TURNOVER INTENTION AMONG MALAYSIA PRIVATE HIGHER EDUCATION INSTITUTIONS GENERATION Y ACADEMICIANS: THE MEDIATING EFFECT OF EMPLOYEE ENGAGEMENT

BY

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DECLARATION

I hereby declare that:

1) This postgraduate project is the end result of my own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

3) The word count of this research report is 22491.

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Date: 6th APRIL 2015

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DEDICATION

Dedicated to:

Mr Charles Ramendran a/l SPR Subramaniam

Dear supervisor who is supportive and able to guide and lead me to the right path in
the process of this research project.

Universiti Tunku Abdul Rahman (UTAR)

For giving me the opportunity to conduct this research project.

Family members and friends

Who are always there to support me no matter easy or hard time. Your supports give
me the strength and motivation to carry out this research project.

Respondents

To all respondents who are willing to spend their precious time to complete the
questionnaires for this research study.

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LIST OF ABBRECIATIONS

Gen Y	Generation Y
HEI	Higher Educational Institutions
ICT	Information and Communications Technology
JCT	Job Characteristics Theory
OCB	Organizational Citizenship Behavior
PHEIs	Private Higher Educational Institutions
SPSS	Statistical Package for the Social Sciences

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PREFACE

This research project was written as partial fulfillment of the requirement for the degree of Master of Business Administration (Corporate Management) at Universiti Tunku Abdul Rahman (UTAR). This research project is carried out to identify the factors influencing turnover intention and how employee engagement mediates the relationship between the three independent variables (employee empowerment, transformational leadership and innovation) with turnover intention.

For the past few decades, researchers have been focused on the role of subjective work issues and their impacts on important worker-related outcomes. However, in attempting to manage today's organization, management should not only focus on the profit but to consider more on employees because they are the most valuable asset and play an important role in the organization in order to survive in the high competitive environment. This is especially important for private higher education institutions (PHEIs) that depend heavily on academicians' contribution to ensure the sustainability of institution in the market.

Furthermore, the expectation on workplace had changed with the increasing number of Generation Y (Gen Y) in the workforce. Understanding about factors that will influence turnover intention of Gen Y academicians had become an issue that management needs to concern about. Management of PHEIs needs to have better insight about what is the expectation of Gen Y academicians towards the workplace in order to retain the talented employees.

In addition, this research is also committed to any organizations which faced the same problem and aiming to offer some useful information to the management of organization in formulating effective strategies to cope with the issue.

ABSTRACT

The purpose of this study is to identify the factors influencing turnover intention and how employee engagement mediates the relationship between the three independent variables (employee empowerment, transformational leadership and innovation) with turnover intention. Research was conducted based on 236 Gen Y academicians in Malaysia PHEIs. SPSS Statistics 21 was used in this study for data analysis. The findings show that employee empowerment, transformational leadership and employee engagement is significant negatively related to turnover intention. The result shows that employee empowerment and transformational leadership is able to explain 32% variance in turnover intention among Gen Y academicians. Innovation is found to be non-significant related to turnover intention. Besides that, employee engagement is found partially meditates the relationship between employee empowerment and turnover intention as well as partially mediates the relationship between transformational leadership and turnover intention. This study is believed to enhance the literature gap since not much research emphasize on mediating effect of employee engagement on turnover intention among Gen Y academicians in Malaysia PHEIs context.

Keyword: employee empowerment, transformational leadership, innovation, employee engagement, turnover intention, Generation Y academicians, private higher education institutions.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

This chapter provides a general description of the research which outlines the study based on the research background, problem statement, research objectives, research questions, significance of the study, chapter layout and a summary of this chapter. The purpose of this study is to examine the antecedents that affect turnover intention and the mediating effect of employee engagement on turnover intention of academic staff, particularly Generation Y academic staff in private higher institutions. This study is important to the industry as more and more Generation Y are entering into the work force and academicians play a significant role in the development and growth of the future generations as well as the successful of the institution in the nation. By understanding better on how these antecedents affect Gen Y academicians' turnover intention towards the institution, the management is able to find ways to reduce the turnover intention of the employees and ultimately enables the institution to compete and sustain in the market.

1.1 Research Background

Turnover of academicians is an important issue that the management of higher education institution should focus on. In order for an institution to have on-going development in both field of research and teaching, the institution must prioritize the effort to retain talented academic staff. This is very important for the institution as the

tacit knowledge of an academician is hardly to be replaced. Moreover, loss of talented academicians might cause a damaging impact on the research output and the image of institution as higher education institutions are more dependent on their academic staff's abilities and commitment as compared to other industries (Robyn & Du Preez, 2013).

However, efforts to retain talented employees are never an easy task for any organizations. Employees may develop intention to leave the organization for many factors. Robyn and Du Preez (2013) had found that employee engagement has an adverse effect on intention to quit among Gen Y academicians. In other words, declining of employee engagement might cause the employees to develop the intention to leave (Makhbul, Rahid & Hasun, 2011; Andrew & Sofian, 2012; Karatepe, 2013). This intention developed can be used as a predictor of actual turnover based on the theory of planned behaviour (Ajzen, 1991) where intention is said to be the most immediate determinants of actual behaviour (Alam & Mohammad, 2010). The intention to leave will create negative impact to the organization because the employee is mentally disengaged from the organization, thus, reduce his performance and affect the overall performance of the organization. This can also be expressed clearly by using social exchange theory (SET) (Homans, 1958) where employees tend to weigh the potential benefits versus risks of social relationships and decide to abandon or terminate the relationship when risk outweigh the benefits.

This situation requires more attention with more and more Generation Y (Gen Y) employees entering into the workforce. Raman, Ramendran, Beleya, Nadeson, and Arokiasamy (2011) stated that Gen Y is expected to be dominant force in the industry in near future as the demand of young academicians in Malaysia is increased with the rapid growth of the higher education industry. Therefore, better understanding on the expectation of Gen Y academicians is needed to reduce their turnover intention.

Based on the traits and characteristics of generational differences, Park and Gursoy (2012) found that Gen Y has higher intention to leave compare to other generations. Gen Y is said to be progressive thinkers, eager to embrace change, looking forward to develop new skills, able to process information quickly, are constantly seeking for new approaches and eager to take up the next challenge (Raman et al., 2011; Robyn & Du Preez, 2013). Based on the characteristics, Generation Y is assumed to be more eager to take charge of decision making regarding their specific task and role in the organization (Martin, 2005). Thus, employee empowerment may help in reducing the turnover intention of Gen Y academicians.

Maxwell and Broadbridge (2014) recognized Gen Y as technological-savvy new type of workers, indicating higher willingness to use new ways and tools to do things. Gursoy, Maier and Chi (2008) found that Gen Y employees are very keen to learn and enjoy questioning things. Gen Y has an inclination to question every rule and more likely to challenge the workplace norms because they do not want to stay in the rigid and restricted job description only. Dulin (2008) also revealed that Gen Y members are uneasy working under red tape where it may be difficult for them to corroborate, exchange ideas and communicate. Therefore, it can be said that Gen Y employees are more likely to lead by leaders with transformational leadership style as innovation and change is encouraged under this style and it is expected that implementation of innovation in private higher educational institutions (PHEIs) would reduce the turnover intention.

Prior to establishment of Private Higher Educational Institutions Act 1996, PHEIs existed in Malaysia but the institutions are not authorized to confer their own degree. However, after the release of Private Higher Educational Institutions Bill, National Council on Higher Education Bill and National Accreditation Board Bill by Malaysian Government, the industry grows at a rapid pace since then (Ministry of

Education (MOE), 2015). As in 2013, there are 37 private universities, 7 foreign branch campus, 20 private university-colleges and 414 private colleges in Malaysia (MOE, 2015). These private HEIs offer certificate, diploma, bachelor degree and postgraduate degree to cater the demand of the students who wish to further their study after completing their secondary education.

1.2 Problem Statement

Employee engagement has recently gain high attention from both industry and academic field due to the positive effect it has on employees' work experience and the benefit it brings to the organization (Saks, 2006). Thus, employee engagement has been widely studied in different disciplines such as hospitality (Park & Gursoy, 2012; Karatepe, 2013), IT professionals (Bhattacharya & Mukherjee, 2009) and healthcare industry (Othman & Nasurdin, 2011; Rao, 2012). However, there are still inadequate empirical studies on the mediating effect of employee engagement towards the intention to leave among Gen Y academicians particularly in Malaysia. Engaged employees are more likely to perform better as compared to disengaged employees who will cost organization more with lower productivity, high absenteeism and intention to leave the organization (Makhbul, Rahid & Hasun, 2011; Andrew & Sofian, 2012; Karatepe, 2013).

Furthermore, engagement of employee is declining due to the tendency of both organization and employee being more materialistic (Saks, 2006; Bhattacharya et al., 2012), thus forming a trend of deepening disengagement among employees leads to 'engagement gap' and affect the performance which eventually form turnover intention.

Alam and Mohammad (2010) defined intention as the most immediate determinants of actual behaviour. Intention to leave is said to be an accurate indicator of the subsequent behaviour, in which, referring to turnover. It can also be expressed that intention to leave is the antecedent for actual turnover behaviour. The intention to leave an organization can create impact to the organization productivity even though it was not being realized yet. This is because when the employee develop the intention to leave, he is most likely to have disengaged himself from the organization mentally.

Although there are no research focuses on the turnover of PHEIs academicians in recent years (Lew, 2009), it is expected that the shortage of academicians is still a major problem to the institution due to the tremendous growth of the industry as mentioned by Hashim and Mahmood (2011) in their study. The authors also stated that the academic staff turnover rate in PHEIs is at an alarming rate, in line with the research made by Zakaria, Jidi, Zani, Mislan and Eshak (2014) where the job mobility of private college academicians has becoming an issue for the institution.

Based on the number of academic staff in PHEIs, it shows a decline in the total number of academic staff from 32992 (year 2010) to 24476 (year 2013) although the number of institutions keeps on growing at that moment (Department of Statistic Malaysia, 2015). Therefore, it can be said that the turnover rate of the academicians in Malaysia PHEIs is considered high.

According to the Malaysian Department of Statistics (2013), Gen Y in education sector constitutes 43.26% of the total employed population in the sector and this number is expected to grow over the time. Gen Y is expected to be dominant force in the industry in near future as the demand of young academicians in Malaysia

is increased with the rapid growth of the higher education industry (Raman et al., 2011).

Based on the traits and characteristics of generational differences, Park and Gursoy (2012) found that Gen Y has higher intention to leave compare to Gen Xers and Baby boomers. This means that retaining Gen Y employees has become a more difficult task ever. Moreover, based on a survey conducted by Price Waterhouse Copper (2009) on Malaysian Gen Y, 88% of respondents expecting global mobility in their jobs and want to work abroad instead of working in Malaysia. As such, this study is focuses on Gen Y academicians in order to help the management to understand better on the expectation of Gen Y academicians and thus help in reducing the turnover intention. Therefore, the purpose of this study is to identify the antecedents that affect turnover intention through the mediator, employee engagement.

1.3   Research Objectives

1.3.1 General Objective

To identify the factors that will influence turnover intention of Gen Y academicians' towards the institution and how employee engagement mediated the relationship by referring to social exchange theory.

1.3.2 Specific Objectives

- To determine whether there is a significant relationship between employee empowerment and turnover intention of Gen Y academicians towards the institution.

- To determine whether there is a significant relationship between transformational leadership and turnover intention of Gen Y academicians towards the institution.

- To determine whether there is a significant relationship between innovation and turnover intention of Gen Y academicians towards the institution.

- To determine whether there is a significant relationship between employee engagement and Gen Y academician's turnover intention.

- To determine whether there is a significant relationship between the three independent variables (employee empowerment, transformational leadership and innovation) with Gen Y academicians' turnover intention through the mediating effect of employee engagement.

1.4   Research Questions

Based on the research objectives, several research questions are identified:

1. Does employee empowerment influence turnover intention of Gen Y academicians towards the institution?

2. Does transformational leadership influence turnover intention of Gen Y academicians towards the institution?

3. Does innovation influence turnover intention of Gen Y academicians towards the institution?

4. Does employee engagement influence Gen Y academicians' turnover intention towards the institution?

5. Does employee engagement mediate the influence of employee empowerment, transformational leadership and innovation on Gen Y academicians' turnover intention towards the institution?

1.5   Significant of the Study

By conducting this research, it is expected to be able to provide better understand on how employee engagement plays a mediating role between the antecedents with intention to leave among Gen Y academicians in PHEIs.

1.5.1 Private Higher Education Perspective

Robyn and Du Preez (2013) stated that higher education institutions depend more on their academic staff's abilities and commitment as compared to other industries. This means that, academicians are the most important resource for PHEIs future development and growth. Furthermore, Gen Y is expected to be dominant force in the industry in near future (Raman et al., 2011). Without proper retention strategy and efforts, the ability of the institution to sustain and compete in the industry will decline. Therefore, this study is expected to give insight to the management of PHEIs on ways to reduce the intention to leave among Gen Y academicians. Through the data analysis of this study, the management of PHEIs is able to know the expectation of Gen Y academicians and which area they should focus on in order to retain the Gen Y academicians.

