

THE IMPACT OF HUMAN RESOURCE PRACTICES
TOWARDS
PERCEIVED ORGANIZATIONAL SUPPORT
OF ACADEMIC STAFF IN UTAR PERAK CAMPUS

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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.
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LIST OF ABBREVIATIONS

DV	Dependent Variable
HR	Human Resource
IV	Independent Variable
UTAR	University Tunku Abdul Rahman
POS	Perceived Organizational Support
PSS	Perceived Supervisory Support
SAS	SAS Enterprise Guide
Stand. Dev.	Standard Deviation

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PREFACE

This research study is constructed based on a compulsory subject for all final year students, namely UBMZ 3016 Research Project.

We have stipulated our topic as “The Impact of Human Resource Practices towards Perceived Organizational Support of Academic Staff in UTAR Perak Campus” The primary objective of this research is to explore and investigate the impact of human resource practices towards perceived organizational support of academic staff in UTAR Perak campus.

Upon completion of our literature review, we have indentified four major independent variables. Hence, a more in-depth study on these dimensions has been performed to provide a better insight about their correlation.

ABSTRACT

Perceived organizational support among academic staff in education industry has been found decreasing over change of time. Therefore, the purpose of this research is to investigate the factors (Pay Level Satisfaction, Career Development Opportunities, Procedural Justice and Perceived Supervisory Support) that affect perceived organizational support in education industry. Based on the previous studies that were conducted by other researchers, they found that there is significant relationship between there four variables and employees' perceived organizational support.

The primary data of this study was gathered by distributing 200 questionnaires to respective respondents in Universiti Tunku Abdul Rahman (UTAR) Perak Campus. The Cronbach's Alpha reliability test was conducted on every constructs which displayed high reliability results.

We have used Pearson Correlation Coefficient to analyses 169 responses from the questionnaires that we have obtained. In addition, Multiple Linear Regressions Analysis revealed that four independent variables (Pay Level Satisfaction, Career Development Opportunities, Procedural Justice and Perceived Supervisory Support) had significant relationship with employees' Perceived Organizational Support.

The discussion of the findings, implications of the study, limitations for the study, and recommendation for future research are discussed in the end of this study.

CHAPTER 1 : INTRODUCTION

1.0 Introduction

In this research it outlines the aims and the organization of Chapter One and provides an outline of the study framework. There is eight sessions included in this chapter. In this section, we will briefly touch on a basic understanding about the perceived organizational support (POS) of this research. The objective of this research is to determine the effect of human resource practices on UTAR Perak Campus academic staff perceived organizational support (POS).

Those factors affecting perceived organizational support (POS) includes pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS). Hence, this research study is conducted to identify the level of UTAR Perak Campus academic staff perceived organizational support (POS) towards UTAR, as well as to investigate the relationship between human resource practices and UTAR Perak Campus academic staff perceived organizational support (POS).

In addition, chapter one presents a general idea of the study research background and clarifies the problem statement of the research. It also includes the research perceived organizational support (POS), research question, hypotheses, study significance, chapter framework and the research outcome.

1.1 Research Background

1.1.1 Overview of Private Higher Education Industry in Malaysia

On 27 March 2004, the Ministry of Higher Education (MOHE) was created to take over of higher education in Malaysia which involves more than 900,000 students pursuing higher education in 20 public universities, 33 university colleges and private universities, 4 foreign university branch campuses, 22 polytechnics, 37 community colleges and about 500 private colleges. The vision of MOHE is to make Malaysia a centre of higher educational excellence by the year 2020. The MOHE's mission is to create a higher education environment that will foster the development of academic and institutional excellence. It is in line with the vision of the government to make Malaysia a centre of educational excellence and to internationalize of Malaysian education ("Ministry of Higher Education," 2009).

1.1.2 Background of Universiti Tunku Abdul Rahman (UTAR)

UTAR is a non-profit organization and it was established on 13 August 2002. It has four thriving campuses which are situated in Petaling Jaya, Kuala Lumpur, Bandar Sungai Long and Kampar. The current president of UTAR is Prof. Dato' Dr. Chuah Hean Teik. UTAR is a university that provides a

multiple portfolio of undergraduate and perceived organizational support (POS) tgraduate programs with a niche in research and consultancy.

The vision of UTAR is to be a distinctive university resolves to achieve excellence in the innovation and dissemination of knowledge and proficiency, focusing fostering and holistic development of the person towards state building. Besides, its mission is to offering highest standard education and producing quality and excellent students to serve the nation. Besides, UTAR will work together with research institutions, international universities and industries in the fields of technological innovations, medical breakthroughs and scientific discoveries in order to commit the expansion of knowledge.

1.2 Problem Statement

It is significance to do the research in the higher education industry as it is now an essential sector playing a key role in improving occupational skills and productivity, and engaging many scholars and students. It also has several links with community activities and industrial as well as improves the nation's capability to compete in a unpredictable global knowledge economy (Tight, 2003; Humphreys & Hoque, 2007).

Education is always crucial in the development of talent and individual towards nation building. According to QS World University Rankings, the top university in Malaysia which is University Malaya ranked 156 in the list ("QS World University Rankings," 2012). Compared to year 2012, UTAR had dropped from the ranked of 223 ("QS University Rankings: Asia," 2012) to the ranked of 293 in the list of QS

University Rankings in Asia 2013 (“QS University Rankings: Asia,” 2013). Furthermore, according to Free Malaysia Today, Malaysia is missing highly skilled academics aged 25 years and above with qualified degrees. This is because many of them are leaving abroad to seek for better opportunities (Rintod, 2013). In addition, Malaysians moved out to seek for a superior quality of life in order to have a higher earning potential and better career future. They look for higher education standards for their children, better government and more political freedom (Rintod, 2013).

As summarized in the National Higher Education Strategic Plan, universities must be able to attract qualified intellectuals that will remain in universities and perform at high levels standard of qualification in order to be the top universities in Malaysia. Study shows that staffs that are loyal to the organization are more likely to show behaviors that are favorable to organizations such as withholding in their perceived organizational support (POS) positions, better performance at their job and attendance (Meyer & Allen, 1997). One of the ways that organization can increase the level of perceived organizational support (POS) in their employees is the organization supports its employees (Meyer & Allen, 1997).

There are very little empirical studies on the relationship between Human resource practices and perceived organizational support (POS), so it is important to examine the how the four variables of human resource practices to increase the level of perceived organizational support (POS) of academics in private higher education industry (Rowley, 1996; Capelleras, 2005; Joiner & Bakalis, 2006). Furthermore, academics felt that the administration of private universities had become increasingly unwilling to listen to them and do not respect for their knowledge and skill. As a result they have ‘lost their voice’. This make their teaching loads had increased and they unable manage the administrative burden well (Humphreys & Hoque, 2007).

Some direct antecedents of academic staff's perceived organizational support (POS) to the university had suggested by academic staff who conducted limited empirical studies such as intrinsic and extrinsic job satisfaction (Mohd. Nasurdin, Ramayah, Abdullah, Hemdi & Seow, 2003), economic compensation, recognition and support (Capellaras, 2005), perceived external prestige of the university (Fuller, Hester, Barnett, Frey & Relyea, 2006), distributive justice, training opportunities and supervision (Chughtai & Zafar, 2006), distributive justice and Procedural justice (Yusof & Shamsuri, 2006).

The use of private sector management systems such as total quality management, efficiency in capital use, human resource management, financial returns, effectiveness, standards of performance and rivalry between universities and faculties are having relationship with the academics' perceived organizational support (POS) (Fuller, Hester, Barnett, Frey & Relyea, 2006). Hence, universities need to implement different types of human resource practices with different academic identities (Delery & Doty, 1996; Smeenk, Eisinga, Teelken & Doorewaard, 2006). Therefore, it is vital to investigate how private universities in Malaysia can improve employee's perceived organizational support (POS) through designing special human resource practices.

We choose UTAR as our research institution because we wish our research able to provide some related information to those individuals who intended to further study in UTAR or work in UTAR. As we know that, UTAR provide its academic staff to pursue their master for free during their working period in UTAR. Our research investigates how UTAR treat its academic staff and whether the contribution of them worth to their pay level. Furthermore, our research also explores more about how UTAR academic staff perceives their organization.

Furthermore, we select UTAR Perak campus as our research institution because no one has conducted this research before regarding to perceived organizational support (POS). This research is able to reflect the perception of the academic staff towards the organization. Whether the employees are satisfied their pay level satisfaction, career development opportunities, procedural justice, and perceived supervisory support (PSS) in order to have a high level of perceived organizational support (POS). Other related industry can take this research as a guideline to improve their staff's perceived organizational support (POS).

1.3 Research Objective

Our research seeks to investigate the major factors that contribute:

To a more narrow or specific objectives, our focus is to find out is there any significant relationship between pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS) have significant on perceived organizational support (POS) among academic staff in academic industry.

1.3.1 General Objective

- To investigate the factors that influences the perceived organizational support (POS) among academic staff in academic industry.

1.3.2 Specific Objectives

There are numerous questions we had drawn out for our research which will provide us an insight on what we need to figure out in our research. It guides and provides us a clear direction on how to conduct the research. Our research questions are as below:

- To determine whether there is a relationship between pay level satisfaction and perceived organization support (POS); and
- To determine whether there is a relationship between career development opportunities and perceived organizational support (POS) ; and
- To determine whether there is a relationship between procedural justice and perceived organizational support (POS); and
- To determine whether there is a relationship between perceived supervisory support (PSS) and perceived organizational support (POS) ; and
- To determine whether there is a significant relationship between all the independent variables (pay level satisfaction, career development opportunities, procedure justice and perceived supervisory support) with dependent variable (POS).

1.4 Research Questions

- How are the Human resource practices affecting perceived organizational support (POS) of academic staff?

- What is the relationship among variables pay level satisfaction to perceived organizational support (POS)?
- What is the relationship among variables career development opportunities to perceived organizational support (POS)?
- What is the relationship among variables procedural justice to perceived organizational support (POS)?
- What is the relationship among variables perceived supervisory support (PSS) to perceived organizational support (POS)?

This research will test and acknowledge whether this four components which as the independent variables that may give a significant effect toward perceived organizational support (POS) among academic staff in academic industry. The main reason of research and investigation done is to explain is there a significant relationship between pay level satisfactions, career development opportunities, procedural justice and perceived supervisory support (PSS) as the independent variables and perceived organizational support (POS) as the dependent variables.

1.5 Hypotheses of the Study

H1: There is a significant relationship between pay level satisfaction and perceived organizational support (POS).

H2: There is a significant relationship between career development opportunities and perceived organizational support (POS).

H3: There is a significant relationship between procedural justice and perceived organizational support (POS).

H4: There is a significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS).

H5: There is a significant relationship between all the independent variables (pay level satisfaction, career development opportunities, procedure justice and perceived supervisory support (PSS) with dependent variable perceived organizational support (POS).

1.6 Significant of Study

The aim of this study is to discover several reasons that affecting perceived organizational support (POS) among academic staff of higher education. This research attempts to dissect the effect of perceived organizational support (POS) to improve understanding of Human resource practices in efficiency in education industry.

The research is important to academic staff of higher education as it shows factors (human resource practices) that may truly influence the perceived organizational support (POS) of academic staff to organization commitment. The importance of this study is to understand human resource practices might serve as one way by organizations to indicate their concern and support to the staffs. As a result, this can encourage reciprocal attachment and affective commitment of employees. Academic staff views Human resource practices that applied that show organizational recognition of their dedication and concern about their welfare will enhance perceived organizational support (POS). As a result, this will lead to perceived organizational support (POS) positive manners and behaviors. In order to achieve or gain higher educational level in education industry, it is very important for academic

staff to understand the human resources practices that may influence perceived organizational support (POS).

Furthermore, by conduct this research to the respondents of academic staff, it may help the educational industry to understand the behavior of the academic staff and specifically what is the academic staff' needs and wants in order to increase their perceived organizational support (POS). Besides, it also helps academic staff of higher education to understand the different Human resource practices through increase the perceived organizational support (POS) in education industry. Moreover, our study also makes another significant beneficial to the academic staff. Academic staff of higher education can take advantage from this study by recording the research's result for statistical perceived organizational support (POS).

Therefore, it is absolutely necessary for institution to understanding academic staff perceived organization support will be affected by human resource practices. The good or bad towards the human resource practice of pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS) will affect the academic staff's contribution to their job.

1.7 Chapter Layout

In our study, it consists of five chapters which are introduction, literature review, research methodology, research result and discussion and conclusion.

Chapter 1: Introduction

In this introduction chapter, we talk about the introduction of the research and how is the idea come from in conducting such study. Besides that, it is explains what is the independent variables, dependent variables, our research background, and objectives.

Chapter 2: Literature Review

This part is a summary documentation of the comprehensive review about the relevant journals and articles and given the definition about the 4 factors that we conduct this research proposal. Besides, this chapter consists of Review of the Literature, Review of the Relevant Theoretical Models, Proposed Theoretical, Hypotheses Development and conclusion about the summary of the this whole chapter.

Chapter 3: Research Methodology

In chapter 3, it depicts study design, how we conduct this research, and how do we collect those data in testing the relationship between our independent variables and dependent variables. Furthermore, we also conclude up all the research result of this chapter in order to provide a clearer picture and vision for other people better understand the purpose of this research.

Chapter 4: Research Result

This chapter presents the research study on the empirical results which contains descriptive analysis, scale dimension; inferential analyses and conclusion of the results are provided.

Chapter 5: Discussion and Conclusion

Discussion and conclusion describe the summary of statistical analyses; discuss its major finding, implication and limitation of the study and suggestion of the study.

1.8 Conclusion

To conclude in this chapter, our research has been clearly explained on the background of the aim of our research study. Besides that, the problem statement that we found in the journal articles has been set and briefly discuss about our research objective also. The chapter layout has specific the terms that we discuss in this research.

Lastly, this chapter is to help us to form a guideline in order to carry out the research study successfully to determine the factors influence perceived organizational support (POS) among academic staff in academic industry. These factors include pay level satisfaction, career development opportunities, procedural justice and also perceived supervisory support (PSS). The factors that we discuss are the independent variables that affect the dependent variable which is the perceived organizational support (POS). Next chapter we will discuss more details about our journal literature reviews and some theoretical models to make our research more details and more specific to the perceived organization support.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

From the previous segment, human resource practices on UTAR Perak Campus academic staff perceived organizational support (POS) had been introduced. In the following sections, it has provided a foundation in helping to construct theoretical/conceptual foundation. A number of historical literature studies have been reviewed for the research questions and objectives. At the end of this chapter, hypotheses of this study can be formulated accordingly.

2.1 Review of Literature

2.1.1 Perceived Organizational Support (POS)

Researcher Eisenberger (1986) and colleagues' defined perceived organizational support (POS) is regarded as the workers' opinion towards which their organization cares about their value contribution and their well-being in an organization. Perceived organizational support (POS) is viewed as an important part of the social exchange relationship between their employee and their manager (Eisenberger, 1986). This indicates the belief of employees'

towards what the organization will do to them. Eisenberger, Huntington, Hutchinson and Sowa (1986) stated that perceived organizational support (POS) asserts that employees demonstrate job dedication based on the belief that the organization cares about them. Apart from that, Rhoades and Eisenberge (2002) describe perceived organizational support (POS) as a means that the organization will make sure that assistance will be readily available when support is necessary to bring out job effectively or to deal with tense condition.

Besides, perceived organizational support (POS) is also a significant perception of organizational support theory (Eisenberger et al., 1986; Eisenberger, Cummings, Armeli & Lynch, 1997; Rhoades & Eisenberger, 2002), which theorizes that “workers will be absolutely believe that the organization concern with their welfare and recognizes their contributions (Eisenberger, Vandenberghe, Rhoades, Stinglhamber & Sucharski, 2002, p. 565).

Moreover, sense of perceived organizational support (POS) is the basic part of the employees upon such issues as the organization staff’s willingness to offer them with unique tool or unique equipment to accomplish a project. Strong sense of perceived organizational support (POS) might be developed according to the organization staff’s’ pleased to offer them with extra chances for training in an interest area. Furthermore, the ability may be limited to provide employee with desired rewards if they are always sensitive to related environmental and organizational constraints (Eisenberger et al., 1997).

There are two main theories that supported the existence and the research associated with perceived organizational support (POS), which are organizational support theory and exchange theory.

(a.) Organization Support Theory

The organization support theory stated that employees pay attention to the manner in which organizations treat them in order to distinguish the level to which the organization is supportive and assess their dedications towards the organization. Employees associate the treatment offered to them by mediators of the organization as indicative of the organization's overall favorable or unfavorable direction towards them. This theory is rooted in the social exchange theory which will be discussed next (Du Plessis, 2010). Organizational support theory further indicates that employees' level of obligation to the organization will influence by perceived organizational support (POS) (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). It shows that workers with higher levels of perceived organizational support (POS) are expected to be more loyal and have higher level of commitment towards their organization. This perhaps needs to involve staff in additional character or "organizational citizenship" behaviors (Organ, 1988) than staff that sense that the organization does not value them as highly as they expected.

(b.) Social Exchange Theory

The notion of perceived organizational support (POS) results in a consequential employees feeling of obligation towards the organization. This social exchange is deep-rooted in the social exchange theory and the reciprocity rule (Allen, Shore & Griffeth, 2003). Pathbreakers (1996) contented that social exchange theory is based on the principle and the

fundamental form of human interaction and interpersonal relationships is the exchange of social and material resources. The norm of reciprocity further illustrates this principle of social exchange to a stage of goodwill. Through a reciprocal act one person's willingness to help another obligates that person to return the favor treatment and it is the consequence of the social norm of reciprocity ("Changing Minds," 2010). Norm of reciprocity is another key of organizational support theory, which applied to the association between employer and employee which proposes perceived organizational support (POS) that employees who are given favorable treatment from society will perceive higher levels of perceived organizational support (POS) (Gouldner, 1960). Besides they also would feel a responsibility to concern about the organization's profits and reaching of organizational goals.

2.1.2 Pay Level Satisfaction

According to Fapohunda (2012) pay is considered as one of the most important motivator in an organization to success. The words pay is being considered as an essential element for organizational success (Heneman & Judge, 2000). Pay satisfaction is defined as the amount of overall individual have towards the pay for either positive or negative point of view (Lane & Miceli, 1991). Pay satisfaction happen when the pay meets one's desired or more than the desired. Typically the word pay can be discusses to all types of compensation as such direct or indirect cash payments. Pay is apparently an important element in many organizations (Gerhart, Minette & Rynes, 2004). As according to Lawler (1971) and Taylor (1911) pay is regarded as a reward to employees. Taylor (1911) is one of the earliest scholars that recognized pay effect towards motivating the employees in an organization. He contended that workers will pay extra effort if the pay level was high. Much of the

research reviewed that Pay level satisfaction is regarded as one of the major outcomes of pay. Besides that, pay satisfaction is a central element in determining the measurement of job satisfaction (Hulin, Kendall & Smith, 1967). As Williams, McDaniel and Nguyen (2006) found out that objective performance measures, turnover intentions and voluntary turnover was important factor in determining the pay level satisfaction.

Related in an employee's perception pay satisfaction is the right amount of pay they will get as compare others co-workers (Hakonen, Heneman & Salimaki, 2008) they believe that they will get the right proportion of money of what they think they should get (Hakonen, Heneman & Salimaki, 2008). Besides, Lawler (1971), Schwab and Wallace (1974) state that most of the research on pay level satisfaction have centered towards individual and organization. As according to Jurgensen (1978) the level of pay satisfaction is one of the important elements of job qualities to individual. Not surprisingly that salary is one of the most powerful determinants in measuring the pay level satisfaction among the employees in different organizations (Lawler, 1971; Schwab & Wallace, 1974; Berger & Schwab, 1980). Individual who deemed to receive higher pay previously should be more satisfied since the pay raises contributes to the pay level satisfaction (Dyer & Theriault, 1976).

Based on Herzberg (1979) he pays as one of the hygienic factor and satisfier for every employee. He further contended that pay will tend to motivate the workers to pay motivates workers to achieve desired performance and improvements. It also argues that pay is a main factor attracting an individual's to any organization in persuading them to keep loyalty or remain in the organization. If the employees feel that the pay is fair as compare to others organization he or she might feel that it is worth to stay and work for the organization in a long run. An organization will be good when it is able to

keep and attract people. Also Taylor and Vest (2002) pay is an important factor reward used in motivating the employees. A high level of pay or benefits provided to their employees in an organization will helps in attracts and retain the high-quality employees (Fapohunda, 2012).

