agree	23	8.2	8.2	100.0
	Total	280	100.0	100.0	

The reward matches my work effort

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.9	2.9	2.9
	Disagree	52	18.6	18.6	21.4
	Neutral	77	27.5	27.5	48.9
	Agree	133	47.5	47.5	96.4
	Strongly agree	10	3.6	3.6	100.0
	Total	280	100.0	100.0	

The reward has a positive effect on the work atmosphere

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.7	.7	.7
	Disagree	53	18.9	18.9	19.6
	Neutral	75	26.8	26.8	46.4
	Agree	135	48.2	48.2	94.6
	Strongly agree	15	5.4	5.4	100.0
	Total	280	100.0	100.0	

I am satisfied with the quality or quantity of the reward

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.9	2.9	2.9
	Disagree	49	17.5	17.5	20.4
	Neutral	92	32.9	32.9	53.2
	Agree	121	43.2	43.2	96.4
	Strongly agree	10	3.6	3.6	100.0
	Total	280	100.0	100.0	

I am ready to increase my work effort in order to gain the reward

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	1.1	1.1	1.1
Disagree	55	19.6	19.6	20.7
Neutral	73	26.1	26.1	46.8
Agree	141	50.4	50.4	97.1
Strongly agree	8	2.9	2.9	100.0
Total	280	100.0	100.0	

Working condition

Frequencies

Statistics

		My working conditions are as safe as they can reasonably be	My physical work conditions are well suited for my job	My work schedule fits my lifestyle	My work closely corresponds with my professional skills	I enjoy working with my colleagues
N	Valid	280	280	280	280	280
	Missing	0	0	0	0	0
Mean		3.4536	3.4321	3.5393	3.3714	3.4143
Std. Deviation		.88272	.86904	.92664	.86213	.99090
Variance		.779	.755	.859	.743	.982

My working conditions are as safe as they can reasonably be

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	2.5	2.5	2.5
Disagree	35	12.5	12.5	15.0
Neutral	80	28.6	28.6	43.6
Agree	140	50.0	50.0	93.6
Strongly agree	18	6.4	6.4	100.0
Total	280	100.0	100.0	

My physical work conditions are well suited for my job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	1.4	1.4	1.4
Disagree	43	15.4	15.4	16.8
Neutral	77	27.5	27.5	44.3
Agree	140	50.0	50.0	94.3
Strongly agree	16	5.7	5.7	100.0
Total	280	100.0	100.0	

My work schedule fits my lifestyle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.4	1.4	1.4
	Disagree	42	15.0	15.0	16.4
	Neutral	64	22.9	22.9	39.3
	Agree	139	49.6	49.6	88.9
	Strongly agree	31	11.1	11.1	100.0
	Total	280	100.0	100.0	

My work closely corresponds with my professional skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.1	1.1	1.1
	Disagree	49	17.5	17.5	18.6
	Neutral	82	29.3	29.3	47.9
	Agree	133	47.5	47.5	95.4
	Strongly agree	13	4.6	4.6	100.0
	Total	280	100.0	100.0	

I enjoy working with my colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.2	3.2	3.2
	Disagree	47	16.8	16.8	20.0
	Neutral	72	25.7	25.7	45.7
	Agree	123	43.9	43.9	89.6
	Strongly agree	29	10.4	10.4	100.0
	Total	280	100.0	100.0	

Equal Employment Opportunity

Frequencies

Statistics

		The organization supports culture difference	Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce	The organization promotes equal employment opportunity	Men and women have the same opportunities in organization	The organization I working for spends enough money on equal employment opportunity
N	Valid	280	280	280	280	280
	Missing	0	0	0	0	0
	Mean	3.3357	3.5821	3.3643	3.3786	3.2571
	Std. Deviation	.87671	.81234	.83568	.90770	.87064
	Variance	.769	.660	.698	.824	.758

Frequency Table

The organization supports culture difference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.5	2.5	2.5
	Disagree	39	13.9	13.9	16.4
	Neutral	103	36.8	36.8	53.2
	Agree	115	41.1	41.1	94.3
	Strongly agree	16	5.7	5.7	100.0
	Total	280	100.0	100.0	

Steps should be taken to assure that unattractive people (disability and minority groups) are not discriminated against in the workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.7	.7	.7
	Disagree	29	10.4	10.4	11.1
	Neutral	76	27.1	27.1	38.2
	Agree	150	53.6	53.6	91.8
	Strongly agree	23	8.2	8.2	100.0
	Total	280	100.0	100.0	

The organization promotes equal employment opportunity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.1	2.1	2.1
	Disagree	40	14.3	14.3	16.4
	Neutral	87	31.1	31.1	47.5
	Agree	140	50.0	50.0	97.5
	Strongly agree	7	2.5	2.5	100.0
	Total	280	100.0	100.0	

Men and women have the same opportunities in organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.4	1.4	1.4
	Disagree	45	16.1	16.1	17.5
	Neutral	97	34.6	34.6	52.1
	Agree	109	38.9	38.9	91.1
	Strongly agree	25	8.9	8.9	100.0
	Total	280	100.0	100.0	

The organization I working for spends enough money on equal employment opportunity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.8	1.8	1.8
	Disagree	49	17.5	17.5	19.3
	Neutral	110	39.3	39.3	58.6
	Agree	101	36.1	36.1	94.6
	Strongly agree	15	5.4	5.4	100.0
	Total	280	100.0	100.0	

Training

Frequencies

Statistics

		My department does provide training opportunities	This organization is interested in my personal and professional development	Employees will normally go through training programs for every few years	Formal training programs are offered to employees in order to increase their promotability in this organization	This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities
N	Valid	280	280	280	280	280
	Missing	0	0	0	0	0
	Mean	3.4464	3.4714	3.3571	3.3250	3.4571
	Std. Deviation	1.00749	1.03656	.89259	.97537	.96810
	Variance	1.015	1.074	.797	.951	.937

Frequency Table

My department does provide training opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.1	2.1	2.1
	Disagree	48	17.1	17.1	19.3
	Neutral	82	29.3	29.3	48.6
	Agree	103	36.8	36.8	85.4
	Strongly agree	41	14.6	14.6	100.0
	Total	280	100.0	100.0	

This organization is interested in my personal and professional development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	3.6	3.6	3.6
Disagree	48	17.1	17.1	20.7
Neutral	59	21.1	21.1	41.8
Agree	126	45.0	45.0	86.8
Strongly agree	37	13.2	13.2	100.0
Total	280	100.0	100.0	

Employees will normally go through training programs for every few years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	1.4	1.4	1.4
Disagree	44	15.7	15.7	17.1
Neutral	103	36.8	36.8	53.9
Agree	106	37.9	37.9	91.8
Strongly agree	23	8.2	8.2	100.0
Total	280	100.0	100.0	

Formal training programs are offered to employees in order to increase their promotability in this organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	3.9	3.9	3.9
Disagree	45	16.1	16.1	20.0
Neutral	90	32.1	32.1	52.1
Agree	110	39.3	39.3	91.4
Strongly agree	24	8.6	8.6	100.0
Total	280	100.0	100.0	

This organization has provided me with the training opportunities enabling me to extend my range of skills and abilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	2.9	2.9	2.9
Disagree	48	17.1	17.1	20.0
Neutral	56	20.0	20.0	40.0
Agree	144	51.4	51.4	91.4
Strongly agree	24	8.6	8.6	100.0
Total	280	100.0	100.0	