1.5.2 Knowledge Perspective

By conducting this research, it is expected to narrow down the current research gap. There are still inadequate empirical studies supporting the mediating effect of employee engagement on turnover intention of Gen Y academicians. Thus, this study is expected to fill in the paucity of research on the mediating effect of employee engagement towards the intention to leave among Gen Y academician in PHEIs particularly in Malaysia.

1.5.3 Researchers/ Practitioner Perspective

This study is important to every industry as more and more Generation Y employees are entering into the work force. In addition, knowing the reason why employees choose to leave the organization and how the organization can retain their talented employees is crucial for every industry and organization. The researchers and practitioners may be able to benefit from this study and implement relevant strategies for particular industry's retention plans to ensure their organizational survival based on the data analysis of this research and further investigation related to the particular industry.

1.6   Chapter Layout

This study consists of five chapters.

Chapter 1:   Research Overview

Chapter one is an introductory chapter where research background will be outlined in detail and research problem will be discussed. In addition, research objectives will be accomplished, research questions will be determined as well as the importance and contribution of this research.

Chapter 2:   Literature Review

Chapter two outlines the review of relevant literature of this research topic. The literature review will cover the definition of terms used in this research and the review of relevant theoretical model. The conceptual framework of this study will also be presented in this chapter follow by the hypothesis development and a conclusion to conclude the overall of this chapter.

Chapter 3:   Methodology

Chapter three describes the overview of the research methodology that will be applied in the research. These includes research design, data collection methods applied in this study, sampling design, research instrument used, explanation on constructs measurement, data processing and data analysis.

Chapter 4:   Data Analysis

The analysis of the results will be presented through descriptive analysis, scale measurement and inferential analysis in chapter four. The data findings and comparison with past study findings will be discussed in this chapter as well.

Chapter 5:   Discussion, Conclusion and Implications

Eventually, constructive discussions and conclusion will be demonstrated in chapter five. The summary of statistical analysis, discussion of major findings in this study, implications of the study, the potential limitations of the study as well as recommendations for the future research will be illustrated in this chapter. An overall summary for each of the research questions and research objectives will also be made.

1.7   Conclusion

In short, the purpose of this study is to identify the antecedents that affect turnover intention and the degree of employee engagement affecting the influence of antecedents on turnover intention of Gen Y academicians in private higher education industry. In the next chapter, definition of key terms and literature review that builds theoretical foundation for the research will be outlined in detail.

CHAPTER 2:   LITERATURE REVIEW

2.0   Introduction

In Chapter 2, definition of the terms will be covered and followed by the review of relevant theoretical models. From here, the proposed framework and hypotheses for this research will be developed and relationship between the variables will be explained and clarified using past research studies.

2.1   Review of the Literature

2.1.1 Dependent Variable:

Turnover Intention

Mobley's (1977) model of the turnover process was the first model of turnover that has been widely studied and remains dominate in the field. The model was hypothesized by intermediate linkages between job satisfaction and voluntary turnover. Mobley stated that an employee's decision to leave his job occurs in multiple stages and involves a very complex cognitive decision based on the employee's experience in the organization.

Meeusen, Van Dam, Brown-Mahoney, Van Zundert and Knape (2011) defined turnover intention as a mindset employee will develop prior to the decision of turnover. In other words, turnover intention can be defined as the intention of employees to quit the organization (Kaur, Mohindru & Pankaj, 2013). According to the Theory of Planned Behavior (Ajzen, 1991), the intention developed is said to be an accurate indicator of the subsequent behavior, in which, referring to turnover. It can also be expressed that turnover intention is the antecedent for actual turnover behavior as intention is said to be the most immediate determinants of actual behavior (Alam & Mohammad, 2010; Makhbul, Rahid & Hasun, 2011).

Turnover intention is expressed in many forms by different scholars, thus the associated terms include the intention to quit, intention to leave, and intent to turnover (Takase, 2009). All these associated terms are referring to the same scenario where all of them are referring to an employee's plan for leaving his current job and finds another job in the near future based on employee's own assessment to quit an organization willingly (Meeusen et al., 2011; Takase, 2009).

Takase (2009) indicated that turnover intention is a multi-stage process which includes the following components: (1) psychological, (2) cognitive, and (3) behavioral. In stage 1, psychological responses such as dissatisfaction towards negative aspects of organization are believed to trigger employees' emotional and attitudinal withdrawal reactions. Cognitive (Stage 2) was seen as the core of turnover intention as many researchers framed turnover intention as a cognitive manifestation of the decision to turnover. The cognitive will then turn into behavior (Stage 3) where employees start to express their intentions to leave jobs by lowering productivity, frequently absent from work and have lower commitment to the organization.

Employees often make the decision to turnover based on the evaluation of current organization and work related feature and also perceived alternative available. If the evaluation outcome is favorable for an employee to leave the organization, turnover will be the result of an individual's decision making process (Meeusen et al., 2011).

Most researchers agreed that turnover intention will lead to the actual turnover in organization (Arnold & Feldman, 1982; Griffeth, Hom & Gaertner, 2000; Takase, 2009; Tett & Meyer, 1993). However, there are some researchers argue that actual turnover is not a necessary consequence of turnover intention as there are other factors that hinder them from voluntarily leaving the organization. Mitchell, Holtom, Lee, Sablynski and Erez (2001) proposed a construct measurement, known as job embeddedness to explain why employees remain in an organization even though they have developed the intention to leave the organization. Thus, not every employee who developed the turnover intention will choose to leave the organization. Turnover intention and actual turnover can be clearly differentiated by referring to the definition where turnover intention is said to be the mindset developed (Mobley, Horner & Hollingsworth, 1978) whereas the latter refers to the termination of an individual's employment with the organization (Tett & Meyer, 1993).

2.1.2 1st Independent Variable:

<u>Employee Empowerment</u>

Greasley, Bryman, Dainty, Price, Soetanto and King (2004) stated that empowerment remains a poorly defined concept as the word is often attached with other management concepts. This is in line with Menon (2001) study where the word of "empowerment" is said to refer to very different concepts by academic scholars. Thus, in this research, the meaning of empowerment is traced back to the original meaning of "authorize, give power to" as defined by Tulloch (1993).

Empowerment has been used to represent the act of empowering others (management practices) and also to delineate the internal processes of individual being empowered (individual's work orientation) (Boudrias, Gaudreau, Savoie & Morin, 2009; Menon, 2001). Lawler (1986) stated that empowerment occurs when high involvement managerial systems are implemented in the organization. Spreitzer (1995) defined empowerment as a reflection of active work orientation where an individual has the intention and mindset that he is able to take full responsibility in his work role and context.

Tymon (1988) suggested that literature on empowerment can be divided into three broad categories: (1) the structural approach, which refers to the act of granting of power and authority for decision making, (2) motivational approach which refers to the psychological enabling that perceived by employees and (3) leadership approach, the energizing aspect of empowerment.

Thomas and Velthouse (1990) defined empowerment as "increased task motivation manifested in four cognitions: (1) meaning, (2) competence, (3) self-determination, and (4) impact." Spreitzer (1995) further explained on these dimensions by their construct definition. Meaning refers to "the degree to which an individual believes and cares about work goals". Competence refers to "self-efficacy specific to work and it is based on an individual's belief in his knowledge and capability to perform the job with skill". Self-determination is "the initiative taken by individuals who feels causal responsibility for his work" and impact is described as "the experience of having an influence on strategic, administrative, or operating outcomes at work to make a change".

According to Boudrias et al. (2009), employee empowerment root from two aspects, the psychological and behavioral empowerment. Psychological aspect was widely studied and is derived from Spreitzer's (1995) study whereas behavioral aspect that has been neglected by many scholars was derived from Boudrias and Savoie (2006) conceptual framework. Boudrias et al. linked the psychological and behavioral aspect together as they believed that psychologically empowered workers see themselves as competent and able to influence their jobs and work environment in a meaningful way, thus, they are more likely to proactively execute their job responsibilities and innovate in their jobs. Lee and Koh (2001) also stated that psychological and behavioral aspects are tied together as employee empowerment is the result of combination between employee's psychological states which is influenced by empowering behavior of management.

2.1.3 2nd Independent Variable:

Transformational Leadership

According to McShane, Von Glinow and Sharma (2011), leadership style can be described as the process of leader ability to influence and motivate others in an organizational culture with the aim to ensure the effectiveness of the organizations of which they are members. According to the authors, transformational leadership is emphasizing on the need to meet challenges in changing time and the role of leader in envisioning and implementing the transformation of organizational performance.

Bass (1985) adopted theory of transformational leadership which constructed on the former works of Burns (1978). Bass (1985) and Gardner (1989) refer transformational leaders as leaders who are keen to boost individuals' commitment to achieve organization goal by inspiring the followers. Transformational leader are referring to the one who express a positive vision that can be shared with their valued followers, pay high attention to diversity and intellectually stimulates followers to perform beyond their expectation (Yammarino & Bass, 1990).

Transformational leaders cultivate their followers to the point via coaching efforts and personal involvement so that followers are able to perform well in their roles (Bass, 1990). Transformational leaders are said to be the change agent (McShane, Von Glinow & Sharma, 2011) by directing the followers' commitment towards the organization mission and goal (Bass, 1985; Gardner, 1989). In other words, transformational leaders lead change and attempt to change their followers' directions toward their job from self-

interest to true commitment towards the organization. Transformational leaders are able to change the employees' attitudes, behaviors and values by showing favorable, influential and supportive interactions (McShane, Von Glinow & Sharma, 2011).

There are four dimensions of transformational leadership behavior as observed by Bass (1985). These consist of idealized influence, intellectual stimulation, inspirational motivation and individualized consideration.

Idealized Influence

Idealized influence refers to the degree in which leaders are perceived by their followers as an inspiring role model (Nordin, 2013). The leader is able to instill pride and faith in followers and gaining respect, trust and confidence from others (Bass, 1985) by taking a firm stand on difficult issues, willing to share in any risk taken, demonstrate high standards of ethical conduct and avoid utilizing their powers for personal gain (Nordin, 2013; Robyn & Du Preez, 2013).

Idealized influence splits into two forms, namely (1) idealized influence attribute and (2) idealized influence behavior. Idealized influence attribute refers to the followers' perceptions towards the characteristic of the leader in which leaders receive trust and respect from followers for the inspiring role model they demonstrated (Sadeghi & Pihie, 2012; Hemsworth, Muterera & Baregheh, 2013) whereas idealized influence behavior refers to the followers' perceptions towards the observable behavior of their leaders (Hemsworth et al., 2013). Followers will be more willing to trust and respect

leaders whom exhibit excellent behavior and willing to give up their own needs for the sake of their workgroup (Sadeghi & Pihie, 2012).

Intellectual Stimulation

Intellectual stimulation is referring to leaders who engaged behaviors that promote rationality, intelligence and careful problem-solving (Bass & Avolio, 1994). These include looking at different perspectives when solving problems, suggesting non-traditional solutions and encourage followers to re-think of ideas that have not been questioned before (Bass, 1985).

Lowe, Kroeck and Sivasubramaniam (1996) stated that intellectual stimulation encourages employees to generate new solutions to old problems and bringing competitive advantage to the organization. Avolio, Bass and Jung (1999) added on the definition of intellectual stimulation where intellectual stimulation is said to be able to get employees (followers) to question the way of solving problems and thus making improvement.

Intellectual stimulation is defined as "the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas" by Judge and Piccolo (2004) whereas Rafferty and Griffin (2004) defined it as "enhancing employees' interest in, and awareness of problems, and increasing their abilities to think about problems in new ways". Arnold and Loughlin (2013) defined intellectual stimulation as encouraging out-of-the-box thinking and generating new solutions to old problems.

Judge and Piccolo (2004) stated that leaders with intellectual stimulation behavior are able to rouse and encourage creativity of their followers. The leader gives a big picture of vision and let the followers to decide how they achieve it. Freedom given often enables followers to be creatively overcome any obstacles in achieving leader's expectation. A leader with intellectual stimulation characteristic will not criticized their followers' idea; instead, they will stimulate followers to think in a new approach (Hemsworth et al., 2013).

However, conflict may arise within the team as different people have different perspective especially in promoting new ways to solve the problem. This is supported by Bass and Avolio (1994) where the researchers noted that intellectual stimulation behavior of the leader might result in functional, task-oriented conflict within the team. Despite of that, this type of conflict is said to be good for the organization as the resulting innovation can bring improvement to team performance and decision-making (Bass & Avolio, 1994; Dionne, Yammarino, Atwater & Spangler, 2003).

Contradict to the beliefs that intellectual stimulation brings improvement to the organization, Silins (1994) found that encouraging inquiry and questioning of one's own and others' assumptions, beliefs and values, together with the promotion of shared understandings of change through intellectual stimulation were not perceived by teachers as significantly associated with school improvement. Bass (1999) also stated that intellectual stimulation may produce different result under different work condition. Intellectual stimulation can result in more creativity and innovative behavior in low stress work environment and causes burnout in stressful work environment.

Inspiration Motivation

Bass (1985) refers inspirational motivation to the behavior of the leader which communicates a vision with fluency and confidence in a positive manner. Judge and Piccolo (2004) stated that inspirational motivation refers to the degree in which the leader provides a vision that is appealing and encouraging to followers. This can be done through the use of images, symbols, emotional appeals and effective communication (Bass & Avolio, 1990).