Besides that, Green and Baron (1997) further explain pay to an individual can be in the form of affective, cognitive and evaluative. Whereas Locke (1976) further support this by describes pay satisfaction as the state where the needs and outcome of one's must be the same. Moreover, Cranny, Smith and Stone (1992) research found that pay satisfaction is a combination of affective and cognitive actions whereby employees have perception as what they want to get compare to what they actually get.

2.1.3 Career Development Opportunities

Career developments are opportunities to meet employees' growth needs that help employees extend their human potential. Tan (2008) claims that organizations generally give related amount and value career development practices are signaling to subordinate likeliness to build up skilled workers to grow together with the organization's business. Huselid (1995) advised that evaluative human resource practices that hold practices of career development might enhance organization's current and potential employee's knowledge, skills and the abilities of and retain the quality staff in an organization.

Besides, in order to access the dedication of the employees and their view on organization support, human resource practices has primarily examined the career development opportunities (CDO) (Wayne, Shore & Liden, 1997). Other than that, the availability of Career development opportunities implies employees' potential in the organization due to a high degree of concern for organizations (Rhoades & Eisenberger, 2002) and indicates the willingness and effort of the organization to treasure organization's workers.

Career development means the employee's development is helpful for organization and also individual. Individual job performance education and adapting continuously improve by effective career development programs, while the organization provides positive relationship of development with their subordinate. It is a complicated process that forms any individual's career over their lifetime (Tan, 2008). Lips-Wiersma and Hall (2007) recommended that career development as a result of interconnectivity between institutional career management processes and individual career planning. Therefore, human resource of organization structures should be related with the career development and it is over a longer period of time, not just one-time event. (Leibowitz, Farren & Kaye, 1986).

Furthermore, career development opportunities providing by the organization to employees will always develop desirable employee attitudes such as affective commitment to the organization regardless of organizational context (Pfeffer, 1994; Delery & Doty, 1996).

2.1.4 Procedural Justice

Procedural justice has been studied for over 30 years beginning with Thibaut and Walker's (1975) research on disputant responses to legal processes. They found that individuals were more willing to sacrifice the decision stage in these conflicts as long as they were giving a chance to voice out their opinions in the process stage (Kogan, 2004; Arboleda, 2010). Thibaut and Walker (1975) referred this condition as "process control effect" whereas Folger (1977) referred it as "voice effect". Researchers proposed that individuals who were given control over the presentation of their opinions as well as sufficient time to voice their case will perceive the dispute resolution process as fair and will be satisfied with the results (Thibaut & Walker, 1975; Kogan, 2004). Therefore, when those individuals are given the opportunity to involve in decision making process and provided an opportunity to voice out their opinions, they will perceive this experience as fair regardless of the decisions reached in dispute (Kogan, 2004). As a result, researchers found out that employee not only care about the outcomes they desire or favor, but also care about how they are being treated during the evaluation process. This fair treatment situation in the workplace led to the development of Procedural justice approach to fairness (Kogan, 2004).

Leventhal (1980) identified six justice rules in his research when he realized that employees not only alert to inequities in the organization but also employ specific criteria in order to achieve equitable results and encourage fair procedures (Kogan, 2004). These six justice rules were used by people in determining the fairness of methods, which are representativeness, preciseness, reliability, ethicality, bias suppression, and correct ability (Nielsen, 2007). These rules must be implemented regularly across individuals and period, free from bias, based on precise information, have a mechanism to correct

procedures, conform to ethics and principles and ensure that the beliefs of groups that are influenced are considered (Leventhal, 1980; Kogan, 2004). According to Arboleda (2010) these rules can be used as guidelines for procedural justice in the workplace. Many of these rules about processes in organizations are up to the caution of the organization and are not authorized by any unit. As a result, employees would view procedural justice as discretionary and a signal that the organization cares about their employees. When employees believed that the procedures in an organization is fair, then they will believe that the organization cares them (Arboleda, 2010).

Procedural justice means the perceived equality of the process and methods being used to make decisions (Thibaut & Walker, 1975; Folger & Greenberg, 1985; Greenberg, 1987; Ladebo, Adamu, & Olaoye, 2005). It also refers to the extent to which the distribution of resources is based on fair methods and guidelines (Rocha & Chelladurai, 2008). This is because procedural justice can provide significant benefits to an organization. It is believed that the employees affected by the decisions made by organization should have an opportunity to express their views (Ladebo, Adamu, & Olaoye, 2005).

Procedural justice means referring to the “means” whereby various “end” are attained (Folger & Greenberg, 1985). It reflects an individual’s judgments about the justice of the process of making consequence allocations judgments (Greenberg, 1990). Besides that, it also reflects the degree to which an individual recognize that outcome allocation decisions have been equally made according to the formal processes of the organization and from the action given by its authorities in enacting those processes (Moorman, 1991). Many researches showed that procedural justice judgments play an important role in affecting employees’ attitude. According to Lind, Tyler and Huo’s (1988) “group-value” model, perception of procedural justice involves equally

treatment and use of fair processes communicates to members' two representative messages about group membership. First is the fair treatment obtaining from decision makers shows that the personal is a respected and esteemed member of the group (Nasurdin & Ahmad, 2001). Second is the use of fair decision-making processes in groups also shows that whether fellows can show arrogance in their group belonging. This is because fair procedures will ensure members that their interests will be preserved and advanced through group participation (Nasurdin & Ahmad, 2001).

2.1.5 Perceived Supervisory Support (PSS)

Perceived supervisory support (PSS) is an independent variable that is important and has significant effect toward perceived organizational support (POS) among academic staff in academic industry. According to Du Plessis (2010) perceived supervisory support (PSS) is the employees develop global perceptions towards their supervisors and evaluate their merits and achievements. (Eisenbarger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002). Based on the researchers, supervisors are the one who has responsibility in organizations to act as representatives. Supervisors have authority in accessing and guiding their employees (Eisenberger et al., 2002). Hence, supervisors are an important representative in an organization because employees view their supervisors as a support to them (Levinson, 1965).

One of the important element is supervisor have a responsibility to managing employee's emotions effectively and also to manage the organizational commitment (Dawley, Andrews & Bucklew, 2007). Based on researcher

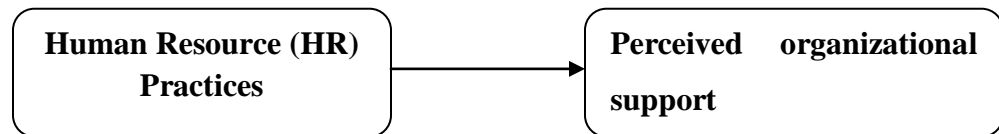
Hutchison (1997) indicated that supportive treatment and caring by their supervisors in organizations was positively definitely related with affective commitment. One of the organizational support theories are defined by Levinson (1965) the actions of the supervisors are an indicator of the organizations committed. Besides that, the representatives help characterize the society to its members. Apart of that, administrators are generally the closest secretarial relation to the employee and able to communicate the organization's objectives straight away to their subordinates had also claimed by researcher (Andrews, Bucklew & Dawley, 2007).

According to Andrew, Bucklew and Dawley (2007), strong and weak superior support has been presented to influence staff in several ways. Kalliah and Beck (2001) found that strong supervisory support able to reduce stress and plans to leave. The researchers Munn, Barber and Fritz (1996) establish that the best forecaster of job satisfaction and planning to leave is supervisory support.

As according to Anjum and Naqvi (2012), another variable that is established to be most linked with the Perceived supervisory support (PSS) is trust in supervisor. When there is support of the supervisor then probably there is trust in supervisor. Mayer and Gavin (2005) established that trust can be defined as a willingness to depend on another party or somebody as well as an expectation that other end will respond if one cooperates.

2.1.6 The Relationship between Human Resource (HR) Practices and Perceived organizational support (POS)

Figure 2.1: Model of Human Resource (HR) Practices and Perceived organizational support (POS)



Source: Liu, W. (2004). *Perceived organizational support (POS) : Linking human resource management practices with important work outcomes* (Doctoral dissertation, University of Maryland).

In developing and maintaining the employee and organization exchange relationship, human resource management acts a vital role (Tsui, Pearce, Porter & Hite, 1995), further study provide some hint to let people more understanding on how the human resource practices can probably implement in order to create a optimum of perceived organizational support (POS), therefore, put in optimistic work attitudes and organizational behaviors.

Eisenberger et al. (1986) suggested that there is several aspect of organization treatment and its managers will influence perceived organizational support (POS), it involve admire and support, remuneration, grade, work improvement and organizational guidelines. Levinson (1965) described that personification process made this judgment. Since supportive human resources practices symbolize discretionary treatment by the organization that is favor to provide advantages to the subordinates, they would serve as pointers that the organization concern about its employees' welfare.

Based on the literature of human resource management, researchers dispute that the strategic advantage for the organization can be created by workers skills, workers enthusiasm, and structure of job and it can be influenced by the implementation of progressive Human resource practices (Snell & Dean, 1992; Arthur, 1994; Becker & Gerhart, 1996; Delaney & Huselid, 1996). Nevertheless, although that the finders have well-known in successfully educating organizational culture by the strategies values of HR and cannot be readily duplicate the social relationships (Becker & Gerhart, 1996), social relationships role is already to be entirely examine in the journalism of human resources (Uhl-Bien, Graen & Scandura, 2000). Uhl-Bien, Graen and Scandura (2000) recommended that there is a significant question to be addressed in the literatures of human resource and organizational behavior which is the specific location set of human resource practices that can help to enhance relationship. Create the associate between the effective human resources practices implementation and positive relationship of employee employer development is one potentially helpful approach to address this question. Therefore, the need for a further relationship-based method in the journalism of human resource can be achieved by investigative the function of human resource practices in cultivates higher levels of perceived organizational support (POS).

Discretionary practices that indicate organizational caring and employee contribution are two identified types of human resources stated by Shore and Shore (1995). This suggestion recommends human resource practices that symbolize the organization shows caring to their employees and appreciate their contributions may become one of the significant in developing a high perceived organizational support (POS). Accordingly, in order to satisfy the employees' needs there are showing several human resource practices that are very important. Firstly, to meet the individual's physiological needs, satisfactory pay is one of the requirements. Secondly, to assist workers expand

their potential and develop their capabilities, growth needs are necessary to meet sufficient career development opportunities. Thirdly, human resource practices that offer community support, for example, develop positive leader-member exchange relationships and helping employees maintain relationship of family and good work can be contributory in satisfying employees' need.

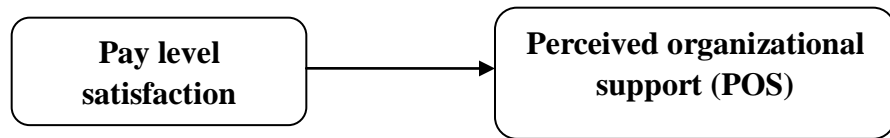
In order to produce and enhance the motivation, commitment, knowledge, and synergy of the organization if the human resources practice of a firm is able to effectively management (Harter, Schmidt & Hayes, 2002). Therefore competitive advantages will appear in the firm. Huselid (1995) claimed organization can manage human Resource Practices in shaping their employees' attitudes and behaviors since human Resource Practices able to provide conditions where employees are highly involved and work hard to achieve the organization's objectives. Blau (1964) stated that employees would be more inclined to involved in positive work attitudes and behaviors when such relationship is seen of a social exchange and where the reciprocity norm is central (Gouldner, 1960), So, organizational performance through its cause on individual employee performance is influences by human resource practices.

Besides that, the decisions of human resource serve as a signal for potential employee's to increase their accumulation of recognition and rewards as stated by Sheridan, Slocum, Buda and Thompson (1990). Perceived organizational support (POS) would be strengthened if there is voluntary and employees contribute in experiences these favorable works (Rhoades & Eisenberger, 2001). In the previous research (Wayne et al., 1997; Meyer & Smith, 2000) find that associations between selected human resource practices and perceived organizational support (POS). For example, there is a relationship have been found between opportunities for promotion and

development with perceived organizational support (POS) which is stated by Wayne et al, (1997). Baesd on the study of Meyer and Smith (2000) stated that Perceptions of human resource management practices will bring a positive effect on perceived organizational support (POS).

2.1.6.1 The Relationship between Pay Level Satisfaction and Perceived Organizational Support (POS)

Figure 2.2: Model of Pay Level Satisfaction and Perceived Organizational Support (POS)



Source: Liu, W. (2004). *Perceived organizational support (POS) : Linking human resource management practices with important work outcomes* (Doctoral dissertation, University of Maryland).

Perceived organizational support (POS) is definitely related to performance that is consistent with the pay contexts. When pay is not consistent with the performance, employees might not able to receive more pay even though they perform better than previously. (Pazy & Ganzach, 2009). Based on many human resource belief pay is an essential determinant that act to support for their workers to fulfill their requirements in needs and safety. (Pazy & Ganzach, 2009).

Based on shore and shore (1995), fair payment is required for satisfying personal physiological requirement. He is pleased that

human resource practices are recognizing the contributions of employee should be powerfully related to gain organizational support. Organizational support theory means that rewards are the main element that organizations provide contribution on services of their workers which form an important dimension of perceived organizational support (POS). (Eisenberger et al., 1986). An executive reward is an indicator that an employee might perceive it as a recognition shows by the organization towards their contribution in the organization (Shore & Shore 1995). This is especially effective when the pay is high. Results show that pay in term of monetary is especially effective towards motivating the employee performance.

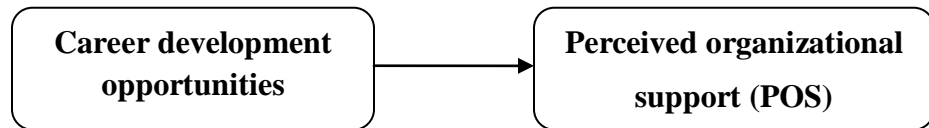
Numerous studies have found evidence that organizational rewards positively influence perceive organizational support. As Shore and Tetrick (1991) research indicates there is a positive relationship between perceived organizational support (POS) and pay level satisfaction. Also Meyer and Smith (2000), Rhoades, Eisenberger and Armerli (2001) and Tan (2003) found that employees make evaluation on the organization based on the rewards that the organization willing to pay and what they will get in the organization. Findings shows that rewards is a central forecaster of perceived organizational support (POS) and while equitable rewards had shown consistent effect about how the workers attitudes and behaviors (Gould-Williams, 2007). Although different method of organizational rewards have been tested previously but however research found that rewards is the one which plays an significant role in workers perception towards perceived organizational (Liu, 2004).

But however Lawler (1971) contented that there are major of criticism towards the pay satisfaction. He pointed out that “it is unworkable to say that whether the relationship establish between a variable and pay satisfaction is because of the result of the variable studies or another variable” (Lawler, 1971, p.221). Pay satisfaction is perceived positively related to organizational level (Andrew & Henry, 1963; Rosen & Weaver, 1960) but Lawler and Porter (1963) contented that if pay level is controlled then the pay level satisfaction will be negatively correlated to the organization.

Over the past 35 years researchers has investigate that the pay level of satisfaction was caused by two types of theories which are equity theory (Adams, 1965) and discrepancy theory (Lawler, 1971, 1981). Equity theory describes that pay depends on the person outcome with the amount of pay they should get (Latif & Sher, 2013) whereas Adam (1965) and Jacques (1961) view equity theory as a scale between both positive and negative relationship. Also Cooper, McKeena, and Scholar (1987) view equity theory as the pay level satisfaction depends on the assessment one individual outcome ratio with another individual. Discrepancy theory is deriving from of equity theory is the second theory. It acts as a function for discrepancy theory considering the pay level satisfaction of an individual perception about the amount that he or she should get and the amount that he or she actually gets (Latif & Sher, nd.).

2.1.6.2 The Relationship between Career Development Opportunities and Perceived Organizational Support (POS)

Figure 2.3: Model of Career Development Opportunities and Perceived Organizational Support (POS)



Source: Lew, T. Y. (2008). *Perceived organizational support (POS) : Linking human resource management practices with affective organizational commitment, professional commitment and turnover intention*. Theses, Curtin University of Technology Malaysia.

Promotion and development opportunities have been discovered to be strongly and positively related with perceived organizational support (POS) (Wayne et al., 1997). Meyer and Smith (2000) proved that there are direct relationship between benefits and career development with organizational support.

Employees wish to extend their capabilities and potential in the organizations or in others word, to fulfill their need for growth (Maslow, 1954 & Alderfer, 1972). Thus, organizations require providing Career development opportunities to employees which can meet their need for personal growth to form employee beliefs in higher perceived organizational support (POS).

Similarly, according to Eisenberger et al., 1999; Rhoades & Eisenberger, (2002) career development opportunities that the organizations provide for instance promotion and training shows that the organizations are recognize their employees' contributions to the organization and concerned about their employees, which contributes to perceived organizational support (POS). Furthermore, Eisenberger et al., (1997) states that human resource practices goes beyond regular organization rules or any labor laws of the country and the employees are regularly viewed them as discretionary treatment by the organization as it, which recommends that organizational support and concerned.

Past researchers have suggested that human resource practices would create a sense of organizational support (Koys, 1991; Meyer & Allen, 1997; McElroy, 2001). In addition, the evidence indicates that organizations provide career development opportunities might increase perceived organizational support (POS) (Wayne et al. 1997; Meyer & Smith, 2001; Tan, 2008). Besides, career development opportunities could increase employees' confidence with their employer and also the employee's self-esteem and their personal growth for them to exploit their knowledge and abilities in their work (Tan, 2008).

In order for the employees to strive for career success, the two important factors are learning and adaptability. Training and skill may entail organizations high degree of concern to expand employees' capacity in the organization. Employees would heighten their motivation and confidence after received developmental opportunities provide in their work and therefore reward with the likeliness of expanding their self-fulfillment to their organization, which lead to increase perceived organizational support (POS) and reduced turnover intention (Rhoades & Eisenberger, 2002).

Career development practices via organizational discretion might meet employee's needs of the socio-emotional by providing training, personal worth and perceived competence. Hence, these practices lead to a favorable behavioral outcome and it is consistent with previous studies (Eisenberger et al., 1996, 1997; Wayne et al., 1997; Meyer & Smith, 2000; Rhoades et al, 2001; Rhoades & Eisenberger, 2002).

Generally, basic organizational philosophy reflected by career development practices in lengthening the mutually beneficial relationship of employment and implies concern and support organizational in building up the skills and abilities of the employees. Career development practices may be the clearer care to foster career path of employees' by the organization. Employees recognize the importance of lifelong learning chances for personal development throughout their profession because of changing business environment and employment relationship. A strong relationship between employee and employer via social exchange process can be secure by improving human resource practices. It brings a win-win circumstances that both parties are beneficial in the future business. Therefore, the study proposed that the level of perceived organizational support (POS) will positively influenced by an organization which provide the career development opportunities.

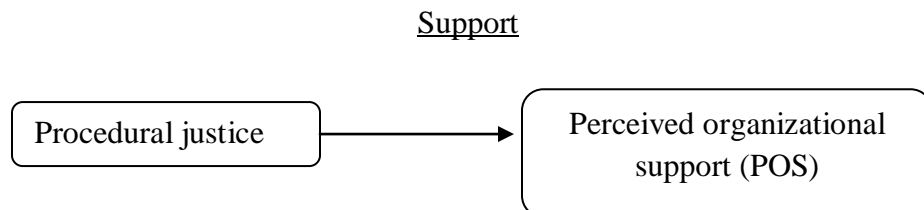
Organization can express message that they concerned their employees as organization's long-term assets by implemented human resource practices. Employees will judge that they received the organizational support with this positive valuation (Morrison, 1996). Other than that, Sheridan et al. (1990) explain that decisions made by human resources that lead to positive organizational experiences to deliver signals about

an employee's potential and position. There are certain human resources practices would function as a signal that implies investment by the society in the members' potential (Shore & Shore's, 1995). By gaining a higher organizational support perception, positive evaluation on the employee performance will be the key indicator for developmental experience (Rhoades & Eisenberger, 2001).