Leaders with inspiration motivation characteristic is able to strengthen followers by viewing the future optimistically (Sadeghi & Pihie, 2012) and motivate followers by providing meaningful and challenging work to them (Nordin, 2013). Inspirational motivation is intended to encourage followers to be moral and ethical as well as bringing values that are inspired in the vision that the leader wants his followers to keep in mind (Bass, 1985).

Individual Consideration

Individualized consideration refers to the degree in which leaders provide support, treat each employee individually, give personal attention and encouragement, advise and coach their followers on one-to-one basis accordingly (Yukl, 2006; Nordin, 2013). In other words, individualized consideration is referring to the characteristic of leaders who are able to create supportive environment for his followers (Bass, 1985).

Transformational leaders exhibiting individual consideration often treat each individual as a unique identity that has different needs in terms of the need for achievement and growth (Bass, 1985). Thus, the leader serves as a coach, a leader or a mentor to assist their followers to achieve what they aiming for (Bass, 1985). These leaders further consider their followers' individual needs, abilities and aspirations by listening considerately (Robyn & Du Preez, 2013) and may delegate responsibilities to their followers in order to help them (Bass & Avolio, 1994; Judge & Piccolo, 2004).

2.1.4 3rd Independent Variable:

<u>Innovation</u>

The first researcher who established economic concept of innovation was Schumpeter (1912). Porter and Kramer (2011) indicated that innovation in technology has been a powerful force for productivity growth, industrial development and indeed increasing the standard of living throughout the history. According to Oxford Dictionary, innovation can be defined as "the action or processes of introduced something new on the ideas, methods, or products".

An innovation would represent a completely new development, or most probably, partially new development. It is the mobilization of fresh idea and knowledge in the goods and services production that foster the business success (Teece, 2010). According to Beesley and Cooper (2008), innovation is the development of new idea through the original combination of mutual

understandings, or the transformation of existing concepts through the restructuring of existing knowledge network.

Innovation is crucial to ensure continuing success of the organizations. Innovation technology has great potential to provide similar impact on teaching, research as well as service missions of colleges and universities. In recent years, innovations in higher education institutions have become more significant for worldwide reforms in an attempt to improve education and transform from traditional education practices to a more creative student-centered approaches (Surry, Ensminger & Jones, 2002).

Transformation of higher education learning environments settings into electronic world is critical to assure that the benefits are fully realized (Garrison & Kanuka, 2004). According to Surry, Ensminger and Jones (2002), higher education realized about the importance of utilizing innovation and thus, began to expanding their capabilities of using technology and innovations in the institution (Brynjolfsson & McAfee, 2011).

Innovative network learning comes about when learners are connected to learning environment through the use of innovative approaches (Piaget, 2001). It is predominantly relevant in professional education, where the personal knowledge is important. ICT spread the traditional networked learning whereas computer-supported collaborative learning is supported using computers and the internet. In higher education, these technologies offer several methods of supporting learning by empowering learners to discuss their learning experiences with others (Garrison & Kanuka, 2004).

2.1.5 Mediating Variable:

__Employee Engagement__

Different scholars have their own definition about employee engagement but there is no generally accepted single definition of employee engagement (Markos and Sridevi, 2010). Kahn (1990) stated that employee engagement is the status of being psychologically present when performing the role and responsibility in the organization. Robinson, Perryman and Hayday (2004) stated that the employee engagement is originally derived from, or contains of two concepts that have been subjected to the empirical research- Commitment and Organizational Citizenship Behavior (OCB).

Schaufeli and Bakker (2003) defined engagement as "a positive, fulfilling, work-related state of mind that characterized by vigor, dedication, and absorption." Saks (2006) further extend the view by stated that employee engagement is related to employee's behaviors, attitudes as well as intention. In other words, employee engagement is a concept that generally viewed as managing discretionary effort, where employees will further their interests towards the organization whenever they have the option (Bhattacharya & Mukherjee, 2009; Markos & Sridevi, 2010).

According to Men (2012), employee engagement is defined as how employees deal with themselves when performing their roles in organization. Thus, employee engagement is the level of involvement and commitment that an employee possesses toward their organization and its values (Bhattacharya & Mukherjee, 2009; Andrew & Sofian, 2012).

Othman and Nasurdin (2011) found that engaged employee often: "(1) experience positive emotions, including happiness, joy, and enthusiasm; (2) experience better health; (3) create their own jobs and personal resources; (4) transfer their engagement to others; and has (5) better job performance". Findings of Bakker et al. (2011) indicated that engaged employees are able to perform up-to expectation in a broad array of context. This is consistent with Bakker studies (as cited in Bakker & Demerouti, 2008) which also explained that engaged employees are good performers and willing to go the extra mile in the organization. This scenario can also be explained by Social Exchange Theory (SET) where SET provides useful guideline to explain the relationship- i.e. employee who received economic and socio-emotional resources from the organization tend to repay the organization by higher engagement and performance (Karatepe, 2013).

Overall, engagement scores can serve as meaningful predictors of organizational long term success as employee engagement is linked closely with organizational outcomes. It is said to have a significant impact on productivity of employees and improve retention effort of management on talented employees; furthermore, these engaged employees are difficult to imitate and are unique to an organization (Bhatnagar, 2007). Highly engaged employees often result in reduced turnover intention, improved productivity, growth, profitability and result in higher customer satisfaction (Markos & Sridevi, 2010).

Table 2.1 depicts some of the definition of employee engagement.

Table 2.1: Definition of Employee Engagement

Rafferty (2005)	Employee engagement emanated from two concepts- Commitment and Organizational Citizen Behavior (OCB) which have been recognized and been the subject of empirical research.
Perrin's Global Workforce Study (2003)	Employees' willingness and abilities to help their company succeed by providing discretionary effort on a sustainable basis. Engagement is affected by many factors which involve both emotional and rational factors relating to work and the overall work experiences.
Gallup	The involvement and enthusiasm for work. Employee engagement is the positive employee's emotional attachment and employee commitment towards the organization.
Robinson, Perryman and Hayday (2004)	"A positive attitude held by the employee towards the organization and its value". An engaged employee is aware of business context, and work with colleagues to improve performance within the job for the benefits of the organization.

Erickson (2005) BlessingWhite (2008) Macey & Schnieder (2008)	Engagement is about passion and commitment- the willingness to invest oneself and expand one's discretionary effort to help the employer succeed, which is beyond simple satisfaction with the employment arrangement or basic loyalty to the employer.

<u>Source</u>: Kompaso, S. M., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management*, 5(12), p89.

The studies of Schaufeli and Bakker (2003) explained that it is critical in recognizing the positive aspects of work in which organizations need people who feel vigor, dedicated, and are absorbed by their work. According to Law, Dollard, Tuckey and Dormann (2011), engagement especially reflects how employees experience their work. Employees may perceived their work as meaningful (dedication), interesting (absorption), and something they willing to put effort on (vigor).

Based on the review of past studies, three dimension of employee engagement are identified: (1) vigor, (2) dedication and (3) absorption.

Vigor

According to Kahn (1990), vigor is a physical dimension. Schaufeli and Bakker (2003) defined vigor as "high level of energy and mental resilience while work, the willingness to invest efforts in one's work, and persistence even in the face of difficulties". In other words, vigor is referring to a state in which individual experiences a high degree of energy, willing to put in one's effort, having a strong work ethic and showing a great perseverance when confronted with challenging work. Mauno, Kinnunen and Ruokolainen (2007) proposed that an employee who feels vigor at work is highly motivated by his job and even if he encountered any difficulties or hassles at work, most likely he will remain very persistent. Mauno, Kinnunen and Ruokolainen (2007) defined the dimension of vigor as a motivational concept in consistent with Atkinson's study (as cited in Mauno, Kinnunen & Ruokolainen, 2007) where "motivation is the contemporary or immediate influence on direction, vigor and persistence of action".

Dedication

Kahn (1990) defined dedication as an emotional dimension. Bhatnagar (2007) explained that emotionally engaged is refer as forming meaningful connection with peers and colleagues and concern about others' feelings. Schaufeli and Bakker (2003) defined dedication as "a sense of significance, enthusiasm, inspiration, pride and challenge". Dedication, in other words, denote to being strongly devoted in one's work and experiencing a sense of enthusiasm in the job. Individuals who experience dedication also perceive their work to be important and they describe difficult task as challenges rather than pressure (Park & Gursoy, 2012). According to Mauno, Kinnunen and Ruokolainen (2007), dedication shares common characteristics with a more traditional concept - job involvement/ commitment where the latter refers to the level an employee psychologically relates to his job and the performance

of the job. Mauno et al. also indicated that there are no actual differences between dedication and job involvement as both of them are rather stable phenomena.

Absorption

According to Kahn (1990), absorption is a cognitive dimension. Cognitively engaged refers to those who are acutely aware of their role and mission in their work environment (Luthans & Peterson studies as cited in Bhatnagar, 2007). Schaufeli and Bakker (2003) refers absorption as "being fully concentrated and deeply engrossed in one's work, in which time passes quickly and one has difficulties with detaching oneself from work". Mauno, Kinnunen and Ruokolainen (2007) refers absorption to total concentration on the job given. In other words, absorption is the state of mind where people fully concentrate and involving themselves in an activity purely for the sake of doing it even it is at a great cost and nothing else seems to be a matter for them (Park & Gursoy, 2012).

2.2   Review of Relevant Theoretical Models

2.2.1 Saks and Rotman (2006)

Figure 2.1: A Model of Antecedents and Consequences of Employee Engagement.
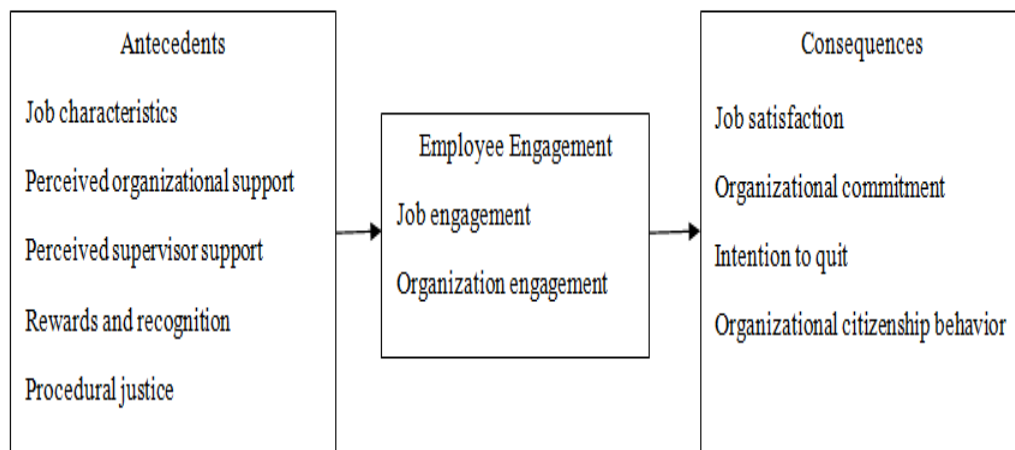
Adapted from: Saks, A.M. and Rotman, J.L. (2006). Antecedents and Consequences of Employee Engagement: A model of antecedents and consequences of employee engagement. *Journal of Managerial Psychology,* 21(7), 600-619.

Saks and Rotman (2006) had developed a theoretical conception which relies on framework developed by Kahn (1990) and Maslach, Schaufeli and Leiter (2001) and tries to extend it in several ways.

The cores of the model are two important types of employee engagement: job and organization engagements. This follows from the

conceptualization of engagement as role related. Therefore, the model explicitly acknowledges this by including both job and organization engagements.

The model comprises five antecedents and four consequences as shown in Figure 2.1. All of the antecedents are said to be positively related to employee engagement based on the past studies. Furthermore, engagement has been found to be positively related to job satisfaction and organizational commitment whereas negatively related to intention to quit. Besides that, it is also believed to be related to job performance and extra-role behavior in a positive relationship.

2.2.2 Robyn and Du Preez (2013)

Figure 2.2: Partial Theoretical Model of Antecedents of Intention to Quit
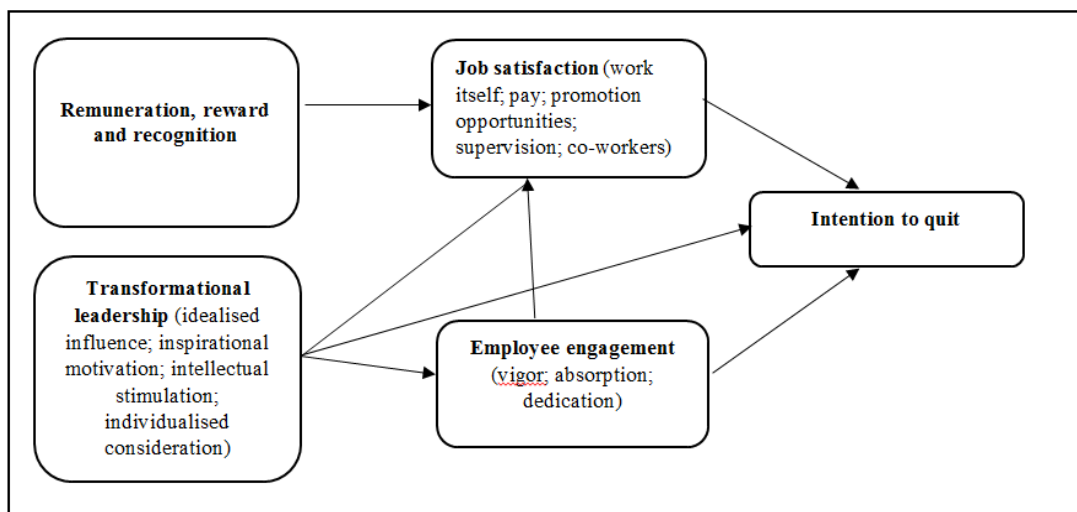
Adapted from: Robyn, A., & Du Preez, R. (2013). Intention to quit amongst Generation Y academics in higher education. *SA Journal of Industrial Psychology*, *39*(1), 1-14.

The partial theoretical model of antecedents of intention to quit was developed by Robyn and Du Preez (2013). Remuneration, reward and recognition, transformational leadership, job satisfaction and employee engagement are said to be significantly related to intention to quit based on past studies.

The primary objective of this study is to discover the predecessors of academicians' intention to quit and how do these predecessors contribute to academicians' intention to quit from HEIs. Simultaneously, the researchers also aim to investigate how HEIs can transform their human resource policies and practices to retain employees and reduce the high turnover among Gen Y academicians.

The authors conducted a research on Gen Y academicians in South Africa HEIs. There are 189 respondents in this study and the result revealed that the proposed variables have significant negative impact on intention to quit with 45% of the variance in intention to quit can be explained by these variables. Based on multiple regression and partial least square path techniques result, it has been found that both employee engagement and job satisfaction have significant negative impacts on intention to quit.

2.2.3 Karatepe (2013)

Figure 2.3: Research Model of HPWPs towards Employee Performance
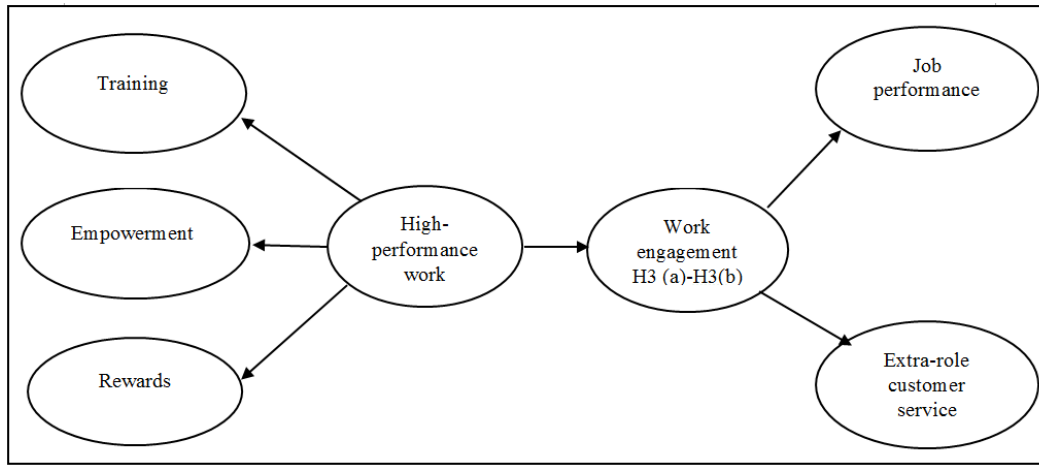
Adapted from: Karatepe, O. M. (2013). High-performance work practices and hotel employee performance: The mediation of work engagement. *International Journal of Hospitality Management*, *32*, 132-140.

This research model was developed by Karatepe (2013) with the purpose to study whether high-performance work practices (HPWPs) are affected by the work engagement on job performance and extra-role customer service. By referring to the model, the indicators of HPWPs are training, empowerment and rewards. The author proposes that frontline employees' perceptions of HPWPs are positively related to their work engagement and suggests that work engagement functions as a full mediator on the effects of HPWPs towards job performance and extra-role customer service.

The research was conducted based on full-time frontline hotel employees and their managers in Romania. The data were obtained from 110 respondents through the distribution of questionnaires. From the study, the researcher acclaimed that work engagement fully mediates the effects of

HPWPs on job performance and extra- role customer service. The findings show that HPWPs significantly and positively influenced work engagement and work engagement has a significant positive effect on job performance and extra-role customer service.

2.3   Proposed Theoretical/ Concept Framework

Figure 2.4: Model of Proposed Framework

| Independent Variables | Mediating Variable | Dependent Variable |
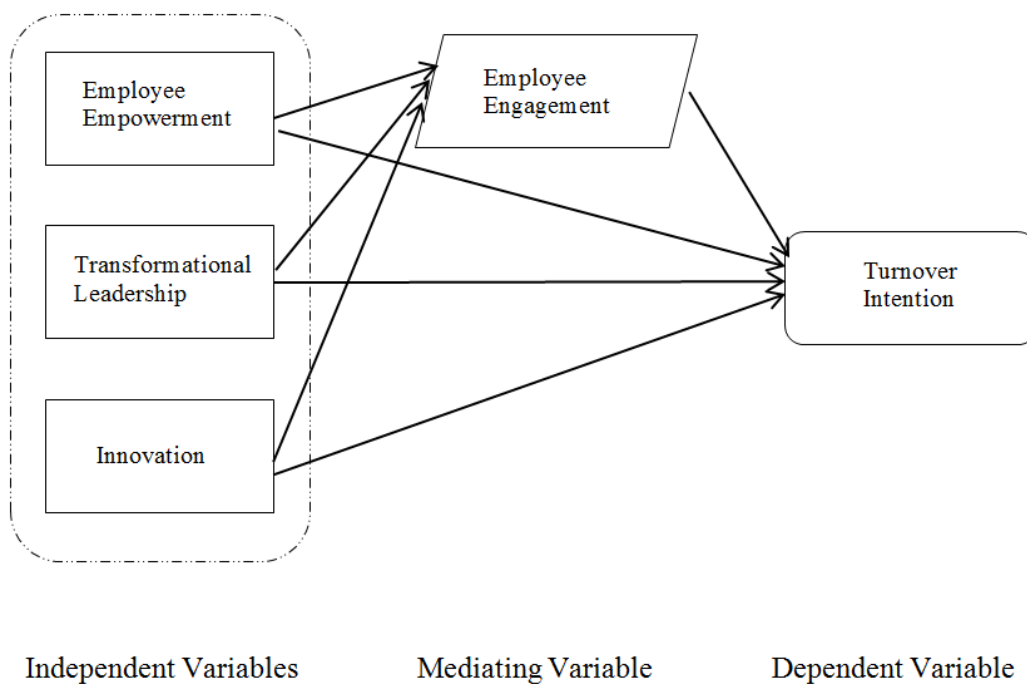
Source: Developed for the research

A proposed theoretical or conceptual framework has been developed based on the literature review. This is a diagram that visually displays and connects the variables in which to be tested in this research. The conceptual framework

demonstrates the relationships among all the independent variables, mediating variable and dependent variables. It also provides a general framework for data analysis and essential in preparing a research for using descriptive and experimental methods. In this study, the independent variables are employee empowerment, transformational leadership and innovation. Mediating variable is employee engagement and dependent variable is turnover intention. All the relationships between variables are grounded on relevant theories and past studies findings.

The social exchange theory (SET) by Homans (1958) is the most widely used and accepted theory underpinned in recent research on employee engagement (Andrew & Sofian, 2012; Karatepe, 2013; Saks, 2006). This is because SET provides a theoretical foundation to justify the reasons why employees decide to engage more or less on their works or stay with their organization. According to Saks (2006), "a strong theoretical rationale for explaining employee engagement can be found in social exchange theory (SET)". Saks further mentioned that the good way for employees to repay their organization is through their level of engagement. Employees will weigh the benefits and resources provided by the organization and choose whether they want to engage themselves in relation to what they had received from the organization.

Besides that, SET (Homans, 1958) is also one of the most influential theories underpinning many organizational behaviors (Cropanzano & Mitchell, 2005). It is able to explain about the reciprocal relationship between employer-employee (better known as rule of exchange). It is noted that Gen Y seeking for challenging task and are more likely to try new approaches or innovative ways of doing thing; however, they in return, have high expectation on the employer pertaining the rewards to be given, for example, higher autonomy in their work (Maxwell & Broadbridge, 2014) thus SET serves as the foundation theory in this relationship. If they are not

empowered in the organization, they may develop the turnover intention as they perceived that the organizational does not value their contributions.

SET is the foundation theory of Leader Member Exchange Theory (LMX) (Wayne, Shore & Liden, 1997), thus SET also applies in the relationship between transformational leaders with their followers. Wang, Law, Hackett, Wang and Chen (2005) found that LMX mediates fully in the relationship between transformational leaders and followers' performance, indicating the exchange relationship will affect the attitude and behavior of followers towards the organization. Kim, Lee and Carlson (2010) found that LMX is negatively related to turnover intention for direct supervisory relationship. Tse, Huang and Lam (2013) posited that SET applied to transformational leadership and turnover as "pull-to-stay" force to deter employee to form turnover intention. Therefore, SET is able to build up the foundation theory for the relationship between employee empowerment, transformational leadership and innovation towards the turnover intention.

The dependent variable will be examined in order to determine the influences of all the independent variables towards turnover intention through the mediating effect of employee engagement on the model. Based on the past research findings, five hypotheses were developed to identify the relationship among the variables as shown above. Detailed explanation will be carried out in the next section under hypotheses development.

2.4   Hypotheses Development

2.4.1 Relationship between Employee Empowerment and Turnover Intention

Job characteristics theory (JCT) (Hackman & Oldham, 1976) suggested that the specific characteristic of an employee's job (autonomy) forms an individual's motivating potential score. Thus, the characteristics of the job act as a motivator for empowered employee to perform (Champoux, 1991) and when employees perceive high levels of empowerment, they are motivated towards their jobs and are likely to experience positive consequences such as lower turnover intention (Spreitzer, 1995). Bhatnagar (2012) noted that empowerment will lead to lower turnover intention, in line with Stander and Rothmann (2010) studies where empowerment is found to have a significant negative effect on turnover intention.

By referring to Solnet and Hood (2008) perception of Gen Y, it is expected that empowerment will lead to high satisfaction that reduce turnover intention. Based on the characteristics, Generation Y is assumed to be keener to take charge of decision making regarding their specific task and role in the organization as compare to other generations (Martin, 2005), matches Spreitzer (1995) definition on empowered employees as individuals who have the intention and mindset that he is able to take full responsibility in his work role and context. Thus, employee empowerment may help in reducing the turnover intention of Gen Y academicians as an empowered employee is aware of the expectation management put on him and feels confident in achieving the goal (Mendes & Stander, 2011). This will thus lead to lower turnover intention.

Therefore, first hypothesis assumes that:

$H1_0$: There is no significant negative relationship between employee empowerment and turnover intention among Gen Y academicians.

$H1_1$: There is a significant negative relationship between employee empowerment and turnover intention among Gen Y academicians.

2.4.2 Relationship between Transformational Leadership and Turnover Intention

Transformational leaders are characterized by emphasizing on the need to meet challenges in changing time and the role of leader in envisioning and implementing the transformation of organizational performance (Bass, 1985). Transformational leadership dimensions: inspirational motivation, intellectual stimulation, idealized influence and individual consideration are said to be able to promote higher job satisfaction (Hassan & Yau, 2013; Lowe, Kroeck & Sivasubramaniam, 1996; Nordin, 2013; Robyn & Du Preez, 2013; Sadeghi & Pihie, 2013). A study conducted by Larrabee, Janney, Ostrow, Withrow, Hobbs and Burant (2003) revealed that job dissatisfaction is an antecedent of intention to quit. As noted, transformational leadership has been linked to job satisfaction and it is believed that transformational leadership may reduce the intention to quit of employees by promoting a working environment where employees experience job satisfaction.

From the prior studies on characteristics of Gen Y, it can be said that Gen Y are often associated with the characteristic of seeking challenges and embrace change, in line with the characteristics of intellectual stimulation that promotes innovation and change. Therefore, it can be said that Gen Y employees are more likely to lead by leaders with transformational leadership style as innovation and change is encouraged. This statement is supported by Horeczy, Lalani, Mendes, Miller, Samsa and Scongack (2012) where the research shows that Gen Y leadership preferences reflects the characteristic of Gen Y which is associated with transformational leadership style. Transformational leadership also found to be adversely related to Gen Y's turnover intention (Robyn & Du Preez, 2013).

In contrary, Pipitvej (2014) found that intellectual stimulation and articulating a vision (dimension of transformational leadership) do not have significant relationship with Gen Y employees' turnover intention, indicating their reaction towards transformational leadership is different as compare to other generations. The result is in line with the study of Koppula (2008) which uses majority Gen Y respondents in his study.

Thus, the second hypothesis is formulated based on majority of past findings:

$H2_0$: There is no significant negative relationship between transformational leadership and turnover intention among Gen Y academicians.

$H2_1$: There is a significant negative relationship between transformational leadership and turnover intention among Gen Y academicians.