Lastly, employees are often view the career development opportunities as pointer of organizational support in future. According to Ashford and Cummings (1983) individuals are likely to seek and focus to relevant information to their personal objectives. Therefore, the performance feedback availability and career advancement opportunities help to encourage employees in order to improve their performance and attain their future career objectives. Employees' perceptions of organizational support will be increase based on these activities.

2.1.6.3 The Relationship between Procedural Justice and Perceived Organization Support

Figure 2.4: Model of Procedural Justice and Perceived Organization



Source: Rhoades, L., Eisenberger, R. & Armeli, S. (2001). Affective commitment to the organization: The contribution of Perceived organizational support (POS) . *Journal of applied psychology*, 86(5), 825.

Based on our findings, procedural justice had been found to have a positive and significant relationship with perceived organizational support (POS) (Cropanzano & Kacmar, 1995; Fasolo, 1995; Masterson, Lewis, Goldman & Taylor, 2000; Rhoades, Eisenberger & Armeli, 2001; Rhoades & Eisenberger, 2002; DeConinck, 2010; Yang & Zhang, 2012). According to Shore and Shore (1995) perceived organizational support (POS) should be contributed by repeated instances of procedural justice by showing a caring for employees' well-being. Employees will tend to think that the organization supports them when they know that the procedures in an organization are fair (Settoon, Bennett & Liden, 1996; Moorman, Blakely & Niehoff, 1998; Masterson et al., 2000; Cropanzano, Prehar & Chen, 2002). This scenario is supported by organizational support theory, which recommends that employees' perceptions of organizational motives which are favorable treatment to them should be contributed by the organization (Eisenberger, Huntington, Hutchison & Sowa, 1986).

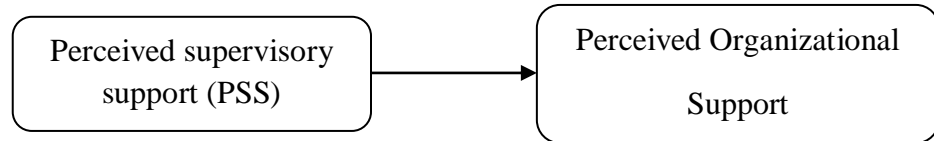
Besides that, the researchers also stated that organizations should have some positive discretionary activities that enable employees to interpret as a sign that the organization concerns for their welfare. This is because trust is nurtured among employees when employees perceived that organizations tend to magnify procedure more than result (Shore & Shore, 1995). Therefore, employees will consider the aspect of justice perceptions as their evaluation of discretionary activities taken by the organization that measures a degree of managerial support (Moorman, Blakely & Niehoff, 1998). A preliminary evidence of such relationship found by Fasolo (1995) in a sample of 213 law enforcement employees, perceptions of fair appraisal procedures explained significant variance in perceived organizational support (POS).

In the organizational environment, procedural justice is regarded as a vital capital in social exchange. This is because employees' determination of the value of exchange relationship with their institute will be influenced (Loi, Hang-yue & Foley, 2006). Constructive and unrestricted treatment by the organization developed perceived organizational support (POS) according to organizational support theory. Procedural justice indicates the society's value of members' rights that dedicate positively to perceived organizational support (POS) since it considered as one feature of such treatment that is investigative of the level of organizational support (Yang & Zhang, 2012).

Procedural justice can be divided into two categories, which are structural and social (Shore & Shore, 1995). According to Hankins (2005) structural procedural justice involves formal instructions and procedures that will affect employees' decisions. These would include such items as sufficient notice before judgments are made and the receipt of precise information. Social justice involves the quality of interpersonal treatment in capital distribution. Social justice includes treating employees with self-esteem and respect (Rhoades & Eisenberger, 2002). This form of favorable treatment, fairness, was determined to have the highest level of relation to perceived organizational support (POS) when considered alone and with the other antecedents. If the employee does not perceive the climate to be fair then they would be predicted to have a lower level of perceived organizational support (POS).

2.1.6.4 The Relationship between Perceived Supervisory Support (PSS) and Perceived Organization Support (POS)

Figure 2.5: Model of Perceived Supervisors Support and Perceived Organization Support



Source: Rhoades, L & Sucharski, L. I. (2002). Perceived supervisory support (PSS) : Contributions to Perceived organizational support (POS) and employee retention. *Journal of Applied Psychology*, 87(3), 565-573.

The term perceived organizational support (POS) is frequently used with perceived supervisory support (PSS). Researchers Eisenberger et al. (1986) recommended that employees associate the treatment that they get from representatives of the organization and make common perceptions about how much the organization gives value to their contributions and take care of their well-being and benefits.

According to researchers Khawaja and Mehvish (nd.), feeling of employee belongingness, well-being, and effort appreciation is vital for the establishment of supervisor (Eisenberger et al., 2002). As supervisors are organizational representatives while treating subordinates, perceived supervisory support (PSS) may contribute to perceived support by the organization. The strength of the relationship will be affected by subordinates' perceived supervisor's relation with the organization. Supervisors who are perceived as that the organization provides them assessment and treats well, would be thought more

representative the organization and thus will have more effect on perceived organizational support (POS) (Eisenberger et al., 2002).

Based on David, Martha and Neil (2007) established that employee job satisfaction and intention to quit the job in an organization is the definition of the supervisory support. Besides that, Hatton and Emerson (1998) also say that increased turnover in an organization also related to the level of supervisory support. Researchers Yoon and Thye (2002) discovered that workers' positive views of supervisory support will increase perceived organizational support (POS) as workforce trust is the dominant factors to build supervisory support. Rhoades and Sucharski (2002) also claimed that there is positive relationship between perceived supervisory support (PSS) and perceived organizational support (POS) (Yoon, Han & Seo, 1996; Hutchison, 1997a; Yoon & Lim, 1999).

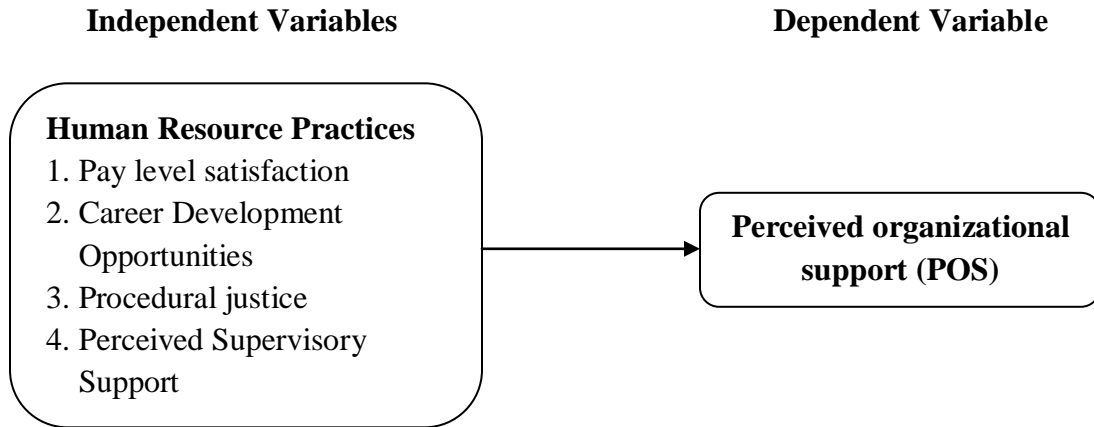
Levinson (1965) defined that when positive behavior acquired from a superior who benefit the whole organization will increase perceived organizational support (POS) (Levinson, 1965). Workers perceived their supervisor are representatives of the group and accountable for guiding and estimating the presentation of their subordinates (Eisenberger et al., 1986). Conversely, there is argument in the journalism as to the relationship between perceived supervisory support (PSS) and perceived organizational support (POS). Rhoades and Eisenberger (2002) proposed that perceived supervisory support (PSS) effects based on effect such as employee turnover intentions and affective commitment that are fully intervened by perceived organizational support (POS).

According to Shore and Shore (1995), a platform that recognizes the contribution of the employee will enhance the view of staff towards organization support. The recognition can be rated according to job security, job stress, incentives, empowerment and recognition. David, Martha and Neil (2007) also established that organizational support assurance employees that organization provide full backup and support when they are assigned and performed with tenseful work piece.

2.2 Proposed Theoretical/Conceptual Framework

Figure 2.6: Theoretical Framework

The figure below illustrates the relationships between the variables and hypotheses testing involved in the study.



The discussion presented in the literature review show that the research proposal proposed a conceptual framework on the relationship between the four variables of human resource (HR) practices and perceived organizational support (POS) in the context of academic staff in UTAR Perak Campus. From the review of the literature, it is suggested that the four variables of human resource (HR) practices will influence the level of perceived organizational support (POS). Further to this, the current paper also summarize that the four variables of human resource (HR) practices, which are pay level satisfaction, career development opportunities, procedural justice and supervisory support has influences the level of perceived organizational support (POS). The research framework well-construct and presented in Figure 2.

The list of dependent variable and the independent variables in this study are listed as below:

(i) Dependent variable – perceived organizational support (POS)

According to researchers, there is a positive and significant relationship between human resource (HR) practices and perceived organizational support (POS). Human resource (HR) practices that indicates different ways in which the organization shows caring for the employees and values their inputs may be particularly important for the development of high perceived organizational support (POS).

(ii) 1st Independent variable – pay level satisfaction

According to researchers, there is positive and significant relationship between pay level satisfaction and perceived organizational support (POS). Employees believe that the organization will value their contribution by rewarding them as according to their performance.

(iii) 2nd Independent variable – career development opportunities

According to researchers, there is positive and significant relationship between career development opportunities and perceived organizational support (POS). Employees tend to view the career development opportunities as pointer of organizational support in the future. Career development opportunities help to inspire employees in order to improve their performance and accomplish their future career objectives.

(iv) 3rd Independent variable – procedural justice

According to researchers, there is positive and significant relationship between procedural justice and perceived organizational support (POS). Employees will tend to believe that the organization support them when they know that the procedures in an organization are fair.

(v) **4th Independent variable – perceived supervisory support (PSS)**

According to researchers, there is positive relationship between perceived supervisory support (PSS) and perceived organizational support (POS). The chances of the employee to leave their job will be reduced and they will perform better as well with robust supervisory support. From the perspective of the employee, they will engage and perform in the organization when their welfare is being taken care of by the organization.

2. 3 Hypotheses Development

The relationships among the important variables have been discussed through the theoretical / conceptual framework. The hypotheses are as below:

H1: There is a significant relationship between pay level satisfaction and perceived organizational support (POS).

Perceived organizational support (POS) had a significant relationship with staff satisfaction towards their pay level (Shore & Tetrick, 1991). Rhoades, Eisenberger, and Armeli (2001) also proposed perceived organizational support (POS) that the favorable organizational reward is an experience of perceived organizational support (POS).

H2: There is a significant relationship between career development opportunities and perceived organizational support (POS).

The accessibility of career development opportunities shows enthusiasm and strength of organization to value staff (Tan, 2008). Huselid (1995) proposed perceived organizational support (POS) that progressive human resource (HR) practices could

increase skills, knowledge, potential employees, and the capabilities of an organization's present and improve the employees' quality. The best human resource (HR) practices such as providing career development opportunities to employees will always improve required employee attitudes such as affective commitment to the organization regardless of organizational context (Delery & Doty, 1996).

H3: There is a significant relationship between procedural justice and perceived organizational support (POS).

Community features of procedural justice are related to the value of interpersonal treatment in capital distribution. Social aspects involved serving employees with self-esteem and admiration and supplying information concerning how outcomes are determined (Gellatly, 1995). According to procedural justice should subsidize to perceived organizational support (POS) by showing a concern for employee's well-being (Shore & Shore, 1995). Fasolo (1995) claimed that Procedural justice was positively related to perceived organizational support (POS).

H4: There is a significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS).

Rhoades and Sucharski (2002) claimed that there positive relationship between perceived supervisory support (PSS) and perceived organizational support (POS) is usually understood to show that perceived supervisory support (PSS) leads to perceived organizational support (POS) (Yoon, Han & Seo, 1996; Hutchison, 1997a; Yoon & Lim, 1999). Besides that, employee will engage and perform in the organization when their welfare is being taken care of by the organization (Eisenberger, Fasolo & Davis-LaMastro, 1990). Researchers Kalliah and Beck (2001) also claimed that the strong support of the supervisor can benefit to diminish the chances of the employee to leave their job and perform better for their organization.

2.4 Conclusion

In this chapter, we had discovered that there is significant relationship between human resource (HR) practices and perceived organizational support (POS). The review of the relevant theoretical models and the conceptual framework for this research project had been discussed. Followed by the hypotheses for the relationships have been formulated to conclude this chapter. In next section, the research methodology in conducting this study will be examined.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is implemented for evaluate the effect of human resource (HR) practices towards perceived organizational support (POS) of academic staff in UTAR Perak Campus. Data collection, research design and sampling design such as defining sampling location, sampling frame and target population, sampling elements, sampling technique as well as sampling size is the appropriate methods that present in chapter 3. Besides that, research apparatus and constructs measurement are stated in this chapter. After the data is collected, it needs to be processed, analyzed and then interpreted. Finally, conclusion is drawn to conclude the overall research methodology applied and the result obtained.

3.1 Research Design

Research design explains the way to be used in the research to collect the require information from primary or secondary sources (Malhotra, 2007). Descriptive, exploratory, and causal designs are three main components of this research design (Emory, 1976).

Quantitative research will involve in this study. The perceived organizational support (POS) of a quantitative methodology was employed to conduct this study because it clearly and precisely specifies both independent and dependent variables of the study (Alaxei, 2002).

The results from the sample to the population will be generalized by using quantitative approach. We created a questionnaire in order to gain require information from respondents, where the effect of human resource (HR) practices towards academic staffs in UTAR Perak Campus. We are doing an applied business research. An applied business research is a research that is intended to resolve a specific problem or issue (Zikmund, 2003). We conduct research for realize the effect of human resource (HR) practices towards perceived organizational support (POS) of academic staffs to improved work efficiency.

A causal research is to determine the variable might be causing certain behavior whether there is an impact and influence connections between variables when the problem of the study has been closely defined (Zikmund, 2003). Cause and effect relationships will be focus in this research. Besides, it manipulates one or more independent variables and control of other mediating variables. We investigate and factor that influence one's perceived organizational support (POS) in academic industry.

3.2 Data Collection Methods

In this study, primary and secondary data had been used to answer the research questions. The adoption of primary and secondary data is necessary and practical in ensuring the data collected is consistent and accurate. Besides, the combination of these two methods allowed “check and balance” among the data collected from different sources in a way that low perceived organizational support (POS) ability to getting biased information (Sekaran & Bougie, 2010).

3.2.1 Primary Data

During the data collection process, we were using questionnaire as a mean to collect data from the target respondents, which are academic staff of UTAR Perak campus. This study was conducted by using questionnaire because it is an inexpensive method to collect data from a potentially number of respondents. These types of question are more easy to use and cost saving for the respondents to answer because all the questions used are fixed-alternative questions.

3.2.2 Secondary Data

Secondary data was also playing an important role in providing useful input in developing this research paper. The secondary data we used in our research include books, journals and articles. Academic journals were the main source of our secondary data because it has higher preciseness than others. Most of the academic journals were getting from online journal database including EBSCOhost, ProQuest, Emerald, ScienceDirect, SAGE Journals Online, etc.

3.3 Sampling Design

To make a conclusion about the whole population, a portion of a population should be used in the process of sampling. Population is a summation of all the organization of the same characteristic within the group which the researcher wishes to investigate (Sekaran & Bougie, 2010). Sample is the proportion of a population. The perceived organizational support (POS) to use sampling is to determine an unfamiliar characteristic of a population that we need to examine (Sekaran & Bougie, 2010).

Sampling is used in this research. Reasons for having sampling are vary and it helps to save in term of money and time to conduct the research. It is difficult to conduct research for whole population and it is costly.

In this section, we had decided our population and sample. Besides, we had also determined which method to be used in collecting data as well as the sampling location.

3.3.1 Target Population

Target population is our concern for identifying the person that we wish to investigate for this research. Researchers conduct the research on the effect of human resource (HR) practices towards perceived organizational support (POS) of academic staff in UTAR Perak Campus from the lowest level to the highest level. Different respondents are having their different roles in the society. Therefore, identifying the appropriate target population is very essential as it would provide the useful information as needed in this study.

3.3.2 Sampling Frame and Sampling Location

A sample frame is a list that includes every member of the population from which a sample is to be taken (Gregg, 2002). the sample is selected from sampling frame which refers to the set of source materials, as well as the researchers define the objective of sampling frames, which mean the particular members of the target population will be chosen to involve in the questionnaire's interviewed (Sekaran & Bougie, 2010). Sampling frame also

called working population. The sampling frame in this research is the academic staff in UTAR Perak Campus from tutors till professional perceived organizational support (POS). The relevant information provided by respective academic staff is significant to our research project. Basically, researchers are conducting the sampling location in Kampar, Perak.

3.3.3 Sampling Elements

Sampling element has a same definition with units of analysis and it is the unit from which data will be gathering in the self-assessment review process as well as individual, group, or an organization. Basically, an element is that case about which data is collected and that provide the basic of analysis (Gregg, 2002). Sampling element in this study is the academic staff in UTAR Perak campus since they are our target population. It is because we need to investigate whether the human resource practices will affect academic staffs' perceived organization support (POS) in UTAR Perak campus.

3.3.4 Sampling Technique

Probability sampling and non-probability sampling are the two alternatives of sampling. Every unit in the population has an opportunity to be selected in the sample are defined as probability sampling. This probability can be determined precisely whereas non-probability sampling does not provide

equal chances to all individuals in the population of being selected. (Sekaran & Bougie, 2010).

Probability sampling was used in determining sample subjects because the elements in the population (UTAR academic staff) have perceived organizational support (POS) chance or probability to being selected and become a sample subjects (Sekaran & Bougie, 2010). In this sense, we have selected simple random sampling in selecting the sample subjects. This is because every component in the population has a fair opportunity to be selected. Other than that, simple random sampling has the least bias and provides the most generalizability (Sekaran & Bougie, 2010).

3.3.5 Sampling Size

Figure of sample in the research is referring by sample size. The important feature of sample size is determining the how accurate of hypothesis testing. This is necessary to ensure that adequate resources are allocated and to ensure that the study has a good chance of detecting a statistically significant outcome if this is the true effect.

We need to determine the sample size from 677 target population. Therefore we had referred to a table of sample size for a given population size which developed by Sekaran (2003). Based on Table 3.1, 169 subjects are needed to be selected as sample size from the population of 675 elements. Thus, we had selected 200 elements from 675 populations in order to avoid some

questionnaires that we cannot collect back and useless questionnaires. This can help us to save cost and money because we do not have to collect data from the entire population which consists of large numbers of elements. Therefore, fatigue and errors also can be reduced when collecting data (Sekaran & Bougie, 2010).

Table 3.1: Sample Size for a Given Population Size

Population	Sample
600	274
650	278
700	169
750	186
800	201
850	214
900	234
950	254
1000	269
1100	285
1200	291
1300	297

Source: Sekaran, U. & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.

3.4 Research Instruments

Research instrument is used in carrying the research is questionnaire. The reason why we use questionnaire survey was because in short period of time we can get the feedback and direct response from the respondents with low cost. In our research study we used fixed-alternative question in designing the questionnaire. The reason why we choose to use fixed-alternative questionnaire was because it is easier to conduct as compared to observations and interview technique. Moreover the respondents can take lesser time to understand and answer the questionnaire by using this technique. The respondents will be requested to select their respective opinion and they will give limited alternative responses.

Questionnaire was designed in a simple and clear manner. Thus, it motivates the respondents in answering the questions. The respondents were only required to select one answer that best fit their preferences and interest from a fixed range of given answers for each of the questions. Individual opinions and comments are not demanded from the respondents. The questionnaire is divided into section A, B and C.

3.4.1 Questionnaire

3.4.1.1 Section A of Questionnaire

Section A consists of questions regarding the independent variables of perceived organizational support (POS) base on the independent

variable pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS). There are 5 questions in each component and it also designed by using the five point Likert scale format. By using this scale its enable the respondent to answer the questions based on their own ranking.

3.4.1.2 Section B of Questionnaire

Section B was used to analyze the dependent variable on the perceived organizational support (POS) among academic staff in UTAR Perak. There are five questions in this section. It is in a Likert scale format which enables the respondents to show whether they are strongly disagree (1), disagree (2), neutral (3), agree (4) or strongly agree (5) with the statements given.