2.4.3 Relationship between Innovation and Turnover Intention

Innovation is defined as the introduction of a new idea, method, or device (Merriam-Webster, 2014). This definition can be applied to private higher educational institutions (PHEIs) where innovation can refer to new way of doing things that help to improve the performance of the PHEIs. However, innovation itself is unable to sustain the PHEIs as the achievement and development of higher institutions rely heavily on their workforce (Khan, Nawaz, Khan, Khan, & Yar, 2013). In other words, academicians play an important role in determining the successful of the PHEIs. Without their commitment, PHEIs will not be able to success.

Janssen (2003) revealed that employees were more familiar and comfortable with existing conditions; they were more likely to resist new ideas recommended by an innovative employee and caused conflicts among their relationship. Therefore, the author posited that innovations have higher tendency to have positive association with intention to leave. This is because high-performance employees would have better job opportunities available outside the institutions; therefore it caused greater likelihood on the intention for employees to leave.

However, things began to change now. With the increasing number of Gen Y academicians in the workforce, PHEIs management would need to be more flexible and change their management style to cater to Gen Y's needs in order to retain them. As mentioned earlier, Gen Y are technological-savvy (Park & Gursoy, 2012) and this indicates that, in order to retain them, PHEIs have to synchronize more sophisticated technology into the work assigned.

Gen Y will be able to maximize their effectiveness and efficiency using technology as compare to other generations (Raman et al., 2011). Besides that, they will be more likely to stay in the institution as the working environment is now better suits their preferred working style.

Researches had portrayed varieties of positive outcomes for firms to adopt technological innovations such as increase productivity and attain higher service levels without expanding more resources (Prahalad & Mashelkar, 2010). Robinson and Beesley (2010) found that there is a negative relationship between implementation of innovation and intention to leave. Innovative employees may establish better relationships with other colleagues, experience relatively low stress, enjoy higher personal growth, increase level of engagement as well as improved job satisfaction. Therefore, this brings direct effect towards better performance in the workplace and the employees have lower intention to leave the organization.

Thus, this contributed to the formulation of third hypothesis:

$H3_0$: There is no significant negative relationship between innovation and turnover intention among Gen Y academicians.

$H3_1$: There is a significant negative relationship between innovation and turnover intention among Gen Y academicians.

Subsequently, the researcher would like to know how much variance of turnover intention is able to explain by the three independent variables.

Therefore,

H4$_0$: The three independent variables (employee empowerment, transformational leadership and innovation) are not significant explain the variance in turnover intention.

H4$_1$: The three independent variables (employee empowerment, transformational leadership and innovation) are significant explain the variance in turnover intention.

2.4.4 Relationship between Employee Engagement and Turnover Intention

According to Schaufeli and Bakker (2004), engaged employees are likely to have a stronger bond with the organization and lower tendency to leave their organization. Andrew and Sofian (2012) also noted that engaged employee will perform better as compared to disengaged employee who will cost organization more with lower productivity, high absenteeism and stronger intention to leave the organization. This is in line with Karlowicz and Ternus (2007) findings where lack of engagement was one of the most important issues contributing to turnover intention.

Clayton (2011) found that engaged employees are more likely to show positive behaviour in the workplace that resulted in increase of commitment and overall performance. However, in return, the engaged employees expect the organization to value their contributions and hope to gain respect from peers and supervisors in accordance with Social Exchange Theory (SET)

(Homans, 1958). If the employees feel that their contributions are not recognized, they will have a higher tendency to develop turnover intention. Thus, employee engagement is able to predict turnover intention (Mendes & Stander, 2011).

Employee engagement has been found to be negatively related to turnover intention (Sonnentag, 2003). Robyn and Du Preez (2013) had found that employee engagement has an adverse effect on intention to quit among Gen Y academicians. When the academicians are satisfied with their working environment and tasks assigned, they are more likely to develop a bonding with the institution which resulted in reduction of turnover intention. This is also supported by Karatepe (2013) and Makhbul et al. (2011) where the researchers stated that declining in employee engagement may result in development of higher turnover intention.

Based on generational differences, Gen Y was found to have higher intention to leave compare to other generations (Park & Gursoy, 2012). Furthermore, Gilbert (2011) stated that engagement policies are no longer a one-fit-all approach when employer deals with Gen Y employees; a lack in engagement policies will lead to turnover among Gen Y employees. Therefore, based on the information gathered through past studies, it is said that employee engagement is negatively related to Gen Y academicians' turnover intention.

This gives rise to the fifth hypothesis, namely:

$H5_0$: There is no significant negative relationship between employee engagement and turnover intention among Gen Y academicians.

$H5_1$: There is a significant negative relationship between employee engagement and turnover intention among Gen Y academicians.

Followed by,

$H6_0$: Employee engagement is not significant explaining the variance in turnover intention.

$H6_1$: Employee engagement is significant explaining the variance in turnover intention.

Besides that, researchers had proposed that employee engagement act as a mediator between various antecedents and turnover intention (Kim, Kolb & Kim, 2012; Maslach, Schaufeli & Leiter, 2001; Saks, 2006). However, they do not fully explain why employees tend to respond in varying degrees of engagement in the relationship between the antecedents and turnover intention. SET gives a better explanation on this situation where obligation of employees are said to be generated through the interaction between both employees and organization. In other words, employees tend to repay organization if their contribution is recognized and rewarded (Saks, 2006) and the repayment made is the level of engagement towards the organization. This is consistent with Robinson, Perryman and Hayday (2004) description of engagement as a two-way relationship between employer and employee.

In Kim, Kolb and Kim (2012) review of empirical studies, the authors found that employee engagement mediates the relationship between many factors and outcomes. Salanova, Lorente, Chambel and Martinez (2011) also found that engagement mediates the relationship between transformational leadership and self-efficacy and extra role performance. Karatepe (2013) found that engagement plays a full mediator role between HPWPs and performance outcomes. Therefore, in this study, the researcher would like to examine whether employee engagement also mediate the influence of employee empowerment, transformational leadership and innovation on Gen Y academicians' turnover intention towards the institution.

Therefore, the seventh hypothesis formulated:

$H7_0$: Employee engagement does not mediate the influence of employee empowerment, transformational leadership and innovation on Gen Y academicians' turnover intention.

$H7a_1$: Employee engagement mediates the influence of employee empowerment on Gen Y academicians' turnover intention.

$H7b_1$: Employee engagement mediates the influence of transformational leadership on Gen Y academicians' turnover intention.

$H7c_1$: Employee engagement mediates the influence of innovation on Gen Y academicians' turnover intention.

2.5   Conclusion

This chapter focuses on relevant literature in the proposed framework for this study and discussed about the hypotheses development. Research methodology of this study will be discussed in detailed in the following chapter, i.e. Chapter 3.

CHAPTER 3:   METHODOLOGY

3.0   Introduction

The methodology of the research which comprises of research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis will be discussed in this chapter.

3.1   Research Design

Qualitative research is primarily used to gain an understanding of underlying reasons and opinions by collecting open-ended, emerging data with the intention of exploring and developing of new knowledge or idea from the data for future quantitative research (Creswell, 2013). On the other hand, quantitative research focuses on measurement and observation, thus data collected are based on predetermined instruments that is able to yield statistical data (Creswell, 2013). In this research, numerical measurements and statistical analysis are being used, thus quantitative research is being employed in this research.

Based on the research objectives, the aim of this study is to investigate the relationship between the independent variable (employee empowerment, transformational leadership and innovation) and dependent variable (turnover intention) with the mediating variable (employee engagement). Therefore, it can be

said that causal research is being undertaken in the research as this study seeks to identify cause-and-effect relationships between the variables.

3.2 Data Collection Method

Quantitative method for data collection was adopted for this study. Quantitative method enables researcher to test specific hypotheses and examine specific relationships between the variables and project results to population at large (Sekaran & Bougie, 2010). Primary data collection method was used for this study. As the nature of this study is to obtain the perceptions of Gen Y academicians, therefore, primary data collection method is the most suitable method as up-to-date information can be collected. It is difficult to obtain secondary data that are relevant to this study as most of the secondary data are obsolete and do not meet the specific needs of present study (Sekaran & Bougie, 2010).

Self-administered questionnaire survey was employed for the study to collect valid data from qualified respondents. The data collection period begins from early February to mid-March 2015. The questionnaires (online version) are being distributed through attaching the link of the questionnaire in e-mail sent to the respondents. Online distribution method is being used in order to reach a broader base of respondents within several constraints. A clear introductory cover letter about the purpose of the study was attached with the questionnaire for respondents' better understanding on the research. In order to ensure only qualified respondents (Gen Y academicians) answered the questionnaires, skip logic technique is being used to discard unqualified respondents to minimal the bias of data collected. Skip logic is being used by providing a brief explanation about Gen Y and ask the respondents

whether they fulfilled the criteria. If the answer is not, they will be navigated away from answering the questionnaire. Thus, only Gen Y academicians' responses will be recorded and used in the data analysis.

3.3   Sampling Design

Sampling is a process of selecting a small number of units from the total population of interest to represent the whole population in the study (Zikmund, Babin, Carr, & Griffin, 2010). According to Zikmund et al. (2010), sample is subset of larger population in which the purpose serves to enable researcher to estimate some of the unknown characteristic of the population. This is very important as researcher is not able to conduct survey on the whole population due to financial and time constraint.

3.3.1 Target Population

Target population is defined as total group of individuals from which the sample might be drawn (Zikmund et al., 2010). The target population for this research is all Gen Y academicians of PHEIs in Malaysia.

3.3.2 Sampling Frame and Sampling Location

Zikmund et al. (2010) stated that sampling frame is also known as working population whereby it provides the list can be worked with as the

whole population might not be accessible. However, there are difficulties for researcher to access the sampling frame of Gen Y academicians in Malaysia PHEIs as demographic information of academicians are private and confidential information that will not be display to the public. Thus, all academicians of selected PHEIs in Malaysia are targeted randomly based on non-probability techniques, judgmental sampling by utilizing certain information provided to eliminate unqualified respondents from being selected at the first place and increase the probability that Gen Y academician is being selected.

Since questionnaires are being distributed through e-mail, all academicians of PHEIs in Malaysia can be reached by the researcher through the e-mail address display in staff directory of universities official webpage. Thus, the sampling location of this study consists of selected PHEIs in Malaysia.

3.3.3 Sampling Elements

Sampling elements are the respondent involved in the study. All Gen Y academicians of selected PHEIs in Malaysia are being targeted as the respondents of this research. Gen Y academicians are being chosen in this study as they are expected to be dominant force in the rapid growing higher education industry (Raman et al., 2011). Therefore, instead of involving all academicians in Malaysia PHEIs, this research is only focuses on studying the relationship between employee empowerment, transformational leadership and innovation with turnover intention of Gen Y academicians of PHEIs in Malaysia with the mediating effect of employee engagement.

3.3.4 Sampling Techniques

Sampling techniques are divided into two categories: probability techniques and non-probability techniques. In this study, researcher selects non-probability sampling as the research method due to the difficulties to access sampling frame. Judgmental sampling of non-probability sampling is being chosen to be used in this research.

Judgmental sampling is being defined as a form of convenience sampling in which the population elements are selected based on researchers' judgment (Sekaran & Bougie, 2010). This is the best way of collecting information quickly and more accurate as researcher is able to obtain a large number of completed questionnaires that is able to generate data for analysis purpose. Academicians with first degree obtained prior to year 2000 and industrial/academia experiences over 16 years are automated discarded as respondent as they are most probably not fall into the range of Gen Y.

3.3.5 Sampling Size

Sampling size is the targeted number of respondent for the research conducted. It is generally accepted that with a greater sample size, the outcome of the result will be more accurate. According to Roscoe (1975), sample sizes in between 30 to 500 are appropriate for most research (as cited in Sekaran & Bougie, 2010). In this study, useable responses reverted was 236. Therefore, 236 respondents are being involved for data analysis purpose.

3.4   Research Instrument

Self-administered questionnaire survey was employed for this study. The questionnaire consists of 4 parts. Approximately 15 to 20 minutes is required to complete the questionnaire. Part A is about the demographic details of the respondents, first question is skip logic question that used to discard unqualified respondents (non-Gen Y) to minimal the bias of data collected, other questions include gender, age group, nationality, race, highest educational degree earned, location of current institution, monthly income, number of years in the institution, number of year in teaching field and present job title. Demographic information of respondents is important for this study as frequencies, means, standard deviations and variances are to be calculated by using these information.

Part B is related to the factors that influence the turnover intention, Part C is about employee engagement and Part D is about the turnover intention. These three parts consists of 59 questions that are used for examining the relationship between the independent variables and dependent variable with mediating variable. There are 14 questions covering dimensions of employee empowerment, 20 questions on transformational leadership, 5 questions about innovation, 17 questions on employee engagement and 3 questions for turnover intention. All 59 questions are in 5-point Likert scales, ranging from strongly disagree to strongly agree.

3.4.1 Pilot Studies

The main purpose to conduct the pilot test is to test the respondents' understanding towards the question. It is a pre-testing process that is conducted before actual set of questionnaire is being distributed. Pilot test

functioned as a checker for reliability of the questionnaires and allow researcher to make amendments such as rearrange the sequences of questions and amend construction error of question to ensure the effectiveness of the actual questionnaire.

There are 15 sets of questionnaires being collected to run the pilot test via online questionnaires. SPSS Statistics 21 is being used to run the reliability result of the questionnaires in the pilot test. Table 3.1 shows the internal consistency of the variables while Table 3.2 shows the result of the reliability analysis.