3.4.1.3 Section C of Questionnaire

Section C consists of 4 questions; it was used to obtain each of the respondent's personal information such as demographic data. In this section each of the respondent are required to fill in their personal data such their age, gender, tenure and academic level. The perceived organizational support (POS) we set the demographic information in Section C is to reduce any bias of respondent in answering our questions.

3.4.2 Pilot Test

In the pilot studies, there will be distributed 30 sets of questionnaire. We must ensure the questionnaire quality and reliability before we distribute the 200 sets of questionnaire survey to respondents. So, we make sure that we can gain the information we needed by doing the pilot test. On the 27th January 2014, 30 sets of questionnaire were printed out and subsequently distributed to 30 respondents from UTAR Perak Campus. During the distribution, we only invited those academic staff that was available in their office. The respondents are required to fill in the survey on the spot. After two and half hours, 30 completed questionnaires were collected. After that, a brief scanning was performed on the 30 completed questionnaires. After that, all the responses were key in accordingly into SAS system. The reliability of the pilot test was shown in Table 3.2.

Table 3.2: Pilot Test (Reliability Test)

Variable	Cronbach's Alpha	Numbers of Items
Section A : Independent Variable		
Pay level satisfaction	0.968	5
Career development opportunities	0.958	5
Procedural justice	0.952	5
Perceived supervisory support (PSS)	0.953	5
Section B: Dependent Variable		
Perceived organizational support (POS)	0.932	5

Based on the results shown in Table 3.2, the Cronbach's Alpha of each variable fell above 0.9.

Table 3.3 shows the reliability test whereby, the questionnaire was considered acceptable. Thus, we will retain the questionnaires for data collection.

Table 3.3: Interpretation of Reliability Test Result

Cronbach's Alpha	Status
0.9 – 1.0	Excellent
0.8 - 0.9	Good
0.7 – 0.8	Acceptable
0.6 – 0.7	Questionable
Below 0.6	Poor

Source: Zikmund, W. G., Babin, B. J., Carr, J. C. & Griffin, M. (2010). *Business Research Methods* (8th ed.). Mason, OH: South-Western Cengage Learning.

Since the questionnaire was reliable and acceptable based on the reliability test results, we started to conduct fieldwork to collect data from the respondents. We planned to distribute the questionnaire in the same ways as what we have done in our pilot study. Questionnaire will be distributed to the academic staff in UTAR Perak Campus. Due to there is 5 people in our group so we divided the questionnaire and the questionnaire will be distribute to the academic staff in UTAR Perak Campus from different department so that the results will be more reliable. It takes five days for us to distribute and collect back the questionnaire from our respondents. We had distributed 200 questionnaires but however we only able to collect back 183 questionnaires from our respondents due to some of the academic staff was not always in the office so we unable to collect it back.

3.5 Constructs Measurements

The scales of measurement are key tool to determine the variables based upon the rules. The questionnaire is depending by nominal, ordinal and interval measurement scales to determine the variables in the analysis.

3.5.1 Ordinal and Nominal Scale

There are 5 questions included in section B and ordinal and nominal scale was use in this section. Ordinal measurement scale has an ordered relationship to every other value on the scale and the set of data is placed from greatest to lowest which is known as data ranking. Nominal scale of measurement is simply placing the data into distinct categories without any order.

Under Section B gender is an example of a variable that is measured on a nominal scale. Respondents may be classified as “male” or “female”, but neither the value that represents more or less gender than the other.

The example shown in below:

Male

Female

While the age group, academic level and tenure within organization were measured by ordinal scale. According to Zikmund, Babin, Carr and Griffin

(2010) ranking scale that permits things to be set depend on how much of some concept they perceived organizational support (POS) is known as ordinal scale.

For example: Tenure

- () Less than 2 year
- () 2 to 4 years
- () 5 to 7 years
- () More than 7 years

3.5.2 Interval Scale

Interval scale measurement play as rating scale and it explained the diversity of the attributes along the scale. This measurement is used in questionnaire, which is 5-point Likert Scale because the questionnaire requires the respondents to answer strongly disagree, disagree, neutral, agree or strongly agree to each single question.

3.5.3 Likert Scale

According to Sekaran and Bougie (2010), 5 point Likert Scale rating method allows respondents to show the degree to which they agree and disagree with

carefully constructed statement and let them easier to understand the need of questionnaire. For instance, the questionnaire Part A and Part B.

The example shown in below:

1 – Strongly Disagree (SD)

2 – Disagree (D)

3 – Neutral (N)

4 – Agree (A)

5 - Strongly Agree (SA)

No.	Descriptions	1	2	3	4	5
1.	I am satisfied with the pay for the work I do.					

3.6 Data Processing

Once the process of gathering the distributed survey is done by the respondents, data processing is a vital part to complete the research. Checking, editing, coding are needed after data processing, it is also need in specifying special treatments of data (Kveder & Galico, nd.).

Data checking is the process of determining whether information gathered during the process of data collection is complete and accurate (Sekaran & Bougie, 2010). Besides that, questionnaire checking including removing unacceptable questionnaires

such as incomplete questionnaire are continually conducted to obtain error-less survey that important for data analysis process and research study as a whole.

Data editing is the process use to test and adjust the omissions, reliability, and legibility data for (Sekaran & Bougie, 2010). This process is to make sure there is no any corruption of the questionnaire or due to if there have any respondents who did not answer the questionnaire in complete.

Data coding is the process to identify and assign a numerical score as well as other character symbol to previously edited data (Sekaran & Bougie, 2010). In this study, all the data collected from the questionnaire is coded into Statistical Analysis System (SAS) version 5.1. The technique of analysis used in this study was descriptive analysis which includes mean and standard deviation whereas inferential analyses which consists regression are used to summarize the data collected.

3.7 Data Analysis

In analyzing the data, Statistical Analysis System (SAS) version 5.1 is used to analyze data that have been collected. 200 questionnaires were distributed to respondents, 183 completed questionnaires were collected and 169 of them are usable. The percentage of response rate is 91.50%. Data analysis usually used to convert data into information and to explore the relationship between independent variables which included pay level satisfaction, career development opportunities, procedural justice,

perceived supervisory support (PSS) and dependent variable (perceived organization support (POS)).

3.7.1 Descriptive analysis

Data analysis initiates with descriptive statistics calculation for the research variables. These statistics summarize data various aspects and provide details information related to the sample which drawn from the population (Burns & Bush, 2006). Result of this descriptive analysis and statistic is often used to measure the central tendency include mean, median and mode, meanwhile used to measure the variability include standard deviation as well as variance analysis (Burns & Bush, 2006).

3.7.2 Scale Measurement

In scale measurement, test of reliability is being used for measuring analyzed data. Reliability refers to the consistency of a measure (Sekaran, 2003). Although no exact reliability can be calculate in this stage, it still able to estimate in different traditions number like Cronbach's Alpha that measure internal consistency (Tavakol & Dennick, 2011). This form of reliability is used to evaluate the consistency of results across items on the same test. In Cronbach's Alpha reliability test was completed in pilot testing stage. The function of Pilot test is to confirm that entire questions are suitable and

correlated before the actual administration of questionnaires to the respondents is complete (Powell & Hermann, 2000). Besides, new data collection method is one of the example involve in pre-testing a research tool. By testing an idea or hypothesis is also involved this research tool. In attempt to prevent the wasting of money and timing on this designed project, pilot test can be carried out before large scale quantitative research. It also minimizes the number of the errors when data are being analyzed, coded, and interpreted and summarized (Powell & Hermann, 2000).

Table 3.4: Alpha Coefficient Size Table

Coefficient range	Strength
±0.91 to ±1.00	Very strong
±0.71 to ±0.90	High
±0.41 to ±0.70	Moderate
±0.21 to ±0.40	Small but definite relationship
±0.00 to ±0.20	Slight, almost negligible

Source: Sekaran, U. & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.

3.7.3 Inferential analysis

Inferential analysis provides inferential statistic that typically deals with drawing conclusion, and sometimes, making prediction about the properties of the population based on information acquired from a sample (Pearson and Moomaw, 2002). By inferential analysis, a wider statement about the relationships between data can make in this stage. In this study, there are use Pearson Correlation Coefficient and Multiple Regression Analysis to measure gathered data from questionnaires in order to analyze and explain the variables and relationship between them.

3.7.3.1 Pearson Correlation Coefficient

Pearson correlation coefficient is used to determine the relationship between two variables which means to measure whether two variables are being correlated (Salton & McGill, 1987). Pearson coefficient is symbolized the same way as a correlation coefficient that is used in linear regression which is ranging from -1 to +1. Perfect perceived organizational support (POS) relationship between two or more variables is result in a +1 value (Kamada & Kawai, 1989). Equally, Taylor (1990) research show that -1 value represents a relationship of perfect negative. The research also shows that there is small value Pearson Coefficient can be small if it is used with a non-linear equation. Therefore, Pearson Correlation Coefficient is an important tool to examine two variables relationship.

3.7.3.2 Multiple Regression Analysis

Multiple regressions represent a numerical tool in order to derive the value from other independent variables. It combines the multiple factors to evaluate how and to what extent they influence a certain result (Zikmund, 2003). Besides, it is defined as instantaneously develops a relationship of mathematical of more than two independent variables with a dependent variable (Mason & Perreault, 1991). The following multiple regression analysis can be formed as:

$$\hat{Y} = \alpha + \beta X_1 + \beta X_2 + \beta X_3 + \beta X_4 + \beta X_5,$$

Whereby, \hat{Y} = dependent variable

α = fix and constant

β = coefficients of each independent variables

X_1 = Pay level satisfaction

X_2 = Career development opportunities

X_3 = Procedural justice

X_4 = Perceived supervisory support (PSS)

3.8 Conclusion

In conclusion, the fundamental way in gather the related information is by using the primary data and secondary data. Furthermore, sampling design was completed in the beginning of this chapter and the questionnaire was completely distributed to the respondents. Reliability of data was done by using pilot test and these relevant data above will be useful to continue for the chapter 4 of the study.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

In the prior chapter, we had collected total of 183 completed surveys from our respondents however only 169 of the questionnaires are usable. In chapter 4, we analyzed and reviewed the data collected from the questionnaires had been distributed to the academic staff in UTAR Perak Campus. The analysis of the collected data will be presented in patterns of result which are related to the hypotheses in Chapter 1 and Chapter 2. Apart from that, the respondents' demographic profile such as gender, age group, tenure and academic level will be further discussed in this chapter.

4.1 Descriptive Analysis

Respondents' demographic profile will be discussed in this study.

4.1.1 Respondent Demographic Profile

Each respondent was required to answer four questions regarding to their demographic profile, which includes age, gender, tenure and the academic level in Universiti Tunku Abdul Rahman (UTAR), Perak Campus in this questionnaire survey.

4.1.1.1 Age

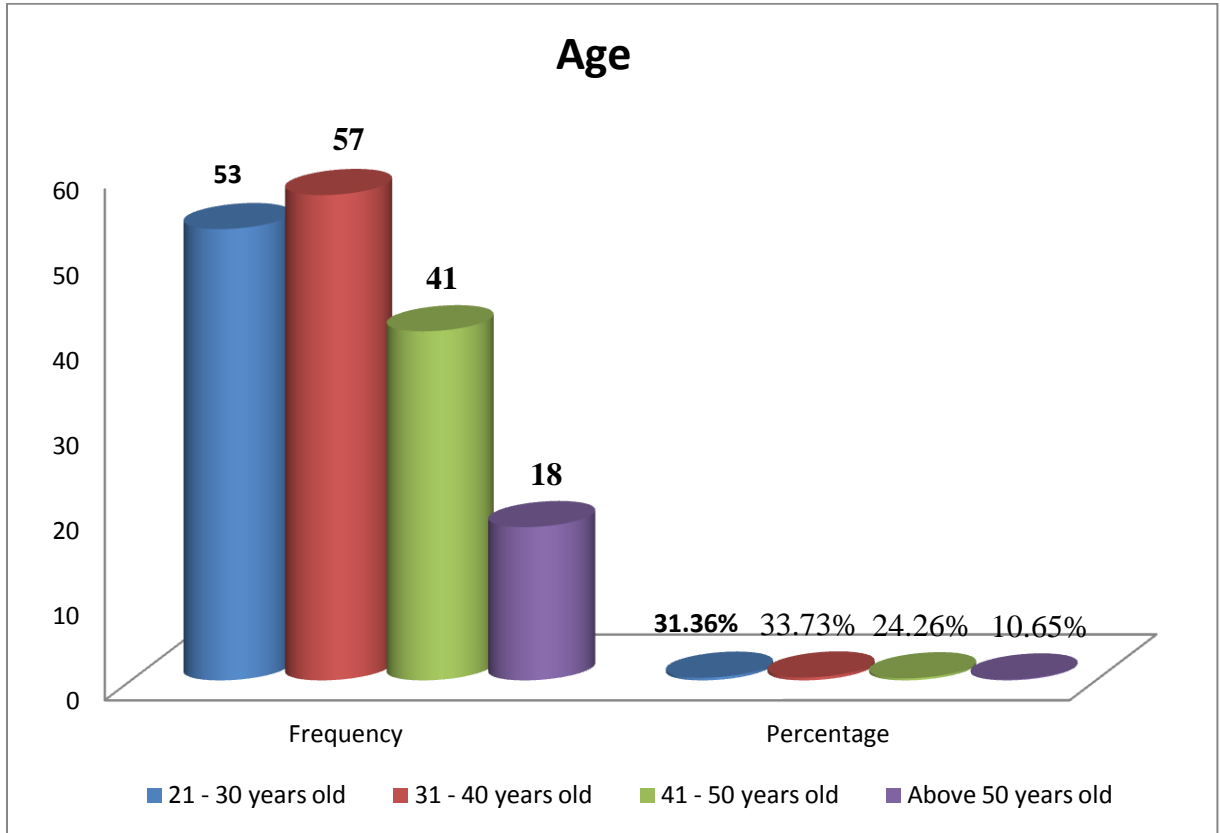
Table 4.1 Age of Respondents

Age

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Valid 21-30 years old	53	31.36	53	31.36
31-40 years old	57	33.73	110	65.09
41-50 years old	41	24.26	151	89.35
Above 50 years old	18	10.65	169	100.00
Total	169	100.00	169	

Source: Developed from SAS Enterprise Guide 5.1

Figure 4.1: Age of Respondents



Source: Developed for research

The Table 4.1 and Figure 4.1 above show the age group of our respondents. As our research targeted towards the academic staff in UTAR, thus there is only four age groups will be analyzed. Majority of our respondents are from age 31-40 years old which comprised of 57 respondents or 33.73%, followed by the respondents from age 21-30 years old with 53 respondents or 31.36%, while respondents from age 41-50 years old with 41 respondents or with 24.26%. The minority age group is the group which is from above 50 years old with only 18 respondents or 10.65%.

4.1.1.2 Gender

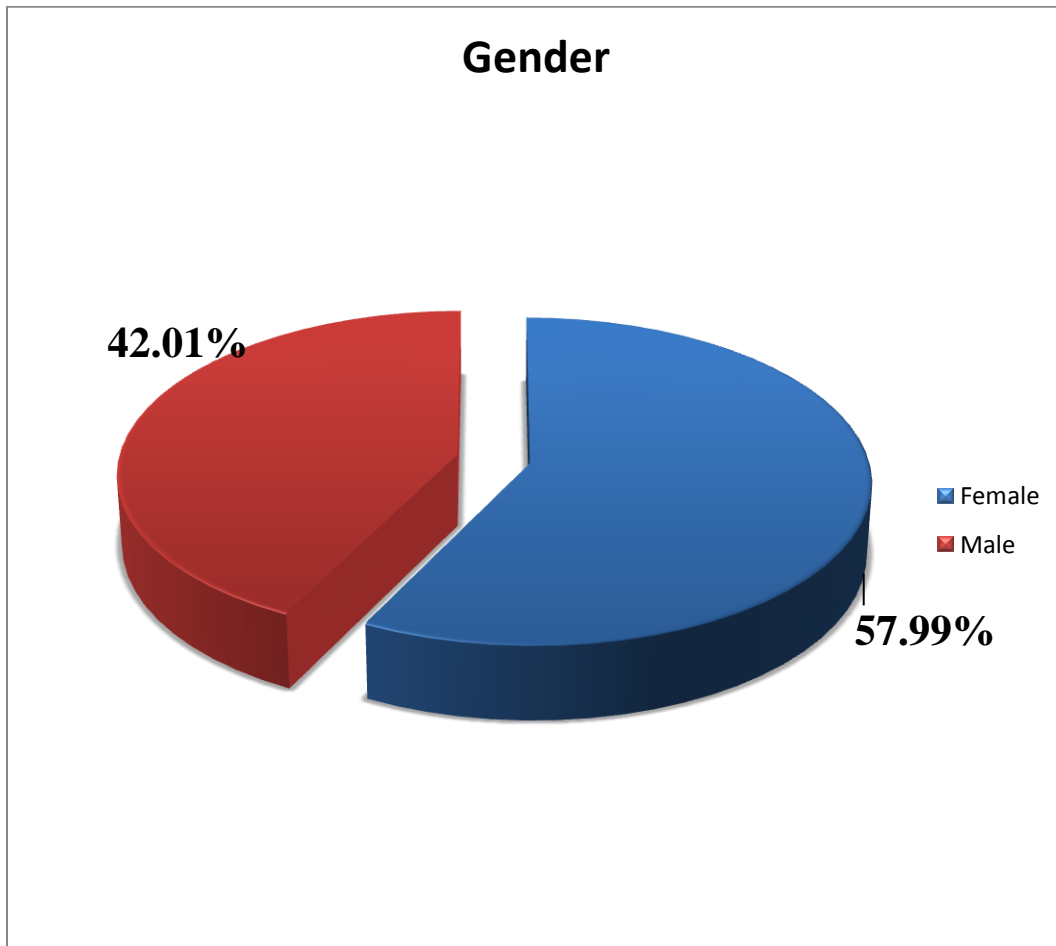
Table 4.2: Gender of Respondents

Gender

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Valid Female	98	57.99	98	57.99
Male	71	42.01	169	100.00
Total	169	100.00	169	

Source: Developed from SAS Enterprise Guide 5.1

Figure 4.2: Gender of Respondents



Source: Developed for research

Both Table 4.2 and Figure 4.2 above show the percentage breakdown into male and female, with the majority of the respondents is female, which is 57.99%, while the male respondents which consists 42.01%. There are 98 female and 71 male out of 169 respondents.

4.1.1.3 Tenure

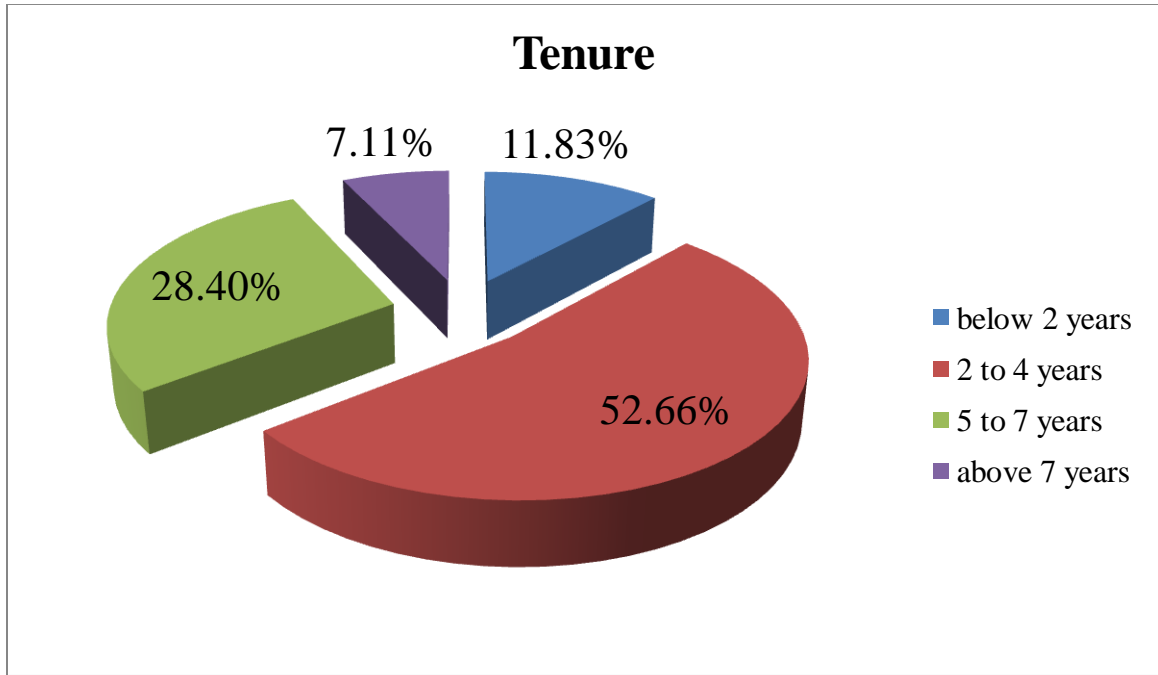
Table 4.3: Tenure of Respondent

Tenure

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Valid Below 2 years	20	11.83	20	11.83
2 to 4 years	89	52.66	109	64.50
5 to7 years	48	28.40	157	92.90
Above 7 years	12	7.11	169	100.00
Total	169	100.00	169	

Source: Developed from SAS Enterprise Guide 5.1

Figure 4.3: Tenure of Respondent



Source: Developed for research

Table 4.3 and Figure 4.3 indicate the tenure of respondent. The highest proportion of respondent is 2 to 4 years with 89 respondents or 52.66%, followed by 5 to 7 years with 48 respondents or 28.40%, while 20 respondents or 11.83% are below 2 years. The least proportion is the proportion representing above 7 years with 12 respondents or 7.11%.

4.1.1.4 Academic Level

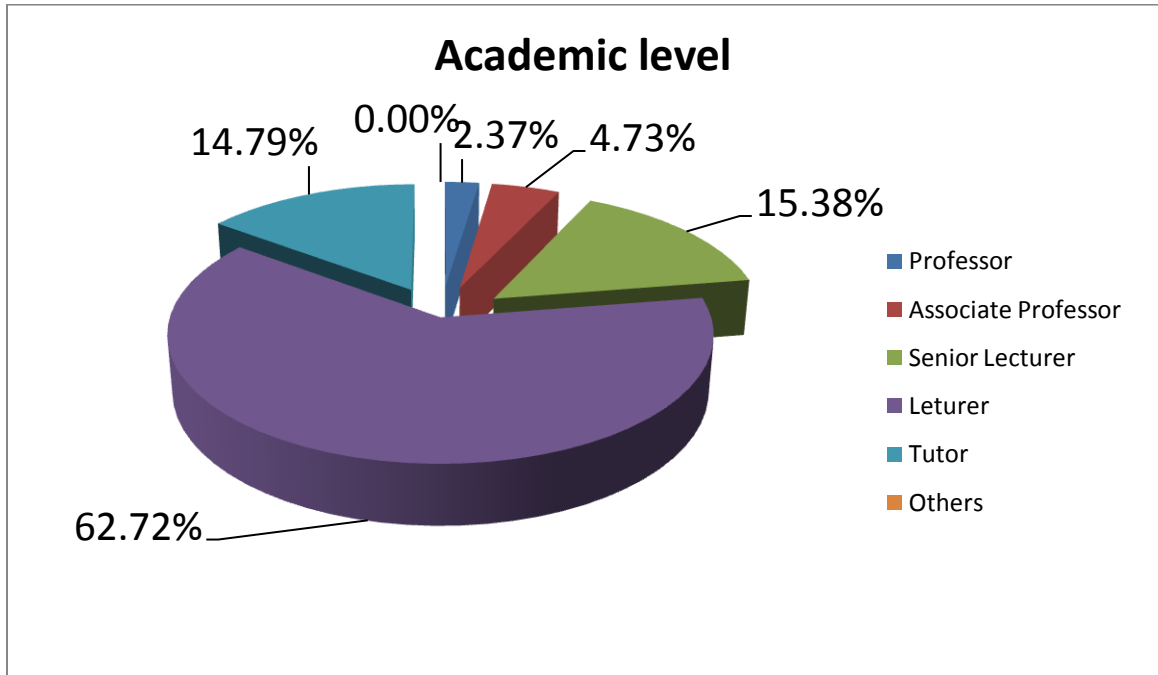
Table 4.4: Academic Level of Respondents

Academic Level

	Frequency	Percent	Cumulative Frequency	Cumulative Percentage
Valid Professor	4	2.37	4	2.37
Associate Professor	8	4.73	12	7.10
Senior Lecturer	26	15.38	38	22.49
Lecturer	106	62.72	144	85.21
Tutor	25	14.79	169	100.00
Others	0	0.00		
Total	169	100.00	169	

Source: Developed from SAS Enterprise Guide 5.1

Figure 4.4: Academic level of Respondents



Source: Developed for research

From the table and figure 4.4 indicate that the academic level of respondents. Majority of the respondents are lecturer who are accounted for 106 respondents or 62.72%, followed by the respondents who are senior lecturer with 26 respondents or 15.38%, the respondents who are tutor with 25 respondents or 14.79% , the respondents who are associate professor with 8 respondents or 4.73%, the respondents who are professor with 4 respondents or 2.37%, lastly respondents that chooses “others” as their academic level is 0.00%.

4.2 Scale Measurement (Reliability Analysis)

According to Zikmund (2003) and Choong, Leong, Leong, Loh and Teo (2013) Measures are free from errors and yield consistent result are the meaning of the reliability. The SAS system is used for reliability analysis to evaluate the independent variable of pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS). For this study, there are 169 respondents involve in the reliability analysis.

Table 4.5: Reliability Statistic

Constructs	Cronbach's Alpha	Number of Items
IV1: Pay level satisfaction	0.920	5
IV2: Career development opportunities	0.938	5
IV3: Procedural justice	0.910	5
IV4: Perceived supervisory support (PSS)	0.923	5
DV: Perceived organizational support (POS)	0.878	5

Source: Developed for the research

Table 4.5 above shows the result of reliability of each measure. Generally, the four independent variables showed a good reliability. Among the variables, Career development opportunities scored the highest value of Cronbach's alpha which is 0.938, representing a very good reliability. Perceived supervisory support (PSS)

obtained a Cronbach's alpha of 0.923, followed by pay level satisfaction is 0.920; procedural justice is 0.910 and perceived organizational support (POS) with 0.878. Since all the variables showed Cronbach's alpha above 0.80, it can be concluded that overall reliability of questionnaire used in this study is consider good.

4.3 Inferential Analyses

The function of inferential analysis is to draw a conclusion about the population characteristics based on the collected sample data (Burns and Bush, 2006). Besides that, the relationship between independent variable with dependent variables is determined by inferential analysis. Inferential analysis will be used to test the five hypotheses include Pearson's Correlation Analysis and Multiple Regression Analysis.

4.3.1 Pearson Correlation Analysis

According to Taylor (1990) a technique of measuring the correlation and it is based on the covariance method is called "Pearson Coefficient Analysis". The direction, strength and significant of the bivariate relationship will be specify by this analysis among the entire variable. That was measures at the level of interval or ratio for example pay level satisfaction, career development opportunities, procedural justice, and supervisory support. Taylor (1990) further explains that the Pearson's product-moment r or r coefficient is often referred by correlation. Both a magnitude and a direction are necessary for correlation r value of either perceived organizational support (POS) positive

or negative. The correlation coefficient takes on values ranging between +1 to -1, where the values is non-dimensional involved with no units (Taylor, 1990). Besides, correlation coefficient with the value of 0 illustrate that no linear relationship in order words no relationship exists between the measured variables. Direction, the stronger is the existing association indicating a more linear relationship between the two variables when the r is closer coefficient approaches ± 1 , (Taylor, 1990).

4.3.1.1 Pay Level Satisfaction and Perceived Organizational Support (POS)

Hypothesis 1

H0: There is no significant relationship between pay level satisfaction and perceived organizational support (POS).

H1: There is significant relationship between pay level satisfaction and perceived organizational support (POS).

Table 4.6: Correlation between Pay Level Satisfaction and Perceived Organizational Support (POS)

Correlations

		Perceived organizational support (POS)
Pay level satisfaction	Pearson Correlation	.816**
	Significant	.000
	N	169

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Developed from SAS Enterprise Guide version 5.1

Direction of relationship

Table 4.6 shows that the perceived organizational support (POS) positive value for correlation coefficient brings a significant relationship between pay level satisfaction and perceived organizational support (POS). The variable of Pay level satisfaction has a 0.816 correlation with the perceived organizational support (POS) variable. Therefore, when pay level satisfaction is high, perceived organizational support (POS) is high.

Strength of relationship

The value 0.816 of this correlation coefficient is fall within coefficient range from ± 0.71 to ± 0.90 . Thus, there is a high relationship between Pay level satisfaction and perceived organizational support (POS).

Significance of relationship

There is significant relationship between pay level satisfaction and perceived organizational support (POS) as alpha value 0.05 is more than p-value 0.000. Thus, null hypothesis (H0) is rejected whereas alternative hypothesis (H1) is accepted.

4.3.1.2 Career Development Opportunities and Perceived Organizational Support (POS)

Hypothesis 2

H0: There is no significant relationship between career development opportunities and perceived organizational support (POS).

H2: There is significant relationship between career development opportunities and perceived organizational support (POS).

Table 4.7: Correlation between Career Development Opportunities and Perceived Organizational Support (POS)

Correlations		Perceived organizational support (POS)
Career development opportunities	Pearson Correlation	.799**
	Significant	.000
	N	169

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Developed from SAS Enterprise Guide version 5.1

Direction of relationship

Table 4.7 shows that the perceived organizational support (POS) positive value for correlation coefficient brings a significant relationship between career development opportunities and perceived organizational support (POS). The variable of career development opportunities has a 0.799 correlation with the perceived organizational support (POS) variable. Therefore, when career development opportunities are high, perceived organizational support (POS) is high.

Strength of relationship

The value 0.799 of this correlation coefficient is fall within coefficient range from ± 0.71 to ± 0.90 . Thus, there is a high relationship between career development opportunities and perceived organizational support (POS).

Significance of relationship

There is significant relationship between career development opportunities and perceived organizational support (POS) as alpha value 0.05 is more than p-value 0.000. Thus, null hypothesis (H0) is rejected whereas alternative hypothesis (H1) is accepted.

4.3.1.3 Procedural Justice and Perceived Organizational Support (POS)

Hypothesis 3

H0: There is no significant relationship between procedural justice and perceived organizational support (POS).

H3: There is significant relationship between procedural justice and perceived organizational support (POS).

Table 4.8: Correlation between Procedural Justice and Perceived Organizational Support (POS)

Correlations

		Perceived organizational support (POS)
Procedural justice	Pearson Correlation	.808**
	Significant	.000
	N	169

** . Correlation is significant at the 0.05 level.

Source: Development from SAS Enterprise Guide version 5.1

Direction of relationship

Table 4.8 shows that the perceived organizational support (POS) positive value for correlation coefficient brings a significant relationship between procedural justice and perceived organizational support (POS). The variable of procedural justice has a 0.808 correlation with the perceived organizational support (POS) variable. Therefore, when procedural justice is high, perceived organizational support is high.

Strength of relationship

The value 0.799 of this correlation coefficient is fall within coefficient range from ± 0.71 to ± 0.90 . Thus, there is a high relationship between Procedural justice and perceived organizational support (POS).

Significance of relationship

There is significant relationship between procedural justice and perceived organizational support (POS) as alpha value 0.05 is more than p-value 0.000. Thus, null hypothesis (H0) is not accepted whereas alternative hypothesis (H1) is accepted.

4.3.1.4 Perceived Supervisory Support (PSS) and Perceived Organizational Support (POS)

Hypothesis 4

H0: There is no significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS).

H4: There is significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS).

Table 4.9: Correlation between Perceived Supervisory Support (PSS) and Perceived Organizational Support (POS)

Correlations

		Perceived organizational support (POS)
Perceived supervisory support (PSS)	Pearson Correlation	.762**
	Significant	.000
	N	169

** . Correlation is significant at the 0.05 level.

Source: Development from SAS Enterprise Guide version 5.1

Direction of relationship

Table 4.9 shows that the perceived organizational support (POS) positive value for correlation coefficient brings a significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS). The variable of perceived supervisory support (PSS) has a 0.762 correlation with the perceived organizational support (POS) variable. Therefore, when perceived supervisory support (PSS) is high, perceived organizational support (POS) is high.

Strength of relationship

The value 0.762 of this correlation coefficient is fall within coefficient range from ± 0.71 to ± 0.90 . Thus, there is a high relationship between perceived supervisory support (PSS) and perceived organizational support (POS).

Significance of relationship

There is significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS) as alpha value 0.05 is more than p-value 0.000. Thus, null hypothesis (H0) is not accepted whereas alternative hypothesis (H1) is accepted.

4.3.2 Multiple Linear Regression Analysis

The methods that can use exceed one independent variable to explain variance in a dependent variable is called multiple linear regression analysis.

Hypothesis 5

H0: The four independent variables: pay level satisfaction, career development opportunities, procedural justice, and perceived supervisory support (PSS) are not significantly explaining the variance in perceived organizational support (POS).

H5: The four independent variables: pay level satisfaction, career development opportunities, procedural justice, and perceived supervisory support (PSS) are significantly explaining the variance in perceived organizational support (POS).

Table 4.10: Table of Model Summary (Pay level satisfaction, career development opportunities, procedural justice, perceived supervisory support (PSS))

Model	R	R Square	Adjusted R Square
1	.927	.859	.855

- a. Predictors: (Constant), pay level satisfaction, career development opportunities, procedural justice, perceived supervisory support (PSS)
- b. Dependent variable: Perceived organizational support (POS)

Source: Developed from SAS Enterprise Guide Version 5.1

From Table 4.10, The R value represents correlation coefficients between dependent and independent variables. The correlation coefficient (R) of four independent variables (pay level satisfaction, career development opportunities, procedural justice, and perceived supervisory support (PSS) correlate with dependent variable perceived organizational support (POS) is 0.927. Thus, the four independent variable and dependent variable have a perceived organizational support (POS) positive and correlation between each other's.

From Table 4.10, the R square reported is 0.859. It indicates that the independent variables (pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS) can explain 85.9% of the variation in dependent variable perceived organizational support (POS) . However, 14.1% (100%-85.9%) still remains uncompleted explained in this study. there is still other important variable in explaining perceived organizational support (POS) that has not been measured in this research.

Table 4.11: ANOVA (Pay level satisfaction, career development opportunities, procedural justice, perceived supervisory support)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	110.328	4	27.582	249.07	.000
Residual	18.161	164	.111		
Total	128.489	168			

- a. Predictors: (Constant), pay level satisfaction, career development opportunities, procedural justice, perceived supervisory support (PSS)
- b. Dependent variable: Perceived organizational support (POS)

Source: Developed from SAS Enterprise Guide Version 5.1

From Table 4.11 it shows that the alpha value 0.05 is more than p-value which is 0.000. Other than that, the value of 249.07 shows significant in F-statistic. Therefore, H5 is accepted with the independent variable which is pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS) are significant to the variation variable of perceived organizational support (POS). Thus, this model can describe the relation between dependent and predictor variable very well.

Table 4.12: Coefficients (Pay level satisfaction, career development opportunities, procedural justice, perceived supervisory support)

Model	Unstandardized Coefficients		Standardized Coefficient	t	Significant
	B	Std. Error	Beta		
1. (Constant)	.552	.110	0	5.03	<.000
2. Pay level satisfaction	.293	.034	.363	8.58	<.000
3. Career Development Opportunities	.250	.038	.290	6.59	<.000
4. Procedural justice	.252	.042	.284	5.95	<.000
5. Perceived supervisory support (PSS)	.108	.038	.134	2.83	.005

Dependent variable: Perceived organizational support (POS)

Source: Developed from SAS Enterprise Guide Version 5.1

The factors that determine the impact of human resource practices towards perceived organizational support (POS) are the four independent variables. The equation is show below:

Regression Equation

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Based on the Table 4.17, the regression equation for Perceived organizational support (POS) is:

$$\text{Perceived organizational support (POS)} = 0.552 + 0.293 (\text{Pay level satisfaction}) + 0.250 (\text{Career Development Opportunity}) + 0.252 (\text{Procedural justice}) + 0.108 (\text{Perceived supervisory support (PSS) (PSS)})$$

Where:

Y = Perceived organizational support (POS)

a = Regression Constant

X1 = Pay level satisfaction

X2 = Career development opportunities

X3 = Procedural justice

X4 = Perceived supervisory support (PSS)

Based on the table 4.12, pay level satisfaction are the independent variables that have the highest variation of the dependent variable perceived organizational support (POS) because the B coefficient value for this predictor variable is the largest with 0.293. Therefore, every unit increase in pay level satisfaction, perceived organizational support (POS) will increase by 0.293. The second contributor is procedural justice with B coefficient value of 0.252. Therefore, every unit increase in procedural justice, perceived organizational

support (POS) will increase 0.252. The third predictor is career development opportunities with B coefficient value of 0.250 therefore increase in one unit of career development opportunity will increase 0.250 perceived organizational support (POS). The last predictor is perceived supervisory support (PSS) with B coefficient value of 0.108. Thus for every unit increase in perceived supervisory support (PSS) will increase 0.108 in perceived organizational support (POS).

Based on Table 4.12, the independent variable that indicates most significant is Pay level satisfaction with the 8.58 of t-value and the alpha value of 0.05 is more than p-value which is 0.000. This indicates that the pay level satisfaction is significant determine the impact of human resource practices towards perceived organizational support (POS).

Besides, the independent variable that indicates second most significant is career development with the 6.59 of t-value and the alpha value of 0.05 is more than p-value which is 0.000. This indicated that the career development opportunity is to determine the impact of human resource practices towards perceived organizational support (POS).

The independent variable that indicates third most significant is procedural justice with 5.95 of t-value and the alpha value of 0.05 is more than p-value which is 0.000. This represents that procedural justice is significant to predict the impact of human resource practices towards perceived organizational support (POS).

The independent variable that indicates last most significant is perceived supervisory support (PSS) with 2.83 of t-value and the alpha value of 0.05 is more than p-value which is 0.000. This represent that perceived supervisory support (PSS) is significant to predict the impact of human resource practices towards perceived organizational support (POS).

4.4 Conclusion

As a conclusion, it is completely summarized and interpreted the SAS output and the data is acquired from the questionnaires. There are three parts of the data analyzing that include inferential analysis, descriptive analysis and scale measurement. The analysis outcome as well as interpretations obtain for the research is useful to continue the chapter 5 that consists conclusions, implications and overall research discussion.

CHAPTER 5: CONCLUSION

5.0 Introduction

Conducted descriptive, reliability and inferential analyses on data had done in the chapter 4. In this chapter, we are going to summarize the statistical analyses and discuss about the results of the analyses in depth. After that, implications of the study will also be presented. Besides, the disadvantages of the study and suggestions for future study will be included. Lastly, overall conclusion of the entire study will be served as the end of this study.

5.1 Summary of Statistical Analyses

5.1.1 Respondent Demographic Profile

Chapter 4 results show that, the majority respondents consist of 31-40 years old which is 33.73% from the overall 169 respondents. There are 31.36% of 21-30 years old, 24.26% of 41-50 years old and 10.65% of respondents are above 50 years old. The percentage of the female respondents is 57.99% and

the percentage of the male respondents is 42.01% which is show in the demographic of the respondents.

Majority of the respondents in UTAR Perak Campus have tenure in this organization for 2-4 years which cover 52.66% of the total respondents. There are 28.40% of respondents have tenure in this organization for 5-7 years old, 11.83% of respondents have tenure below 2 years and 7.11% of respondents have tenure above 7 years in this organization. There are 67.72% of respondents in UTAR Perak Campus is lecturer, 15.38% is senior lecturer, 14.79% is tutor, 4.73% is associate professor and 2.37% is professor.

5.1.2 Scale Measurement

5.1.2.1 Internal Reliability Test

Reliability test and Cronbach's alpha were applied to examine the 25 items which used to evaluate the internal consistencies of five constructs in the questionnaire. The alpha coefficient of career development opportunities is 0.938, perceived supervisory support (PSS) is 0.923, pay level satisfaction is 0.920, procedural justice is 0.910 and perceived organizational support (POS) is 0.878. According to Sekaran (2010), as the result exceeded the minimum accepted level of 0.6, all the constructs used are found to have the internal consistency reliability. Hence, all the constructs show a Cronbach's Alpha value of more than 0.6 which represents consistencies and stabilities of the measurement in this research.