Table 3.1: Internal Consistency (Cronbach's Alpha)

Coefficient Alpha (α)	Level of Reliability
0.80 to 0.95	Very good reliability
0.70 to 0.80	Good reliability
0.60 to 0.70	Fair reliability
<0.60	Poor reliability

Source: Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc, (*page 325.)*

Table 3.2: Reliability Analysis

Variables	Dimensions	Cronbach's Alpha
Independent Variables	Employee Empowerment	0.922
	Transformational Leadership	0.951
	Innovation	0.849
Mediating Variables	Employee Engagement	0.933
Dependent Variable	Turnover Intention	0.887

Source: Data generated by SPSS Statistics 21

Interpretation of Employee Empowerment

The result of the reliability test shows that Cronbach's Alpha is 0.922. This Cronbach's Alpha value 0.922 falls under the range 0.80-0.95 showing the 14 items measuring employee empowerment have very good reliability.

Interpretation of Transformational Leadership

The result of the reliability test shows Cronbach's Alpha is 0.951. This Cronbach's Alpha value 0.951 falls under the range >0.95 showing the 20 items measuring transformational leadership have very good reliability.

Interpretation of Innovation

The result of the reliability test shows Cronbach's Alpha is 0.849. This Cronbach's Alpha value 0.849 falls under the range 0.8-0.95 showing the 5 items measuring innovation have very good reliability.

Interpretation of Employee Engagement

The result of the reliability test shows Cronbach's Alpha is 0.933. This Cronbach's Alpha value 0.933 falls under the range 0.8-0.95 showing the 17 items measuring employee engagement have very good reliability.

Interpretation of Turnover Intention

The result of the reliability test shows Cronbach's Alpha is 0.887. This Cronbach's Alpha value 0.887 falls under the range 0.8-0.95 showing the 3 items measuring turnover intention have very good reliability.

With reference to table 3.1, all of the variables must have an alpha value, α at least 0.60. The overall results of the three independent variables with one mediating variable and one dependent variable show very good reliability and indicate there is an internal consistency of reliability in this study.

3.5   Constructs Measurement

3.5.1 Origins of Construct

Questionnaire was developed by adopting previous researchers' scale of measurement in order to test the relationship between independent variables, mediating variable and dependent variable of this study. Adopted questionnaires are well established and had acceptable content and construct validity. Employee empowerment was measured using 14 items developed by Hayes (1994). Transformational leadership was measured by adopting 20 items of Multifactor Leadership Questionnaire (MLQ-5) developed by Bass and Avolio (1994) under the sub-scale of transformational leadership. Innovation was measured by adapting 5 items from Concerns-Based Adoption Model (CBAM) Project (1974). Schaufeli and Bakker (2003) 17 items Utrecht Work Engagement Scale (UWES) was used to measure employee engagement and 3 items from Mobley (1977) was adopted for measuring turnover intention.

3.5.2 Scale Measurement

There are four basic types of scale (1) nominal; (2) ordinal; (3) interval; and (4) ratio (Sekaran & Bougie, 2010). Nominal scale and ordinal scale are categorized as non-metric whereas interval scale and ratio scale are categorized as metric.

3.5.2.1 Nominal Scale

Nominal scale is a scale that categorizes the variable of interest into mutually exclusive group (Sekaran & Bougie, 2010). In part A, demographic profile of the questionnaire, question 2 (gender), question 4 (nationality), question 5 (race), question 7 (location) and Question 11 (job title) are designed by using nominal scale.

3.5.2.2 Ordinal Scale

Ordinal scale is a scale that rank-ordering the qualitative differences in the variable of interest in a meaningful way (Sekaran & Bougie, 2010). In part A, demographic profile of the questionnaire, question 3 (age), question 6 (highest educational degree earned), question 8 (monthly income), question 9 (no. of years in the institution) and question 10 (no. of years in teaching field) are designed by using ordinal scale.

3.5.2.3 Interval Scale

Interval scale is a multipoint scale that taps the differences, order and the equality of the magnitude of the differences in the responses (Sekaran & Bougie, 2010). It shows the differences, order, and distance (arbitrary origin, where 0 °C means existence of temperature). All the questions in part B, C and D are designed by using interval scale. The 5-point Likert scale is adopted to allow the respondents to indicate how strongly they agree or disagree with

the statement of the questions. The range is from "strongly disagree, SD", "disagree, D", "neutral, N", "agree, A", to "strongly agree, SA".

3.5.2.4 Ratio Scale

Ratio scale is a scale that has an absolute zero origin, indicates the proportion, magnitude and the differences (Sekaran & Bougie, 2010). It shows the difference, order, distance and it has a unique origin (e.g. 0 means absent of something). In this research, ratio scale is not used.

3.6   Data Processing

According to Sekaran and Bougie (2010), the next step after receiving data collected from the respondents is to analyze the data for research hypotheses testing. However, some preliminary steps are necessary and are crucial to ensure that the data are accurate, complete, and appropriate for further analysis.

3.6.1 Data Processing

The preliminary steps, also known as data processing steps involve data checking, editing, coding, and transcribing. All the uncommon responses are identified at this stage.

Before proceed to data checking, each valid responses are being numbered and counted to ensure that there is no duplicated responses that will be key-in in the system.

3.6.1.1 Data Checking

Each questionnaire is check carefully to ensure that it has been filled up properly and to avoid any error such as illogical response, illegal codes, omissions and inconsistent responses. Questionnaires with such errors are being removed.

3.6.1.2 Data Editing

Illogical response is an outlier response which is an observation that is substantially differs from other observations. Therefore, existence of outliers will affect the research results. In order to make sure that the outliers are correct, investigation need to be carried out on these responses.

Illegal codes are values that are not specified in the coding instructions. The best way to check for illegal codes is by frequency distribution. Besides that, omission may also occur when not all respondents answered every question. Omissions happen because respondents do not fully understand the question, have no answer for that question, or not willing to disclose the answer for that question. There are two ways to handle this problem. First, ignore the blank response. Second, deduce a logical answer for the question replacing the missing response by looking at the participant's pattern of responses to other questions. In this research, the researcher decided to ignore

the blank response (if existed) by coding 9 as missing data to a maximum of two questions with incomplete responses per questionnaire and take out any questionnaire with more than two blank responses to minimize the problem of omissions.

Finally, inconsistent responses are responses that are not in harmony with other information. Whenever possible, it is desirable to follow up with the responses given as it is best reflecting respondents' perception. However, slight amendment on the responses is allowed to produce more meaningful result. In this research, responses are not being modified to ensure research result is meaningfully reflecting respondents' opinion.

3.6.1.3 Data Coding

Data coding is a process where a number is assigned to the participants' responses so they can be entered into the database. For part A- demographic details, questions are designed in nominal and ordinal scale. Each alternative of the question will be coded as 1, 2, 3 and so on accordingly and code 9 for missing data. For example, gender, we assigned "1" to male, "2" to female whereas for alternatives under age, we assigned "1" to "3" for all responses. As for part B, C and D, Likert scale is coded accordingly as well. For example, 1= strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A), 5= strongly agree (SA) and 9 = missing data.

3.6.1.4 Data Transcribing

After responses have been coded, the data can be entered into a database. Statistical Package for the Social Sciences (SPSS) Statistics 21 is used in this research for data analysis.

3.6.1.5 Data Transformation

Before running the reliability test on the next step, data transformation which is a data coding variation by changing the initial numerical interpretation of a quantitative value to another value need to be carried out (Sekaran & Bougie, 2010).

Data transformation needs to be carried out for reverse coded items in order to maintain consistency in the meaning of a response. There are 9 reverse coded items (Question 2, 11, 12, 13, 37, 38 and 3 questions for turnover intention.) in the questionnaire. However, Question 2, 11, 12, 13, 37 and 38 will be reverse coded but 3 questions from turnover intention will remain negative due to the nature of negative relationship with other variables.

3.7   Data Analysis

Once data preparation process has completed, data analysis will be launched. SPSS Statistics 21 is use to analyze the data collected. The major statistical

techniques applied and findings summarize of the data analysis will be further explained as follow.

3.7.1 Descriptive Analysis

Descriptive analysis is the process of transforming data into useful information by interpreting the collected data. It is usually used in calculating the mean, frequency distribution, and distribution percentage of demographic data given by respondents in Part A- demographic details (Sekaran & Bougie, 2010).

3.7.2 Scale Measurement

In the scale measurement, reliability analysis is used to test if the data is able to generate a reliable result. Reliability is the degree to which the measures are free from error and therefore have consistent and stable results. According to Sekaran and Bougie (2010), Cronbach's alpha, α is the most commonly applied estimate of a multiple item scale's reliability and it represents the average of all possible split-half reliabilities for construct. It ranges in value from 0 (no consistency) to 1 (complete consistency). The higher the internal consistency reliability, the closer the Cronbach's alpha is to 1 (Sekaran & Bougie, 2010). SPSS Statistics 21 is used to find out the Cronbach's alpha value. Referring to Table 3.1 (as attached previously), acceptable reliability of the result α must be within the range of 0.6 to 1.

3.7.3 Inferential Analysis

In this study, there are three independent variables, one mediating variable and one dependent variable. Questions for all variables are designed using interval scale (Likert scale) and under metric scale measurement. Therefore, Pearson Correlation Coefficient, Multiple Regression Analysis, Simple Linear Regression and Sobel Test are used for the inferential analysis to test all the hypotheses.

Pearson Correlation Coefficient is used to test the relationship between each independent variable with dependent variable and between mediating variable with dependent variable. Strength and direction of linear relationship between two random variables is shown.

Multiple Regression Analysis is used to test on the impacts of more than one independent variables towards dependent variable (Sekaran et al, 2010). Simple Linear Regression is used to test the relationship between employee engagement and turnover intention.

Sobel test is used for determining the effect of mediation in this study in accordance with Baron and Kenny (1986) proposed four step approach for testing mediation. In mediation, it is hypothesized that mediator has an indirect effect on the relationship between the independent variable and the dependent variable. Therefore, when mediator is included in the regression model, the effect of independent variable towards dependent variable will be reduced (partially mediated) or become not significant (fully mediated) while

effect of mediator remains significant. Figure 3.1 illustrate how Sobel test apply in testing mediation.

Figure 3.1 Four Step Approach for Testing Mediation with Sobel Test

	Analysis	Visual Depiction
Step 1	Conduct a simple regression analysis with X predicting Y to test for path c alone, $Y = B_0 + B_1 X + e$	
Step 2	Conduct a simple regression analysis with X predicting M to test for path a, $M = B_0 + B_1 X + e$.	
Step 3	Conduct a simple regression analysis with M predicting Y to test the significance of path b alone, $Y = B_0 + B_1 M + e$.	
Step 4	Conduct a multiple regression analysis with X and M predicting Y, $Y = B_0 + B_1 X + B_2 M + e$	

Source: Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, *51*(6), 1173.

3.8   Conclusion

This chapter gives an insight about the research methodology that is applied in this study. In the next chapter, pattern and analysis of the result from actual responses will be interpreted and discussed in detail.

CHAPTER 4:   DATA ANALYSIS

4.0   Introduction

In this chapter, the results of questionnaire were being analyzed. The objective is to investigate and interpret the data collected throughout the survey. The data collected will be analyzed using SPSS Statistics 21. The result will be analyzed and divided into several parts such as demographic analysis, reliability test, Pearson Correlation Analysis, Multiple Regression Analysis, Simple Linear Regression and Sobel test for mediation effect.

4.1   Descriptive Analysis

4.1.1 Respondent Demographic Profile

This section provides an analysis of the demographic characteristics of the respondents which includes the gender, age group, nationality, race, highest educational degree earned, location of current institution, monthly income, number of years in the institution, number of years in teaching field and present job title based on one-way frequencies analysis.

4.1.1.1 Gender

Table 4.1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
male	86	36.4	36.4	36.4
Valid female	150	63.6	63.6	100.0
Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.1: Distribution of Gender
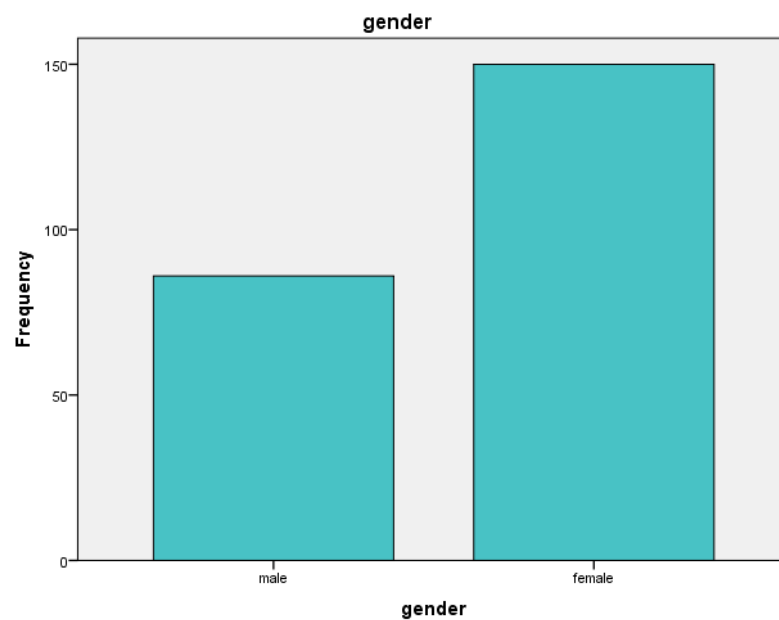
Source: Generated by SPSS Statistics 21

Table 4.1 and figure 4.1 shows the frequency of male and female respondents. Out of the total respondents (N=236), 86 respondents (36.4%) are male and 150 respondents (63.6%) are female.