5.1.3 Summary of Inferential Analyses

Table 5.1: Summary of Inferential Analyses

Hypotheses	Results
<p>H1: There is a significant relationship between pay level satisfaction and perceived organizational support (POS).</p>	<p>Accept H1, There is significant relationship between pay level satisfaction and perceived organizational support (POS). (r = 0.816, p-value = 0.000<0.05)</p>
<p>H2: There is a significant relationship between career development opportunities and perceived organizational support (POS).</p>	<p>Accept H2, There is significant relationship between career development opportunities and perceived organizational support (POS). (r = 0.799, p-value = 0.000<0.05)</p>
<p>H3: There is a significant relationship between procedural justice and perceived organizational support (POS).</p>	<p>Accept H3, There is significant relationship between procedural justice and perceived organizational support (POS). (r = 0.808, p-value = 0.000<0.05)</p>

H4: There is a significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS) . Accept H4,
 There is significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS).
 (r = 0.762, p-value = 0.000<0.05)

H5: There is a significant relationship between all the independent variables (Pay level satisfaction, career development opportunities, procedure justice and perceived supervisory support) with dependent variable (Perceived organizational support). Accept H5,
 There is significant relationship between all the independent variables (Pay level satisfaction, career development opportunities, procedure justice and perceived supervisory support) with dependent variable (Perceived organizational support).

$$\begin{aligned} \text{POS} = & \\ & 0.552 + \\ & 0.293 (\text{Pay level satisfaction}) + \\ & 0.250 (\text{Career development} \\ & \text{opportunities}) + \\ & 0.252 (\text{Procedural justice}) + \\ & 0.108 (\text{Perceived supervisory} \\ & \text{support}) \end{aligned}$$

(R square= 0.859,
 p-value = 0.000<0.05)

Source: Developed for the research

5.2 Discussion of Major Findings

Table 5.2 Summary of the Result of Hypotheses Testing

Hypotheses	Supported	Not Supported
There is a significant relationship between <i>pay level satisfaction</i> and <i>perceived organizational support (POS)</i> .	$\beta = 0.816$ $p = 0.000 < 0.05$	
There is a significant relationship between <i>career development opportunities</i> and <i>perceived organizational support (POS)</i> .	$\beta = 0.799$ $p = 0.000 < 0.05$	
There is a significant relationship between <i>procedural justice</i> and <i>perceived organizational support (POS)</i> .	$\beta = 0.808$ $p = 0.000 < 0.05$	
There is a significant relationship between <i>perceived supervisory support (PSS)</i> and <i>perceived organizational support (POS)</i> .	$\beta = 0.762$ $p = 0.000 < 0.05$	

Source: Developed for research

5.2.1 Relationship between Pay Level Satisfaction and Perceived Organizational Support (POS)

H1: There is a significant relationship between pay level satisfaction and perceived organizational support (POS).

Result from Chapter 4 show the relationship between pay level satisfaction and perceived organizational support (POS) is significant as alpha value 0.05 is more than p-value 0.000. The correlation coefficient value of 0.816 indicate that pay level satisfaction have significant relationship with perceived organizational support (POS). Thus, when pay level is high, the perceived organizational support (POS) will be high.

This finding is being supported by several studies where it indicates that there is a significant relationship between pay level satisfaction and perceived organizational support (POS). According to Shore and Tetrick (1991) they state that there is a significant relationship between staff Pay level satisfaction with perceived organizational support (POS). Eisenberger, Fasolo and Davis-LaMastro (1990) contented perceived organizational support (POS) has a perceived organizational support (POS) positive relationship with performance reward expectation. It's also shows that employees with higher perceived organizational support (POS) are expected to get higher reward with their high performance. This is often referred as norm of reciprocity. As according to the norm of reciprocity, employees are more likely to feel obligated in their role in social exchange by repaying the organization in exchange for a beneficial treatment or rewards they

might get in return (Eisenberger, Huntington, Hutchison & Sowa, 1986). These exchange relationships tend to support each other over time (Aselage & Eisenberger 2003). Whereas in economic term performance is strictly related to pay. Thus this leads to one commitment towards the organizational will be high due to they get higher pay or rewards from their hard work.

Meyer & Smith (2000), Allen, Griffeth & Shore (2003) and Tan (2008) also found that employee evaluations desirable rewards from the organization were antecedents of perceived organizational support (POS). Rhoades, Eisenberger & Armeli (2001) had proved the relationship of pay level satisfaction and perceived organizational support (POS) through 367 university graduates about the organizational rewards. Its further illustrate that employees have favorable perception towards their pay level. Researchers Eisenberger, Cummings, Armeli, and Lynch (1997) found the relationship between pay level satisfaction and perceived organizational support (POS) shows a strong and significant perceived organizational support (POS) positive relationship. It's stated that employees believe their contributions towards the organization will be perceived organizational support (POS) positively rewarded (Nielsen, 2006). Hence based on the findings it hypothesized that employee have a perceived organizational support (POS) positive impact towards the perceived organizational support (POS) when he or she felt satisfied with their pay.

5.2.2 Relationship between Career Development Opportunities and Perceived Organizational Support (POS)

H2: There is a significant relationship between career development opportunities and perceived organizational support (POS).

Result from Chapter 4 show the relationship between career development opportunities and perceived organizational support (POS) is significant as alpha value 0.05 is more than p-value 0.000. The correlation coefficient value of 0.799 indicates that career development opportunities have significant relationship with perceived organizational support (POS). Thus, when career development opportunities is high, staff's perceived organizational support (POS) is high.

From Chapter 4's result, the research result is also proven by Rhoades, Eisenberger and Armeli (2001) that career development opportunities has been perceived organizational support (POS) positively related to employees' to perceived organization opportunities because career development opportunities can be seen as one form of perceived organizational support (POS) (Rhoades & Eisenberger, 2002).

Kraimer, Liden, Seibert and Wayne (2003) explain there are perceived organizational support (POS) positive relationship between organizational career opportunities and perceived career support. Because of perceived career support, employees believe the company

concerns about their required career and objectives. If there is any opportunity participates in activities together with superior, this can increase employees' perceived organizational support (POS).

Importantly, employee growths not only results in perceived organizational support (POS), but it can also assist increase an employee's effectiveness (Tansky & Cohen, 2001). Gutteridge, Leibowitz, and Shore (1993) found that career development opportunities are significantly increase in employee retention, skills, morale, and empowerment. Besides, the involvement in effective career development programs is perceived as an investment by the organization and is a form of perceived organizational support (POS) (Sarabia, 2002). Therefore, participation in effective career development programs should help the individual employee, and also benefit the company with increased organizational commitment. These researchers also prove that satisfaction with employee career development was perceived organizational support (POS) positively related to perceived organizational support (POS).

As a conclusion, based on the previous studies and result outcomes, the perceived organizational support (POS) positive relationship between career development opportunities and perceived organizational support (POS) was convincing.

5.2.3 Relationship between Procedural Justice and Perceived Organizational Support (POS)

H3: There is a significant relationship between procedural justice and perceived organizational support (POS).

Result from Chapter 4 show the relationship between procedural justice and perceived organizational support (POS) is significant as alpha value 0.05 is more than p-value 0.000. The correlation coefficient value of 0.808 indicates that procedural justice has significant relationship with perceived organizational support (POS).

This finding is being supported by several studies (Shore & Wayne, 1993; Fasolo, 1995; Settoon, Bennett & Liden, 1996; Cropanzano, Howes, Grandey & Toth, 1997; Wayne, Shore & Liden, 1997; Moorman, Blakely & Niehoff, 1998; O'Driscoll & Randall, 1999; Masterson, Lewis, Goldman & Taylor, 2000; Aryee & Chay, 2001; Kaufman, Stamper & Tesluk, 2001; Rhoades & Eisenberger, 2002; Wayne, Shore, Bommer & Tetrick, 2002) where it indicated there is significant relationship between procedural justice and perceived organizational support (POS) . Thus, when employees perceive their organization to be procedurally just, they tend to feel that their organization cares their giving and their welfare. This situation is supported by organizational support theory, which proposes that employees' perceptions of organizational motives which are favorable treatment to them should be contributed by the organization (Eisenberger et al, 1986).

This research suggests that when employees are provided with the motivation behind major work decisions, they perceive their organization to be procedurally just and tend to perceive their organization as supportive of their contributions (Kogan, 2004).

5.2.4 Relationship between Perceived Supervisory Support (PSS) and Perceived Organizational Support (POS).

H4: There is a significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS).

Result from Chapter 4 show the relationship between perceived supervisory support (PSS) and perceived organizational support (POS) is significant as alpha value 0.05 is more than p-value 0.000. The correlation coefficient value of 0.762 indicates that perceived supervisory support (PSS) have relationship with perceived organizational support (POS). Thus, when perceived supervisory support (PSS) is high, perceived organization support (POS) is high.

The result of this research has been proven by Shanock and Eisenberger (2006), in which they found that perceived supervisory support (PSS) has perceived organizational support (POS) positive relationship with perceived organizational support (POS). Supervisors

play an important role in guiding and estimating employees, such treatment make employees attribute the supportiveness not only to the supervisor's personal feelings, but also whole organization. Therefore, perceptions of supervisors' support will affect employees' perceived organizational support (POS).

Besides, Eisenberger, Stinglhamber, Vandenberghe, Sucharski, and Rhoades (2002) claim that longitudinal panel's propose the perception of employees' supervisor treasured their dedications and concerned about their welfare was absolutely has an impact on employees' perceived organizational support (POS) (Kottke & Sharafinski, 1988; Malatesta, 1995; Yoon, Han & Seo, 1996; Yoon & Lim, 1999; Stinglhamber & Vandenberghe, 2003).

Researchers Tepper and Taylor (2003) further explain their ideas to the relationship between employees and supervisors. They discussed those supervisors who treating subordinate better when they perceived treated equally by the organization. Therefore, researcher Tepper and Taylor (2003) stated that employees feel that they had obtained equally behavior was perceived organizational support (POS) positively linked to their supervisors, involving support with challenging assignment, showing respect, and assist in building the skill.

According to the study from the organizational support literature shows that if supervisors are support their employees, this behavior such as improved performance and reduced work stress (Viswesvaran, Sanchez & Fisher, 1999; Rhoades & Eisenberger, 2002). Perceived supervisory support (PSS) must create a felt responsibility to assist

supervisors reach their objectives (Stinglhamber & Vandenberghe, 2003).

As a conclusion, there are many evidence can prove the perceived organizational support (POS) positive relationship between perceived supervisory support (PSS) and perceived organizational support (POS) .

5.3 Implications of the Study

5.3.1 Theoretical Implication

In this research, this study has developed a model which integrates the variables that will influence academic staff' perceived organizational support (POS). This contribution is useful as there is a limited study in the relationship of independent variables (pay level satisfaction, career development opportunities, procedural justice, and perceived supervisory support) and perceived organizational support (POS), especially in educational industry. The findings identified that pay level satisfaction, career development opportunity, procedural justice, and perceived supervisory support (PSS) have a significant perceived organizational support (POS) positive relationship towards academic staff' perceived organizational support (POS) .

5.3.2 Managerial Implications

First, based on the findings, perceived organizational support (POS) had a strong and significant relationship with employee satisfaction with their pay (Shore & Tetrick, 1991). Since the employee sometimes needs to work overtime and to solve complicated problems so that they should receive reasonable reward (Tan, 2008). Pay that organizations provide to employee is an important predictor of perceived organizational support (POS) and equitable rewards had consistent effects on positive worker attitudes and behaviors (Gould-Williams, 2007). Thus, managers should offer satisfied pay in order to retain the diligent and qualified employee in the workplace.

Second, the research findings indicated that career development opportunity has a strong and significant relationship with perceived organizational support (POS) which matches with the prior studies (Allen et al., 2003; Meyer & Smith, 2000; Wayne et al., 1997). This study has found that there is a strong and significant impact between career development opportunities and perceived organizational support (POS). Organizations should offer staff with opportunities to broaden their talent and increase their competences in order to assist employees to meet their personal needs, there is indicate that employees' well-being had supportive and care about. (Allen et al., 2003; Meyer & Smith, 2000; Wayne et al., 1997).

Third, research that found by Shore and Wayne (1993) there is a strong and significant relationship between procedural justice and perceived organizational support (POS). The researchers further indicated that employee are tend to feel that their organization cares and respect them when employees perceive their organization to be procedurally justice. Procedural justice is

important to employees to stay loyal and increase their perceived organizational support (POS) in order to increase higher levels of productivity and loyalty. Organizations might provide training programmed to employee purpose in enhancing fair procedures using in assigning results and developing their autonomy-supportive behaviors to enhance job satisfaction and job performance.

Finally, according to Rhoades and Eisenberger (2002) there is a strong and significant relationship between perceived supervisory support (PSS) and perceived organizational support (POS). According to Pazy and Ganzach (2009) the immediate supervisory plays an important role in provide support and facilitate performance to employee. Thus, when employee gets a beneficial treatment from their supervisor, this could indirectly increase the perceived organizational support (POS) such as fair treatment, flexible, and attributed to the procedures and policies of the organization (Rhoades et al., 2001; Eisenberger et al., 2002). Besides, supervisor must provide recognition to the individuals who always put efforts and contributions to the organization. This could increase the employee motivation in performing their work and retain employee in order to stay loyalty with the organization.

5.4 Limitations of the Study

Several disadvantages that have been found during the process of completing this research study. Participation of the respondents is one of the limitations. Is might be difficult to involve every single respondents in the questionnaires because it is time consuming to answer the questionnaire and every academic staff in UTAR Perak

campus have different working hours, some of the academic staff even need to do their own research. Therefore, the researchers faced problem in collecting back the 200 sets of questionnaires but the respondents had tried their best to cooperate in order to submit the questionnaire on time.

Besides, the limiting factors in our research include time and cost. The time frame to carry out this study is almost seven months. In this short period, the researchers needed to set the research title, searching and collecting related information, designation and distribution of questionnaires, and analyzing the data by using the SAS system. Therefore, it considered a very short time period and might be an insufficient time to conduct a perfect research for all the five researchers that are full time undergraduates as compared to the full time researchers. Furthermore, there had no any sponsorship from the outsider or the university by conducting the research, all the cost to conduct the questionnaire such as printing cost, and others administration expenses had to be borne by only the five researchers.

Finally, there might not be sufficient to receive the data analysis because of the limitation scope of survey. In this research have only target sample sizes of 200 respondents which are considered a very small sample size and it may not received accurate and reliable results. This is because the questionnaires were only distributed to UTAR Perak campus. This might pose as a limiting factor in representing all UTAR that are located in different state in Malaysia.

5.5 Recommendation for Future Research

When we doing our research, gaps in data coverage and time have been identified and some of the most related problems are explained in the above chapters, we summarized briefly in the following and it may provide some guides for future research related to the topic of the impact of human resource practices towards perceived organizational support (POS) of academic staff.

Since our research is only based on the data collected from only UTAR Perak campus, the results of our study were lack of adequate representation of the whole picture of education industry in Malaysia. Any future research should involve more academic staff in Malaysia while he/she does the research regarding the topic of the impact of human resource practices towards perceived organizational support (POS) of academic staff in order to create a more accurate overall view.

Moreover, we suggest that future researcher may conduct qualitative research instead of quantitative research that we used. The qualitative research can solve the weaknesses of quantitative research. It is able to provide further understanding and explanation of people's personal viewpoint or experiences of phenomena by describing in rich detail. This is beneficial for providing more adequate data and able to ease the process of data analysis.

Finally, future research can include some other different variables which did not include in this research to investigate the impact of human resource practices towards perceived organizational support (POS) of academic staff. Other variable such as

training and performance appraisal can be examined to predict the academic staff's perceived organizational support (POS) in academic industry.

5.6 Conclusion

The research provides a better understanding about the factors affecting perceived organizational support (POS) in the education industry is known. based on the researches, the four factors identified as pay level satisfaction, career development opportunities, procedural justice, and perceived supervisory support (PSS) may affect the perceived organizational support (POS) in education industry. The study indicates that there is a significant relationship between pay level satisfaction, career development opportunities, procedural justice, perceived supervisory support (PSS) (independent variable) and perceived organizational support (POS) (dependent variable) of staff from the education industry.

In conclusion, the results of this study may be useful to Universiti Tunku Abdul Rahman (UTAR) which is the organization wish to improve the perceived organizational support (POS) among academic staff. It can improve the perceived organizational support (POS) by improving pay level satisfaction of academic staff. Appropriate pay level may motivate the staff in order to enhance perceived organizational support (POS). Perceived organizational support (POS) can also be created by providing more Career development opportunities as well. Besides, the organization treat their staff fairly will improve working performance and also perceived organizational support (POS). Organization staff will perform better when their supervisory support them in working area. Thus, academic staff would have a higher level of perceived organizational support (POS) towards the organization.

Besides pay level satisfaction, career development opportunities, procedural justice and perceived supervisory support (PSS), the educational administrators ought to be aware of other variables that might have significant impacts on the perceived

organizational support (POS) towards the organization. Thus, further study should be carried out to seek for the efficient ways to improve academic staff's perceived organizational support (POS) towards the organization.

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APPENDICES

Appendix A: Questionnaire Survey Permission Letter



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

20th January 2014

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.

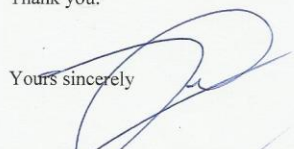
The students are as follows:


<u>Name of Student</u>	<u>Student ID</u>
FOONG SOK KEE	10ABB04320
HENG XIANG YING	10ABB06015
NG CHEE MUN	10ABB02699
CHAI YUE XING	10ABB03242
CHAI SYE MAY	10ABB04642

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


.....
Ms Teo Pei Ni
Supervisor,
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Appendix B: Questionnaire



Universiti Tunku Abdul Rahman

Dear Respondents,

We are students who pursuing Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). We are currently doing our Final Year Project with title “**The Impact of Human Resource Practices towards Perceived Organizational Support (POS) of Academic Staff in UTAR Perak Campus**”.

The purpose of this research is to identify the relationship between human resource practices and perceived organizational support (POS). This research will help the organization to know whether the factors of human resource practices will affect perceived organizational support (POS) of employees.

This questionnaire consists of 3 sections. Section A is about the human resource practices that will affect the perceived organizational support (POS) of employees, section B is about the perceived organizational support (POS) of employees, and section C is the demographic variables that will affect the perceived organizational support (POS) of academic staff in UTAR Perak campus.

Finally, please read the instructions carefully before answering the question. Thank you for your cooperation and willingness to answer the questionnaire. Your response will be kept confidential and be used solely for academic purpose.

Students' Name	ID
Chai Sye May	10ABB04642
Chai Yue Xing	10ABB03242
Foong Sok Kee	10ABB04320
Heng Xiang Ying	10ABB06015
Ng Chee Mun	10ABB02699

Questionnaire

Section A: Assessment of Human Resource Practices

Please answer all the questions by circling the number that best reflects your opinion about the statement. Circle only one answer.

1 — Strongly Disagree (SD)

2 — Disagree (D)

3 — Neutral (N)

4 — Agree (A)

5 — Strongly Agree (SA)

Pay Level Satisfaction

Pay level satisfaction	SD	D	N	A	SA
1. My paid is fair amount for the work I perform.	1	2	3	4	5
2. I feel satisfied with my chances for the salary increases.	1	2	3	4	5
3. The raises I have typically in the past.	1	2	3	4	5
4. My benefits are comparable to those offered by other organizations.	1	2	3	4	5
5. Overall, I'm satisfied with this organization's benefits package.	1	2	3	4	5

Career Development Opportunities

Career development opportunities	SD	D	N	A	SA
1. I have the opportunity for career development within organization.	1	2	3	4	5
2. I am encouraged to take the initiative in determining my own career development.	1	2	3	4	5
3. I have a good idea about the career opportunities open to me at organization.	1	2	3	4	5
4. I find it easy to apply the training I have received.	1	2	3	4	5
5. There are opportunities for me to cross-train and learn new skills.	1	2	3	4	5

Procedural Justice

Procedural justice	SD	D	N	A	SA
1. The management of incentive allocation in the office is fair.	1	2	3	4	5
2. The secretariat office establishes appropriate rules and methods in incentive allocations.	1	2	3	4	5
3. I am usually told about important things that are happening in this work organization.	1	2	3	4	5
4. The incentive allocation is based on unit performance appropriately.	1	2	3	4	5
5. Rules and methods in incentive allocation in your unit are fair to everyone.	1	2	3	4	5

Perceived Supervisory Support (PSS)

Perceived supervisory support (PSS)	SD	D	N	A	SA
1. My supervisor cares about my opinions.	1	2	3	4	5
2. My work supervisor really cares about my well-being.	1	2	3	4	5
3. My supervisor strongly considers my goals and values.	1	2	3	4	5
4. My supervisor shows much concern for me.	1	2	3	4	5
5. My supervisor assists me to apply the knowledge and skills learned from the training.	1	2	3	4	5

Section B: Assessment of Perceived Organizational Support (POS)

Perceived organizational support (POS)	SD	D	N	A	SA
1. My organization really cares about my well-being.	1	2	3	4	5
2. My organization strongly considers my goals and values.	1	2	3	4	5
3. My organization cares about my opinions.	1	2	3	4	5
4. My organization is willing to help me when I need a special favor.	1	2	3	4	5
5. My organization would forgive an honest mistake on my part.	1	2	3	4	5

Section C: Demographic Variables (General Information)

Please select the appropriate answer by tick (✓) only one answer.

1. Age :

- 21 – 30 years old
- 31 – 40 years old
- 41 – 50 years old
- Above 50 years old

2. Gender :

- Female
- Male

3. Tenure:

- Less than 2 year
- 2 to 4 years
- 6 to 8 years
- More than 8 years

4. Academic level:

- Professor
- Associate Professor
- Senior Lecturer
- Lecturer
- Tutor
- Others (Please state): _____

Thank you very much for the participation.

Your time and opinions are greatly appreciated!

Appendix C: SAS Process Flow 1

The screenshot displays the SAS Enterprise Guide interface. A 'New Data' dialog box is open, showing the '2 of 2 Create columns and specify their properties' step. The dialog has two main sections: 'Columns' and 'Column Properties'.

Columns:

Name	Length (in bytes)
POSQ2	8
POSQ3	8
POSQ4	8
POSQ5	8
AGE	8
GENDER	8
TENURE	8
ACADEMIC...	8
PLS AVR	8
COO AVR	8
PJ AVR	8
PSS AVR	8
POS AVR	8

Column Properties:

Name	PLS AVR
Label	PLS AVR
Type	Numeric
Group	Numeric
Length	8
Display format	
Read-in format	

Buttons at the bottom of the dialog include '<Back', 'Next>', 'Finish', 'Cancel', and 'Help'. The background shows a data grid with columns POSQ5, AGE, GENDER, TENURE, ACADEMIC LEVEL, and A0-A3.

SAS Process Flow 2

SAS Enterprise Guide - sas.egp

Tools Help beg Process Flow

HR_PRACTICES_POS_3

Filter and Sort Query Builder Data Describe Graph Analyze Export Send To

	PLSQ1	PLSQ2	PLSQ3	PLSQ4	PLSQ5	CDOQ1	CDOQ2	CDOQ3	CDOQ4	CDOQ5	P. ^
1	1	2	1	2	1	2	1	2	1	2	
2	1	2	1	2	1	2	1	2	1	2	
3	1	2	1	2	1	2	1	2	1	2	
4	1	2	1	2	1	2	1	2	1	2	
5	1	2	1	2	1	2	1	2	1	2	
6	2	1	2	1	1	2	3	3	2	1	
7	2	1	2	1	1	2	3	3	2	1	
8	2	1	2	1	1	2	3	3	2	1	
9	2	1	2	1	1	2	3	3	2	1	
10	2	1	2	1	1	2	3	3	2	1	
11	3	2	3	3	2	1	2	1	2	1	
12	3	2	3	3	2	1	2	1	2	1	
13	3	2	3	3	2	1	2	1	2	1	
14	3	2	3	3	2	1	2	1	2	1	
15	3	2	3	3	2	1	2	1	2	1	
16	1	2	2	2	3	1	2	1	2	3	
17	1	2	2	2	3	1	2	1	2	3	
18	1	2	2	2	3	1	2	1	2	3	
19	1	2	2	2	3	1	2	1	2	3	
20	1	2	2	2	3	1	2	1	2	3	
21	1	2	2	2	3	1	2	1	2	3	
22	2	2	2	1	2	1	2	3	3	1	
23	2	2	2	1	2	1	2	3	3	1	
24	2	2	2	1	2	1	2	3	3	1	
25	2	2	2	1	2	1	2	3	3	1	
26	2	2	2	1	2	1	2	3	3	1	
27	4	5	4	5	3	4	5	4	5	4	
28	4	5	4	5	3	4	5	4	5	4	
29	4	5	4	5	3	4	5	4	5	4	
30	4	5	4	5	4	4	5	4	5	4	
31	4	5	4	5	4	4	5	4	5	4	
32	4	5	4	5	4	4	5	4	5	4	
33	4	5	4	5	4	4	5	4	5	4	

< No profile selected

Appendix D: One-Way Frequencies-Age

SAS Enterprise Guide - POS.egp

Tools Help [Icons] Process Flow

AGE

Input Data Code Log Results

Refresh Modify Task Export Send To Create Publish Properties

One-Way Frequencies

Results

The FREQ Procedure

AGE(1=21-30,2=31-40,3=41-50,4=>50,99=MISSING VALUE)

AGE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	53	31.36	53	31.36
2	57	33.73	110	65.09
3	41	24.26	151	89.35
4	18	10.65	169	100.00

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Page Break

One-Way Frequencies-Gender

SAS Enterprise Guide - POS.egp

Tools Help [Icons] Process Flow

GENDER

Input Data Code Log Results

Refresh Modify Task Export Send To Create Publish Properties

One-Way Frequencies
Results
The FREQ Procedure

GENDER(1=FEMALE,2=MALE,99=MISSING VALUE)				
GENDER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	98	57.99	98	57.99
2	71	42.01	169	100.00

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Page Break

One-Way Frequencies-Tenure

SAS Enterprise Guide - POS.egp

Help | [Icons] | Process Flow ▾

▾

Code | Log | Results

sh | Modify Task | Export ▾ | Send To ▾ | Create ▾ | Publish | Properties

One-Way Frequencies
Results
The FREQ Procedure

TENURE(1=<2,2=2,4,3=5-7,4=>7,99=MISSING VALUE)					
TENURE	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
1	20	11.83	20	11.83	
2	89	52.66	109	64.50	
3	48	28.40	157	92.90	
4	12	7.10	169	100.00	

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Page Break

One-Way Frequencies-Academic Level

One-Way Frequencies
Results
The FREQ Procedure

ACADEMIC LEVEL(1=PROFESSOR,2=ASSOCIATE PROFESSOR,3=SENIOR LECTURER,4=LECTURER,5=TUTOR,6=OTHERS,99=MISSING VALUE)				
ACADEMIC LEVEL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	2.37	4	2.37
2	8	4.73	12	7.10
3	26	15.38	38	22.49
4	106	62.72	144	85.21
5	25	14.79	169	100.00

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Appendix E: Pilot Test-Pay level satisfaction

SAS Enterprise Guide - POS.egp

ols Help [Icons] Process Flow

PLS 5

Input Data Code Log Results

Refresh Modify Task Export Send To Create Publish Properties

Correlation Analysis

The CORR Procedure

5 Variables: PLSQ1 PLSQ2 PLSQ3 PLSQ4 PLSQ5

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
PLSQ1	30	3.03333	1.42595	91.00000	1.00000	5.00000
PLSQ2	30	2.76667	1.27802	83.00000	1.00000	5.00000
PLSQ3	30	3.13333	1.25212	94.00000	1.00000	5.00000
PLSQ4	30	2.90000	1.37339	87.00000	1.00000	5.00000
PLSQ5	30	3.16667	1.34121	95.00000	1.00000	5.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.967859
Standardized	0.968473

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
PLSQ1	0.906034	0.960915	0.905469	0.961469	PLSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ2	0.881571	0.964266	0.881130	0.965308	PLSQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ3	0.924315	0.958047	0.924001	0.958521	PLSQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ4	0.901846	0.961148	0.902842	0.961885	PLSQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ5	0.931678	0.956250	0.932232	0.957205	PLSQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	PLSQ1	PLSQ2	PLSQ3	PLSQ4	PLSQ5
PLSQ1	1.00000	0.79913	0.86651	0.84693	0.91653
PLSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile selected

Pilot Test-Career development opportunities

SAS Enterprise Guide - POS.egg

Tools Help [Icons] Process Flow

DO 5

Input Data Code Log Results

Refresh Modify Task Export Send To Create Publish Properties

Correlation Analysis

The CORR Procedure

5 Variables: CDOQ1 CDOQ2 CDOQ3 CDOQ4 CDOQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
CDOQ1	30	2.86667	1.19578	86.00000	1.00000	4.00000	CDOQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ2	30	3.36667	1.47352	101.00000	1.00000	5.00000	CDOQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ3	30	3.16667	0.98553	95.00000	1.00000	4.00000	CDOQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ4	30	3.10000	1.32222	93.00000	1.00000	5.00000	CDOQ4(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ5	30	2.43333	1.40647	73.00000	1.00000	4.00000	CDOQ5(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.958457
Standardized	0.962756

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Alpha Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
CDOQ1	0.910149	0.944954	0.914301	0.950547	CDOQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ2	0.917729	0.944514	0.916515	0.950183	CDOQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ3	0.859246	0.957244	0.861462	0.959164	CDOQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ4	0.904654	0.944953	0.901498	0.952651	CDOQ4(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ5	0.881110	0.949961	0.876890	0.956666	CDOQ5(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	CDOQ1	CDOQ2	CDOQ3	CDOQ4	CDOQ5
CDOQ1	1.00000	0.83108	0.86806	0.83749	0.87617
CDOQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile sele

Pilot Test-Procedural justice

SAS Enterprise Guide - POS.egg

File Help Input Data Code Log Results Refresh Modify Task Export Send To Create Publish Properties

Correlation Analysis

The CORR Procedure

5 Variables: PJQ1 PJQ2 PJQ3 PJQ4 PJQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
PJQ1	30	3.13333	1.22428	94.00000	1.00000	5.00000	PJQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ2	30	3.16667	1.36668	95.00000	1.00000	5.00000	PJQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ3	30	3.06667	1.36289	92.00000	1.00000	5.00000	PJQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ4	30	3.06667	1.25762	92.00000	1.00000	5.00000	PJQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ5	30	2.90000	1.24152	87.00000	1.00000	5.00000	PJQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.951790
Standardized	0.952521

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
PJQ1	0.837029	0.945518	0.837602	0.946558	PJQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ2	0.907692	0.933227	0.908920	0.934262	PJQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ3	0.804615	0.951898	0.805059	0.952054	PJQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ4	0.923654	0.930789	0.924097	0.931601	PJQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ5	0.868907	0.940192	0.867005	0.941531	PJQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	PJQ1	PJQ2	PJQ3	PJQ4	PJQ5
PJQ1	1.00000	0.79001	0.71781	0.86748	0.73504
PJQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile selec

Pilot Test-Perceived supervisory support (PSS)

SAS Enterprise Guide - POS.egg

Help | Input Data | Code | Log | Results | Refresh | Modify Task | Export | Send To | Create | Publish | Properties

Correlation Analysis

The CORR Procedure

5 Variables: PSSQ1 PSSQ2 PSSQ3 PSSQ4 PSSQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
PSSQ1	30	2.80000	1.68973	84.00000	1.00000	5.00000	PSSQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ2	30	2.86667	1.40770	86.00000	1.00000	5.00000	PSSQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ3	30	2.83333	1.36668	85.00000	1.00000	5.00000	PSSQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ4	30	3.26667	1.22990	98.00000	1.00000	5.00000	PSSQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ5	30	2.86667	1.50249	86.00000	1.00000	5.00000	PSSQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.952648
Standardized	0.954356

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
PSSQ1	0.938192	0.930936	0.938578	0.932199	PSSQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ2	0.876608	0.940213	0.879264	0.942458	PSSQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ3	0.912314	0.934675	0.908891	0.937363	PSSQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ4	0.805726	0.952932	0.805284	0.954920	PSSQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ5	0.841210	0.946498	0.833971	0.950131	PSSQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	PSSQ1	PSSQ2	PSSQ3	PSSQ4	PSSQ5
PSSQ1	1.00000	0.80023	0.94072	0.82300	0.85840
PSSQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile selec

Pilot Test-Perceived organizational support (POS)

SAS Enterprise Guide - POS.egp

Help | Input Data | Code | Log | Results | Refresh | Modify Task | Export | Send To | Create | Publish | Properties

Correlation Analysis

The CORR Procedure

5 Variables: POSQ1 POSQ2 POSQ3 POSQ4 POSQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
POSQ1	30	3.26667	1.43679	98.00000	1.00000	5.00000	POSQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ2	30	2.80000	1.24291	84.00000	1.00000	5.00000	POSQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ3	30	3.20000	1.18613	96.00000	2.00000	5.00000	POSQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ4	30	2.70000	1.29055	81.00000	1.00000	5.00000	POSQ4(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ5	30	3.00000	1.20344	90.00000	1.00000	5.00000	POSQ5(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.932072
Standardized	0.932517

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
POSQ1	0.872696	0.907142	0.872834	0.907056	POSQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ2	0.852375	0.910490	0.848613	0.911715	POSQ2(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ3	0.893363	0.903915	0.892511	0.903236	POSQ3(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ4	0.848132	0.911016	0.849552	0.911535	POSQ4(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ5	0.651253	0.945974	0.649328	0.948328	POSQ5(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	POSQ1	POSQ2	POSQ3	POSQ4	POSQ5
POSQ1	1.00000	0.84189	0.81745	0.76990	0.65811
POSQ1(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile s

Appendix F: Correlation Analysis-Pay level satisfaction

SAS Enterprise Guide - sas.egp

elp [Icons] Process Flow

Output Data [Icons] Code [Icons] Log [Icons] Results

Refresh [Icons] Modify Task | Export | Send To | Create | Publish | Properties

Correlation Analysis

The CORR Procedure

5 Variables: PLSQ1 PLSQ2 PLSQ3 PLSQ4 PLSQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
PLSQ1	169	3.74556	1.30489	633.00000	1.00000	5.00000	PLSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ2	169	3.82840	1.18529	647.00000	1.00000	5.00000	PLSQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ3	169	3.62130	1.06839	612.00000	1.00000	5.00000	PLSQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ4	169	3.73373	1.15732	631.00000	1.00000	5.00000	PLSQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ5	169	3.69822	1.19426	625.00000	1.00000	5.00000	PLSQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.951169
Standardized	0.952343

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
PLSQ1	0.888660	0.936392	0.888370	0.937544	PLSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ2	0.842882	0.943468	0.846969	0.944673	PLSQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ3	0.884625	0.937659	0.884714	0.938178	PLSQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ4	0.877723	0.937555	0.876266	0.939641	PLSQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PLSQ5	0.844320	0.943255	0.842272	0.945475	PLSQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 169					
Prob > r under H0: Rho=0					
	PLSQ1	PLSQ2	PLSQ3	PLSQ4	PLSQ5
PLSQ1	1.00000	0.74131	0.81855	0.84171	0.85950
PLSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile sel

Correlation Analysis-Career development opportunities

SAS Enterprise Guide - sas.egp

Process Flow

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Correlation Analysis

The CORR Procedure

5 Variables: CDOQ1 CDOQ2 CDOQ3 CDOQ4 CDOQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
CDOQ1	169	3.60355	1.27344	609.00000	1.00000	5.00000	CDOQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ2	169	3.75148	1.09534	634.00000	1.00000	5.00000	CDOQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ3	169	3.55621	0.99318	601.00000	1.00000	5.00000	CDOQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ4	169	3.84615	1.15470	650.00000	1.00000	5.00000	CDOQ4
CDOQ5	169	3.51479	1.12919	594.00000	1.00000	5.00000	CDOQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.938206
Standardized	0.939181

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
CDOQ1	0.904345	0.911076	0.905384	0.912200	CDOQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ2	0.804006	0.929316	0.801983	0.931306	CDOQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ3	0.841368	0.924411	0.839449	0.924476	CDOQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
CDOQ4	0.886118	0.914020	0.886418	0.915764	CDOQ4
CDOQ5	0.752835	0.938544	0.750499	0.940523	CDOQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 169					
Prob > r under H0: Rho=0					
	CDOQ1	CDOQ2	CDOQ3	CDOQ4	CDOQ5
CDOQ1	1.00000	0.78242	0.83898	0.82860	0.77197
CDOQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

Correlation Analysis-Procedural justice

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Correlation Analysis

The CORR Procedure

5 Variables: PJQ1 PJQ2 PJQ3 PJQ4 PJQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
PJQ1	169	3.64497	1.06541	616.00000	1.00000	5.00000	PJQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ2	169	3.81657	1.14776	645.00000	1.00000	5.00000	PJQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ3	169	3.66864	1.00429	620.00000	1.00000	5.00000	PJQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ4	169	3.73964	1.09257	632.00000	1.00000	5.00000	PJQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ5	169	3.86391	1.12829	653.00000	1.00000	5.00000	PJQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.944520
Standardized	0.945238

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
PJQ1	0.882373	0.925703	0.883661	0.926488	PJQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ2	0.807774	0.939584	0.807753	0.939993	PJQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ3	0.825003	0.936149	0.825141	0.936936	PJQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ4	0.893732	0.923424	0.893854	0.924642	PJQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PJQ5	0.843008	0.932791	0.842490	0.933864	PJQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 169					
Prob > r under H0: Rho=0					
	PJQ1	PJQ2	PJQ3	PJQ4	PJQ5
PJQ1	1.00000	0.73012	0.79061	0.90703	0.77164
PJQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

Correlation Analysis-Perceived supervisory support (PSS)

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Correlation Analysis

The CORR Procedure

5 Variables: PSSQ1 PSSQ2 PSSQ3 PSSQ4 PSSQ5

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
PSSQ1	169	3.54438	1.22454	599.00000	1.00000	5.00000
PSSQ2	169	3.85799	1.15622	652.00000	1.00000	5.00000
PSSQ3	169	3.58580	1.14696	606.00000	1.00000	5.00000
PSSQ4	169	3.76923	1.13389	637.00000	1.00000	5.00000
PSSQ5	169	3.66272	1.22420	619.00000	1.00000	5.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.950850
Standardized	0.951003

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
PSSQ1	0.896576	0.933572	0.895256	0.934100	PSSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ2	0.871173	0.938115	0.873812	0.937847	PSSQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ3	0.855656	0.940785	0.854476	0.941198	PSSQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ4	0.841425	0.943209	0.842172	0.943317	PSSQ4 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
PSSQ5	0.858038	0.940557	0.856298	0.940884	PSSQ5 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 169					
Prob > r under H0: Rho=0					
	PSSQ1	PSSQ2	PSSQ3	PSSQ4	PSSQ5
PSSQ1	1.00000	0.76122	0.84383	0.78549	0.88161
PSSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No prc

Correlation Analysis-Perceived organizational support (POS)

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Correlation Analysis

The CORR Procedure

5 Variables: POSQ1 POSQ2 POSQ3 POSQ4 POSQ5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
POSQ1	169	3.82840	0.99410	647.00000	1.00000	5.00000	POSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ2	169	4.13018	1.04408	698.00000	1.00000	5.00000	POSQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ3	169	3.82249	0.88194	646.00000	2.00000	5.00000	POSQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ4	169	3.99408	1.20266	675.00000	1.00000	5.00000	POSQ4(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ5	169	3.71598	0.97702	628.00000	1.00000	5.00000	POSQ5(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.906316
Standardized	0.910558

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
POSQ1	0.714170	0.895855	0.729418	0.899619	POSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ2	0.855429	0.865453	0.842584	0.875875	POSQ2 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ3	0.840692	0.873802	0.842539	0.875885	POSQ3 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ4	0.743783	0.894745	0.741255	0.897190	POSQ4(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)
POSQ5	0.707613	0.897130	0.712596	0.903052	POSQ5(1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)