4.1.1.2 Age Group

Table 4.2: Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 25	25	10.6	10.6	10.6
	26 - 30	98	41.5	41.5	52.1
	31 – 35	113	47.9	47.9	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.2: Distribution of Age Group
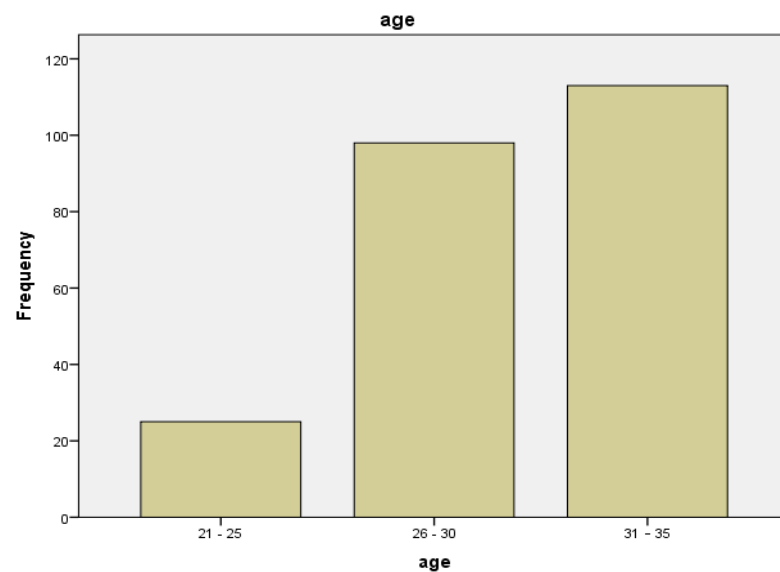
Source: Generated by SPSS Statistics 21

Table 4.2 and figure 4.2 shows the distribution of different age group. 113 respondents (47.9%) are from 31-35 years old, follow by 98 respondents (41.5%) within the age group of 26-30 years old and 25 respondents (10.6%) from 21-25 years old.

4.1.1.3 Nationality

Table 4.3: Nationality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Malaysian	236	100.0	100.0	100.0

Source: Data generated by SPSS Statistics 21

Figure 4.3: Distribution of Nationality
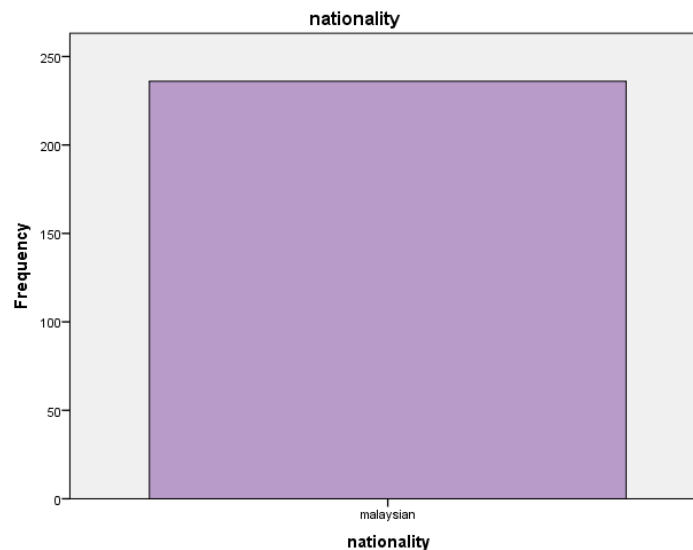
Source: Generated by SPSS Statistics 21

Table 4.3 and figure 4.3 illustrate the frequency of nationality. 100% of respondents (N=236) are Malaysian.

4.1.1.4 Race

Table 4.4: Race

		Frequency	Percent	Valid Percent	Cumulative Percent
	Malay	46	19.5	19.5	19.5
	Chinese	136	57.6	57.6	77.1
Valid	Indian	45	19.1	19.1	96.2
	Others	9	3.8	3.8	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.4: Distribution of Race
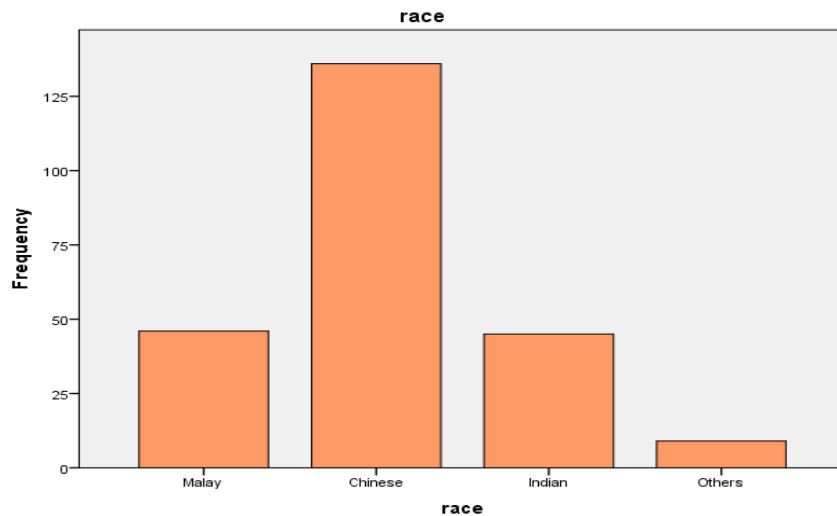
Source: Generated by SPSS Statistics 21

Table 4.4 and figure 4.4 shows the distribution of different races in the sample. Majority of the respondents who participated in the questionnaires are Chinese with 136 respondents (57.6%), follow by 46 Malay respondents

(19.5%), 45 Indian respondents (19.1%) and 9 respondents (3.8%) from other races.

4.1.1.5 Highest Educational Degree Earned

Table 4.5: Highest Educational Degree Earned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post-basic certificate/ advanced diploma	1	.4	.4	.4
	Diploma	3	1.3	1.3	1.7
	Bachelor degree	33	14.0	14.0	15.7
	Master degree	162	68.6	68.6	84.3
	Doctorate degree	36	15.3	15.3	99.6
	Others	1	.4	.4	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.5: Distribution of Highest Educational Degree Earned
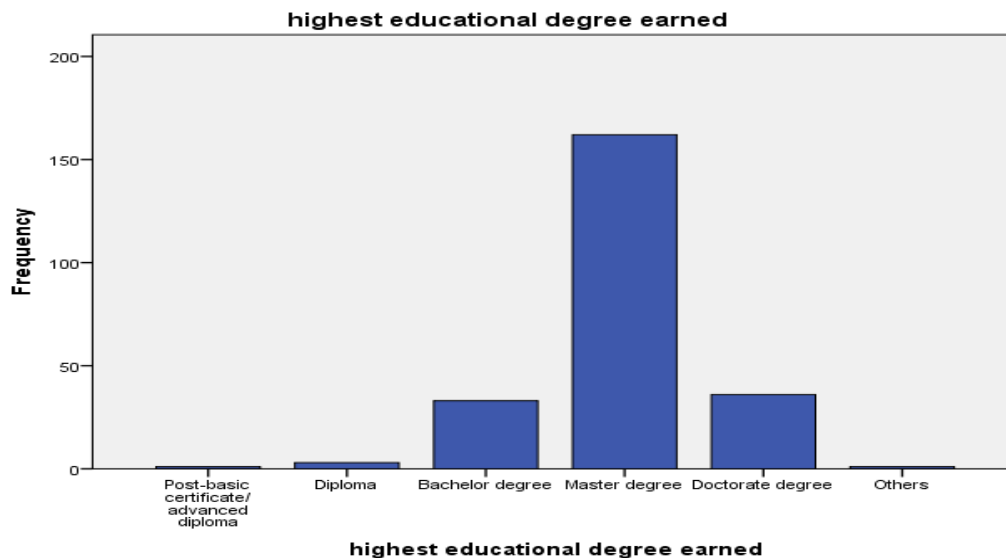
Source: Generated by SPSS Statistics 21

It is shown in Table 4.5 and figure 4.5 that majority of the respondents (n=162) (68.6%) are holding Master degree, 36 respondents (15.3%) holding Doctorate degree, 33 respondents (14.0%) holding Bachelor degree, 3 respondents (0.3%) holding Diploma, 1 respondent (0.4%) holding Post-basic certificate/ advanced diploma and 1 respondent (0.4%) holding other qualification.

4.1.1.6 Location of Current Institution

Table 4.6: Location of Current Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Northern Region	108	45.8	45.8	45.8
	East Coast Region	6	2.5	2.5	48.3
	Central Region	88	37.3	37.3	85.6
	Southern Region	24	10.2	10.2	95.8
	Sabah & Sarawak	10	4.2	4.2	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.6: Distribution of Location of Current Institution
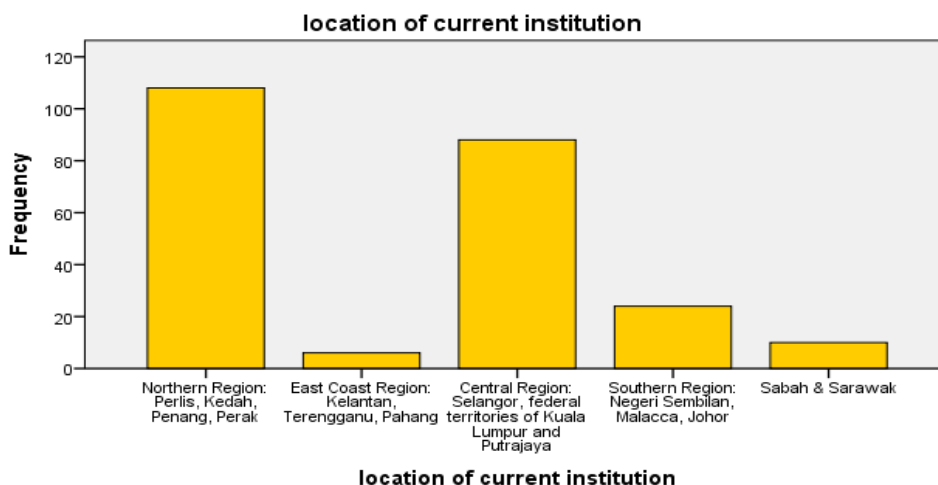
Source: Generated by SPSS Statistics 21

Table 4.6 and figure 4.6 shows the frequency of respondents' location of current institution. 108 respondents (45.8%) are working in northern region, 88 respondents (37.3%) from central region, 24 respondents (10.2%) are working in southern region, 10 respondents (4.2%) are from Sabah and Sarawak and 6 respondents (2.5%) are working in east coast region.

4.1.1.7 Monthly Income

Table 4.7: Monthly Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below RM2500.00	11	4.7	4.7	4.7
	RM2501.00 – RM3500.00	51	21.6	21.6	26.3
	RM3501.00 – RM4500.00	85	36.0	36.0	62.3
	RM4501.00 – RM5500.00	53	22.5	22.5	84.7
	Above RM5501.00	36	15.3	15.3	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.7: Distribution of Monthly Income
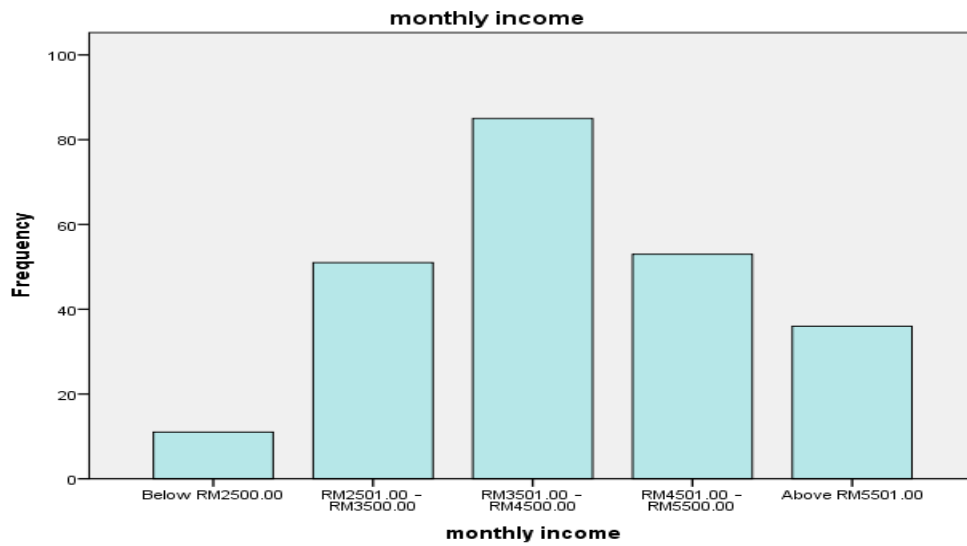
Source: Generated by SPSS Statistics 21

Table 4.7 and figure 4.7 shows the distribution of monthly income. There are 85 respondents (36.0%) with monthly income of RM 3501-RM 4500, 53 respondents (22.5%) with RM 4501-RM 5500, 51 respondents (21.6%) with monthly income of RM 2501-RM 3500, 36 respondents' (15.3%) salary is above RM 5501 and 11 respondents (4.7%) with salary below RM 2500.