Pearson Correlation Coefficients, N = 169					
Prob > r under H0: Rho=0					
	POSQ1	POSQ2	POSQ3	POSQ4	POSQ5
POSQ1	1.00000	0.58367	0.84086	0.52191	0.61140
POSQ1 (1=SD,2=D,3=N,4=A,5=SA,99=MISSING VALUE)		<.0001	<.0001	<.0001	<.0001

No profile selected

Appendix G: Pearson Correlation Coefficient Analysis-Pay level satisfaction

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Process Flow

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Correlation Analysis

The CORR Procedure

1 With Variables:	POSAVR
1 Variables:	PLSAVR

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
POSAVR	169	3.89822	0.87454	658.80000	1.80000	4.40000	POSAVR
PLSAVR	169	3.72544	1.08337	629.60000	1.40000	4.60000	PLSAVR

Pearson Correlation Coefficients, N = 169	
Prob > r under H0: Rho=0	
	PLSAVR
POSAVR	0.81621
POSAVR	<.0001

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Pearson Correlation Coefficient Analysis-Career development opportunities

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Log Results

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Correlation Analysis

The CORR Procedure

1 With Variables:	POSAVR
1 Variables:	CDOAVR

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
POSAVR	169	3.89822	0.87454	658.80000	1.80000	4.40000	POSAVR
CDOAVR	169	3.65444	1.01436	617.60000	1.40000	4.60000	CDOAVR

Pearson Correlation Coefficients, N = 169 Prob > r under H0: Rho=0	
	CDOAVR
POSAVR	0.79940
POSAVR	<.0001

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Pearson Correlation Coefficient Analysis-Procedural justice

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Process Flow

Results

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Correlation Analysis

The CORR Procedure

1 With Variables:	POSAVR
1 Variables:	PJAVR

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
POSAVR	169	3.89822	0.87454	658.80000	1.80000	4.40000	POSAVR
PJAVR	169	3.74675	0.98501	633.20000	1.40000	4.60000	PJAVR

Pearson Correlation Coefficients, N = 169	
Prob > r under H0: Rho=0	
	PJAVR
POSAVR	0.80849
POSAVR	<.0001

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Pearson Correlation Coefficient Analysis-Perceived supervisory support (PSS)

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Process Flow

Log Results

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Correlation Analysis

The CORR Procedure

1 With Variables:	POSAVR
1 Variables:	PSSAVR

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
POSAVR	169	3.89822	0.87454	658.80000	1.80000	4.40000	POSAVR
PSSAVR	169	3.68402	1.07672	622.60000	1.40000	4.60000	PSSAVR

Pearson Correlation Coefficients, N = 169 Prob > r under H0: Rho=0	
	PSSAVR
POSAVR	0.76188
POSAVR	<.0001

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Appendix H: Multiple Regression Analysis

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Log Results

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Linear Regression Results

The REG Procedure
 Model: Linear_Regression_Model
 Dependent Variable: POSAVR POAVR

Number of Observations Read	169
Number of Observations Used	169

Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	110.32829	27.58207	249.07	< .0001
Error	164	18.16118	0.11074		
Corrected Total	168	128.48947			

Root MSE	0.33277	R-Square	0.8587
Dependent Mean	3.89822	Adj R-Sq	0.8552
Coeff Var	8.53657		

Parameter Estimates

Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > t	Standardized Estimate	Tolerance	Variance Inflation
Intercept	Intercept	1	0.55165	0.10978	5.03	< .0001	0		0
PLSAVR	PLSAVR	1	0.29264	0.03412	8.58	< .0001	0.36253	0.48249	2.07258
CDOAVR	CDOAVR	1	0.24980	0.03790	6.59	< .0001	0.28974	0.44609	2.24168
PJAVR	PJAVR	1	0.25194	0.04237	5.95	< .0001	0.28377	0.37851	2.64194
PSSAVR	PSSAVR	1	0.10844	0.03829	2.83	0.0052	0.13351	0.38783	2.57848

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Linear Regression Results

The REG Procedure
 Model: Linear_Regression_Model

Appendix I: Central Tendencies Measurement of Constructs

Central Tendencies Measurement of Constructs for Pay Level Satisfaction

Statements	SD	D	N	A	SA	Mean	Stand. Dev.	Rank
1. My paid is fair amount for the work I perform.	11.84%	8.28%	4.73%	43.79%	31.36%	3.746	1.305	2
2. I feel satisfied with my chances for the salary increases.	2.96%	17.75%	8.88%	34.32%	36.09%	3.828	1.185	1
3. The raises I have typically in the past.	5.92%	14.20%	4.73%	62.13%	13.02%	3.621	1.068	5
4. My benefits are comparable to those offered by other organizations.	8.28%	9.46%	5.33%	54.44%	22.49%	3.734	1.157	3
5. Overall, I'm satisfied with this organization's benefits package.	8.88%	10.65%	5.32%	52.07%	23.08%	3.698	1.194	4

Source: Developed for research

The table above comprised of five statements. The statement with the highest mean score is “*I feel satisfied with my chances for the salary increases*” with the score of 3.828. Majority of the respondents felt strongly agree with these statements whereby it consists of 36.09%. This is followed by 34.32% respondents that felt agree with this statement. There is 17.75% number of respondents that felt disagree with this statement. Whereby, there is 8.88% of the respondents felt neutral with this statement and minorities of 2.96% of the respondents felt strongly disagree with this statement.

The second highest ranked statement is “*My paid is fair amount for the work I perform*” with the mean score of 3.746. Commonly there is 43.79% of the respondents felt agree with this statement. This is to be follow by 31.36% of the respondents that felt strongly agree and 11.84% of the respondents felt strongly disagree with it. 8.28% of the respondents felt disagree whereas 4.73% of the respondents felt neutral with this statement.

The third highest ranked statement is with mean score of 3.734. The statement is “*My benefits are comparable to those offered by other organizations*”. 54.44% of the respondents felt agree with this statement followed by 22.49% of the respondents felt strongly agree. There is 9.46% of the respondent felt disagree and 8.28% respondents felt strongly disagree with the statement. Minority of 5.33% number of the respondents felt neutral with this statement.

The statement with “*Overall, I'm Satisfied with this organization's benefits package*” ranked number four with the mean score of 3.698. There are majority of 52.07% of the respondents agree with this statement. This is to be follow by 23.08% of the respondents felts strongly agree with this statement and 10.65% of the respondents felt disagree. There are 8.88% of the respondents felt strongly disagree with this

statement whereas with minority of 5.32% of the respondents felt neutral with this statement.

The last ranking means score of 3.621 with the statement “*The raises I have typically in the past*”. There are 62.13% respondents felt agree with this statement whereas 14.20% of the respondents felt disagree with this statement. This is followed by 13.02% of the respondents strongly agree with this statement whereas 5.92% of the respondents felt strongly disagree with this statement. Minority of 4.73% of the respondents felt neutral with this statement.

For the standard deviation, “*My paid is fair amount for the work I perform*” has the highest value with 1.305. The statement that ranked second was “*Overall, I'm Satisfied with this organization's benefits package*” with standard deviation of 1.194. This is followed by the third highest ranking statement “*I feel satisfied with my chances for the salary increases*” with standard deviation of 1.185. “*My benefits are comparable to those offered by other organization*” ranked as the fourth highest ranking with standard deviation of 1.157. The last statement “*The raises I have typically in the past*” is the last statement with the least standard deviation of 1.068.

**Central Tendencies Measurement of Constructs for
Career Development Opportunities**

Statement	SD	D	N	A	SA	Mean	Stand . Dev.	Rank
1. I have the opportunity for career development within organization.	13.01%	10.06%	0.00%	57.40%	19.53%	3.604	1.273	3
2. I am encouraged to take the initiative in determining my own career development.	2.96%	13.02%	18.34%	37.28%	28.40%	3.751	1.095	1
3. I have a good idea about the career opportunities open to me at organization.	6.51%	10.65%	10.06%	66.27%	6.51%	3.556	0.993	4
4. I find it easy to apply the training I have received.	6.51%	9.47%	7.69%	45.56%	30.77%	3.846	1.155	2
5. There are opportunities for me to cross-train and learn new skills.	8.88%	10.65%	14.20%	52.66%	13.61%	3.515	1.129	5

Source: Developed for the research

The table above consisted of five statements. The statement with the highest mean score is *“I find it easy to apply the training I have received”* with the score of 3.846. Majority of the respondent felt agree on this statement where consists of 45.56%. This is followed by 30.77% respondent felt strongly agree with this statement and 9.47% of respondents are felt disagree. 7.69% of the respondents felt neutral and 6.51% of respondents strongly disagree with the statement.

The second highest ranked statement is *“I am encouraged to take the initiative in determining my own career development”* with the score 3.751. Majority of the respondents felt agree on this statement where consists of 37.28%. This is followed by 28.40% of respondents felt strongly agree and 18.34% of respondents stand neutral with this statement. 13.02% of the respondents felt disagree and 2.96% of respondents felt strongly disagree with the statement.

The third largest ranked of mean score among this statement is 3.604. For the statement *“I have the opportunity for career development within organization”*, 57.40% of respondents felt agree with this statement. This is followed by a percentage of 19.53% of respondents felt strongly agree and 10.06% of respondents are disagree with the statement. Only 13.01% of the respondents strongly disagree with it and 0.00% respondents are stand neutral the statement.

“I have a good idea about the career opportunities open to me at organization” is ranking number four for this statement. The mean score is 3.556 with 66.27% of respondents agree with the statement. This is followed by 10.65% of respondents are felt disagree and 10.06% of respondents stand neutral with this statement. There are also only 6.51% of respondents are felt strongly disagree and 6.51% of respondents also strongly agree with the statement.

The least ranking is *“There are opportunities for me to cross-train and learn new skills”*. Means for this statement is 3.515 with 52.66% of respondents agree with the statement. This is followed by 14.20% of the respondents stand in neutral and 13.61% of the respondents strongly agree with the statement. 10.65% of the respondents disagree and 8.88% strongly disagrees with this statement.

For standard deviation, *“I have the opportunity for career development within organization”* has the highest value which is 1.273. The statement with the second highest standard deviation is *“I find it easy to apply the training I have received”* which is 1.155. The third highest standard deviation is *“There are opportunities for me to cross-train and learn new skills”* which is 1.129. It followed by *“I am encouraged to take the initiative in determining my own career development”* and *“I have a good idea about the career opportunities open to me at organization”* are 1.095 and 0.993 respectively.

Central Tendencies Measurement of Constructs for Procedural Justice

Statement	SD	D	N	A	SA	Mean	Stand. Dev.	Rank
1. The management of incentive allocation in the office is fair.	7.69%	9.47%	5.92%	64.49%	12.43%	3.645	1.065	5
2. The secretariat office establishes appropriate rules and methods in incentive allocations.	5.33%	9.47%	15.98%	36.68%	32.54%	3.817	1.148	2
3. I am usually told about important things that are happening in this work organization.	2.96%	17.16%	2.96%	63.90%	13.02%	3.669	1.004	4
4. The incentive allocation is based on unit performance appropriately.	7.69%	7.10%	8.28%	57.40%	19.53%	3.740	1.092	3

5. Rules and methods in incentive allocation in your unit are fair to everyone.	2.96%	16.57%	3.55%	44.97%	31.95%	3.864	1.128	1
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Source: Developed for the research

The table above comprised of five statements. The statement with the highest mean score is “*Rules and methods in incentive allocation in your unit are fair to everyone*” with the score of 3.864. Majority of the respondents agreed on this statement where consists of 44.97%. This is followed by 31.95% of respondents strongly agreed with the statement and 16.57% of respondents disagreed with the statement. 3.55% of respondents felt neutral with the statement and 2.96% of the respondents strongly disagreed with the statement.

The second highest ranked statement is “*The secretariat office establishes appropriate rules and methods in incentive allocations*” with the score of 3.817. Majority of the respondents, 36.68% agreed on this statement. This is followed by 32.54% of respondents strongly agreed with this statement and 15.98% of respondents stand neutral with it. 9.47% of the respondents disagreed with this statement and 5.33% of respondents strongly disagreed with the statement.

The mean score of the third largest ranked statement is 3.740. For the statement of “*The incentive allocation is based on unit performance appropriately*”, 57.40% of the respondents agreed with this statement. This is followed by a percentage of 19.53% of respondents felt strongly agreed with the statement. 8.28% of the respondents stand

neutral with the statement and 7.69% of respondents strongly disagreed with it. 7.10% of the respondents disagreed with the statement.

“I am usually told about important things that are happening in this work organization” is ranking number four for the statement. The mean is 3.669 with 63.90% of respondents agreed with this statement. This is followed by a percentage of 17.16% of respondents disagreed with this statement while 13.02% of the respondents strongly agreed with it. 2.96% of the respondents strongly disagreed and felt neutral with the statement respectively.

Last ranking is *“The management of incentive allocation in the office is fair”*. Mean for this statement is 3.645. Majority of the respondents agreed with this statement with the 64.49% followed by 12.43% of respondents strongly agreed with the statement. 9.47% of the respondents felt disagreed with it. 7.69% of respondents strongly disagreed while 5.92% of the respondents stand neutral with the statement.

For the standard deviation, *“The secretariat office establishes appropriate rules and methods in incentive allocations”* has the highest value which is 1.148. The statement with second highest standard deviation is *“Rules and methods in incentive allocation in your unit are fair to everyone”* which is 1.128. The third highest standard deviation is *“The incentive allocation is based on unit performance appropriately”* which is 1.092. It followed by *“The management of incentive allocation in the office is fair”* which is 1.065. The statement with lowest standard deviation is *“I am usually told about important things that are happening in this work organization”*, which is 1.004.

**Central Tendencies Measurement of Constructs for
Perceived Supervisory Support (PSS)**

Statement	SD	D	N	A	SA	Mean	Stand. Dev.	Rank
1. My supervisor cares about my opinions.	10.06%	14.80%	2.96%	55.03%	17.16%	3.544	1.225	5
2. My work supervisor really cares about my well-being.	2.96%	15.98%	8.88%	36.69%	35.50%	3.858	1.156	1
3. My supervisor strongly considers my goals and values.	2.96%	23.67%	5.92%	46.75%	20.71%	3.586	1.147	4
4. My supervisor shows much concern for me.	7.96%	5.92%	14.20%	44.15%	26.04%	3.770	1.134	2
5. My supervisor assists me to apply the knowledge and skills learned from the training.	6.51%	18.34%	2.96%	46.75%	25.44%	3.663	1.224	3

Source: Developed for the research

The table above consists of five statements. The statement with the highest mean score is “*My work supervisor really cares about my well-being.*” with the score of 3.858. Majority of the respondents felt agreed on this statement where consists of 36.69%. This followed by 35.50% of respondents are strongly agreed with this statement. 8.88% of respondents felt neutral with this statement. While 15.98% of respondents are felt disagreed and another 2.69% strongly disagreed with the statement.

The second highest ranked statement is “*My supervisor shows much concern for me.*” with the score of 3.770. Majority of the respondents are felt agreed with this statement which is 46.15% from the overall 100% of respondents. This followed by 26.04% of respondents are strongly agreed and 14.20% of respondents felt neutral with this statement. At the same time, there have 7.69% of respondents strongly disagreed and 5.9% of respondents disagreed with this statement.

“*My supervisor assists me to apply the knowledge and skills learned from the training.*” is ranking number third for the statement. The mean is 3.663 with 46.75% of respondents are agreed with the statement. This is followed by a percentage of 25.44% of respondents strongly agreed with this statement. This is followed by 18.34% of respondents felt disagreed with this statement. 6.51% of the respondents strongly disagreed with the statement. While only 2.96% of respondents stand neutral with it.

The mean score of the four largest ranked statements is 3.586. For the statement of “*My supervisor strongly considers my goals and values*”, 46.75% of the respondents felt agreed with this statement. This followed by a percentage of 23.67% of respondents felt disagreed with the statement. 20.71% of the respondents strongly disagreed with the statement and another 5.92% of respondents stand neutral with this statement. While only 2.96% of respondents strongly disagreed with it.

Last ranking is “*My supervisor cares about my opinions.*” Mean for this statement is 3.544. Majority of the respondents felt agreed with this statement with the 55.03% followed by 17.16% of respondents felt strongly agreed and another 14.80% of respondents are felt disagree with the statement. 10.06% of respondents strongly disagreed while 2.96% of the respondents stand neutral with it.

For the standard deviation, “*My supervisor cares about my opinions*” has the highest value which is 1.225. The statement with second highest standard deviation is “*My supervisor assists me to apply the knowledge and skills learned from the training*” which is 1.224. The third highest standard deviation is “*My work supervisor really cares about my well-being*” which is 1.156. It followed by “*My supervisor strongly considers my goals and values*” which is 1.147. The statement with lowest standard deviation is “. *My supervisor shows much concern for me*”, which is 1.134.

**Central Tendencies Measurement of Constructs for
Perceived Organizational Support (POS)**

Statement	SD	D	N	A	SA	Mean	Stand. Dev.	Rank
1. My organization really cares about my well-being.	2.96%	8.88%	14.79%	49.11%	24.26%	3.828	0.994	3
2. My organization strongly considers my goals and values.	1.78%	10.65%	5.92%	36.09%	45.56%	4.130	1.044	1
3. My organization cares about my opinions.	0.00%	15.38%	2.96%	65.68%	15.98%	3.822	0.882	4
4. My organization is willing to help me when I need a special favor.	6.51%	6.51%	13.61%	27.81%	45.56%	3.994	1.203	2

5.	My organization would forgive an honest mistake on my part.	2.96%	12.42%	10.65%	57.99%	15.98%	3.716	0.977	5
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Source: Developed for the research

The table above comprised of five statements. The statement with the highest mean score is “*My organization strongly considers my goals and values*” with the score of 4.130. Majority of the respondents felt strongly agreed with this statement which consists 45.56% and 36.09% of the respondents felt agreed on this statement. This is followed by 10.65% of respondents felt disagreed and 5.92% of respondents felt neutral with this statement. 1.78% of respondents are strongly disagreed with this statement.

The second highest ranked statement is “*My organization is willing to help me when I need a special favor*” with the score of 3.994. Majority of the respondents, 45.56% strongly agreed on this statement. This is followed by 27.81% of the respondents felt agreed and 13.61% of respondents felt neutral with this statement. 6.51% of the respondents felt disagreed and strongly disagreed on this statement.

The mean score of the third ranked statement is 3.828. For the statement of “*My organization really cares about my well-being*”. 49.11% of the respondent felt agreed with this statement. This is followed by a percentage of 24.26% of respondents felt strongly disagreed with this statement. 14.79% of the respondents felt neutral and 8.88% of the respondents felt disagreed with this statement. Only 2.96% of the respondents felt strongly disagreed with this statement.

“My organization cares about my opinions” is the ranking number four for the statement. The mean is 3.822 with 65.68% of respondents felt agreed and 15.98% of the respondents felt strongly agreed with this statement. This is followed by a percentage of 15.38% of the respondents felt disagreed and 2.96% of the respondents felt neutral with this statement; 0.00% of respondents felt strongly disagreed on it.

Last ranking is *“My organization would forgive an honest mistake on my part”*. Mean for this statement is 3.716. Majority of the respondents felt agreed with this statement with the 57.99%, followed by 15.98% of the respondents strongly agreed with the statement. 12.42% of the respondents felt disagreed with this statement and 10.65% of the respondents felt neutral and 2.96% of the respondent felt strongly disagreed with this statement.

For the standard deviation, *“My organization is willing to help me when I need a special favor”* has the highest value which is 1.203. The statement with second highest standard deviation is *“My organization strongly considers my goals and values”* which is 1.044. The third highest standard deviation is *“My organization really cares about my well-being”* which is 0.994. It followed by *“My organization would forgive an honest mistake on my part”* which is 0.977. The statement with lowest standard deviation is *“My organization cares about my opinions”* which is 0.882.

Appendix J: Plagiarism Result



Class Portfolio

Peer Review

My Grades

Discussion

Calendar

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Class Homepage

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Assignment Inbox: FYP group (8th batch) (version 2)

	Info	Dates	Similarity	
FYP 8th batch (version 2)		Start 28-Feb-2014 1:02PM Due 31-Mar-2014 11:59PM Post 31-Mar-2014 12:00AM	8%	Resubmit View