4.1.1.8 Number of Years Working in the Institution

Table 4.8: Number of Years Working in the Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 year	35	14.8	14.8	14.8
	1- less than 3 years	72	30.5	30.5	45.3
	3- less than 5 years	85	36.0	36.0	81.4
	5- less than 8 years	26	11.0	11.0	92.4
	8 years and above	18	7.6	7.6	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.8: Distribution of Number of Years Working in the Institution

Source: Generated by SPSS Statistics 21

Table 4.8 and figure 4.8 shows the frequency of number of years working in the institution. There are 85 respondents (36.0%) who had worked for the institution within the length of 3-less than 5 years, 72 respondents (30.5%) falls in the range of 1-less than 3 years, 35 respondents (14.8%) work less than one year in the institution, 26 respondents (11.0%) falls in the range of 5-less than 8 years and 18 respondents (7.6%) had worked in the institution for 8 years and above.

4.1.1.9 Number of Years Working in Teaching Field

Table 4.9: Number of Years Working in Teaching Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 year	21	8.9	8.9	8.9
	1- less than 3 years	68	28.8	28.8	37.7
	3- less than 5 years	71	30.1	30.1	67.8
	5- less than 8 years	53	22.5	22.5	90.3
	8 years and above	23	9.7	9.7	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.9: Distribution of Number of Years Working in Teaching Field
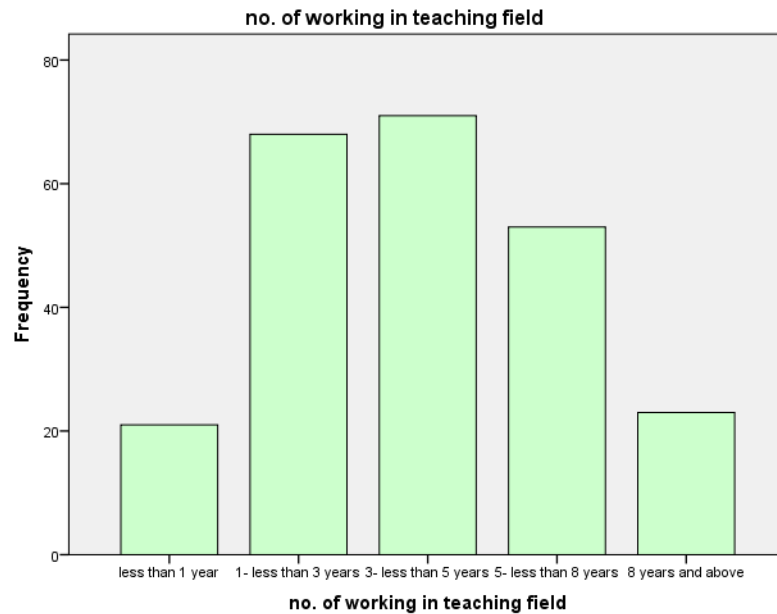
Source: Generated by SPSS Statistics 21

Table 4.9 and figure 4.9 shows the frequency of number of years working in teaching field. 71 respondents (30.1%) have worked in teaching field for 3-less than 5 years, 68 respondents (28.8%) worked 1-less than 3 years in teaching field, 53 respondents (22.5%) falls in the range of 5-less than 8 years, 23 respondents (9.7%) have worked in teaching field for 8 years and above and there are 21 respondents (8.9%) worked less than one year in teaching field.

4.1.1.10 Present Job Title

Table 4.10: Present Job Title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tutor	33	14.0	14.0	14.0
	associate lecturer	2	.8	.8	14.8
	lecturer	154	65.3	65.3	80.1
	senior lecturer	20	8.5	8.5	88.6
	teaching fellow	4	1.7	1.7	90.3
	associate professor	17	7.2	7.2	97.5
	others	6	2.5	2.5	100.0
	Total	236	100.0	100.0	

Source: Data generated by SPSS Statistics 21

Figure 4.10: Distribution of Present Job Title
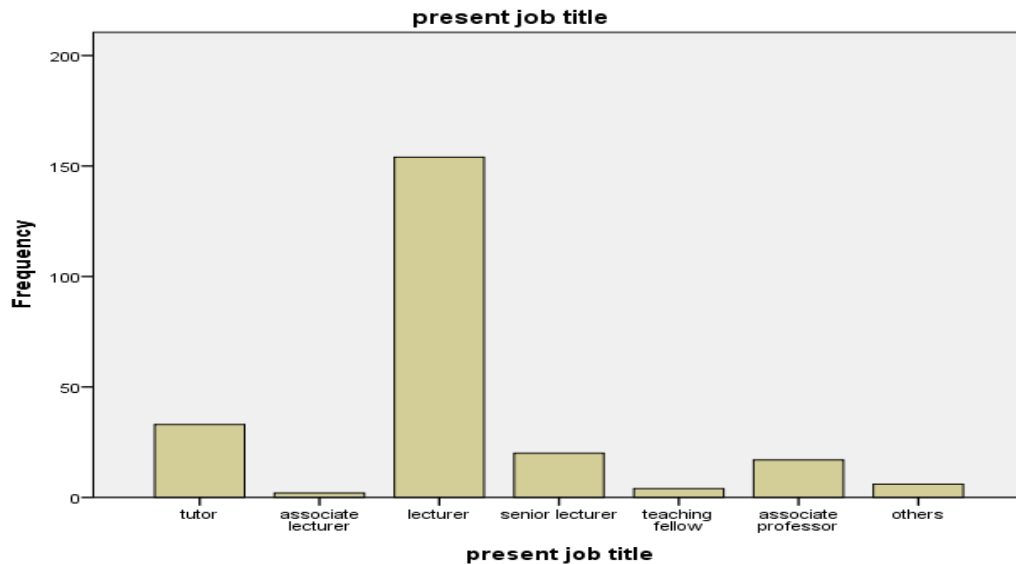
Source: Generated by SPSS Statistics 21

Table 4.10 and figure 4.10 illustrate the present job title of respondents. Majority of the respondents are lecturers (n=154) (65.3%), follow by 33 tutors (14.0%), 20 senior lecturers (8.5%), 17 associate professors (7.2%), 6 respondents (2.5%) with other job titles, 4 teaching fellows (1.7%) and 2 associate lecturers (0.8%).

4.1.2 Central Tendencies Measurement of Constructs

Central tendencies will be used to show the value of mean and standard deviation of 59 questions in the questionnaire. SPSS Statistics 21 will be used to identify the value of mean and standard deviation of each question.

4.1.2.1 Employee Empowerment

Table 4.11 Central Tendencies Measurement of Employee Empowerment

Statistics

	N		Mean	Mean Ranking	Std. Deviation	Std. deviation Ranking
	Valid	Missing				
1. I am allowed to do almost anything to do a high quality job.	236	0	3.3898	7	.95458	13
2. I would like a job that would allow me more authority. (Reversed)	236	0	2.5636	12	1.10713	8
3. I have the authority to correct problems when they occur.	236	0	3.4449	5	1.07641	9

4. I am allowed to be creative when I deal with problems at work.	236	0	3.4153	6	1.31974	2
5. I do not have to go through a lot of red tape to change things.	236	0	2.9280	9	1.28125	4
6. I have a lot of control over how I do my job.	236	0	3.4703	4	1.21479	7
7. I do not need to get management's approval before I handle problems.	236	0	2.5466	13	1.06888	10
8. I have a lot of responsibility in my job.	236	0	3.8178	1	.94343	14
9. I am encouraged to handle job-related problems by myself.	236	0	3.7203	2	1.00115	11
10. I can make changes on my job whenever I want.	236	0	2.9534	8	1.27578	5
11. I have to follow procedure closely to my job. (Reversed)	236	0	2.6695	11	1.31799	3
12. I have to go through a lot of red tape to get things done around here. (Reversed)	236	0	2.7458	10	1.41534	1
13. I wish management would give me more authority. (Reversed)	236	0	2.4788	14	1.26977	6
14. I can take charge of problems that require immediate attention.	236	0	3.5466	3	.96423	12

Source: Data generated by SPSS Statistics 21

Table 4.11 shows the central tendencies measurement of employee empowerment. The ranking is arranged in descending order. Based on the table above, Question 8 "I have a lot of responsibility in my job" has the highest value of mean (3.8178) with lowest value of the standard deviation (0.94343). Question 13 "I wish management would give me more authority" has the lowest mean (2.4788) and Question 12 "I have to go through a lot of

red tape to get things done around here" has the highest value of standard deviation (1.41534). Therefore, it can be said that Gen Y academicians are empowered in their job in the institution as they agreed that they have a lot of responsibility in their job and further authority is not needed.

4.1.2.2 Transformational Leadership

Table 4.12 Central Tendencies Measurement of Transformational Leadership

Statistics

	N		Mean	Mean Ranking	Std. Deviation	Std. deviation Ranking
	Valid	Missing				
15. My supervisor is able to instil pride in others.	236	0	3.3771	12	.94854	17
16. My supervisor goes beyond self-interest for the good of the group.	236	0	3.1314	19	1.02090	8
17. My supervisor acts in ways that builds others.	236	0	3.3220	13	1.00112	12
18. My supervisor displays a sense of power and confidence.	236	0	3.7966	4	.92308	19
19. My supervisor talks about most important values and beliefs.	236	0	3.7119	7	.96405	15
20. My supervisor specifies the importance of having a strong sense of purpose.	236	0	3.8390	1	.99762	14
21. My supervisor considers the moral and ethical consequences of decisions.	236	0	3.3051	14	1.00643	10
22. My supervisor emphasizes the important of having a collective sense of mission.	236	0	3.7331	6	.89486	20

23. My supervisor talks optimistically about the future.	236	0	3.8178	3	1.11310	7
24. My supervisor talks enthusiastically about what needs to be accomplished.	236	0	3.8305	2	.95253	16
25. My supervisor articulates a compelling vision of the future.	236	0	3.7754	5	1.00021	13
26. My supervisor expresses confidence that goals will be achieved.	236	0	3.6780	8	.93063	18
27. My supervisor re-examine critical assumptions for appropriateness.	236	0	3.4449	11	1.00273	11
28. My supervisor seeks differing perspectives when solving problems.	236	0	3.2500	17	1.19973	5
29. My supervisor gets others look at the problems from many different angles.	236	0	3.2924	16	1.31250	1
30. My supervisor suggests new ways of looking at how to complete assignments.	236	0	3.0763	20	1.20040	4
31. My supervisor spends time teaching and coaching.	236	0	3.1780	18	1.24546	3
32. My supervisor treats others as an individual rather than just as a member of a group.	236	0	3.5339	10	1.14618	6
33. My supervisor considers an individual as having different needs, abilities, and aspirations from others.	236	0	3.5932	9	1.30294	2
34. My supervisor helps others to develop their strengths.	236	0	3.3051	15	1.01486	9

Source: Data generated by SPSS Statistics 21

Table 4.12 shows the central tendencies measurement of transformational leadership. The ranking is arranged in descending order.

Based on the table above, Question 20 "My supervisor specifies the importance of having a strong sense of purpose" has the highest value of mean (3.839), Question 30 "My supervisor suggests new ways of looking at how to complete assignments" has the lowest mean (3.0763); Question 29 "My supervisor gets others look at the problems from many different angles" has the highest value of standard deviation (1.3125) while Question 22 "My supervisor emphasizes the important of having a collective sense of mission" has the lowest value of the standard deviation (0.89486).

This shows that Gen Y academicians agreed that their leaders are able to provide a clear direction to his followers. However, the leader may be lacking of intellectual stimulation characteristics where new approach or new idea from different perspective is not promoted. This can actually be explained by the differences of generation characteristics (Park & Gursoy, 2012). Most of the supervisors are still Baby Boomers and Generation X, thus, they are more conservative unlike Gen Y who are keen to look for new approaches for doing things.

4.1.2.3 Innovation

Table 4.13 Central Tendencies Measurement of Innovation

Statistics

	N		Mean	Mean Ranking	Std. Deviation	Std. deviation Ranking
	Valid	Missing				
35. I am interested in doing things in new approach.	236	0	4.3941	1	.61316	5

36. Implementation of innovation is better than what we have now.	236	0	4.3559	2	.63280	4
37. I am concerned about conflict between adoption of innovation and my responsibilities. (Reversed)	236	0	3.3220	5	1.21957	2
38. I have a very limited knowledge about innovation. (Reversed)	236	0	3.8559	4	1.23271	1
39. I am able to manage my responsibility even if new approach is being used.	236	0	4.1017	3	.73675	3

Source: Data generated by SPSS Statistics 21

Table 4.13 shows the central tendencies measurement of innovation. The ranking is arranged in descending order. Based on the data above, Question 35 "I am interested in doing things in new approach" has the highest value of mean (4.3941) with lowest value of the standard deviation (0.61316). Question 37 "I am concerned about conflict between adoption of innovation and my responsibilities" has the lowest mean (3.3220) whereas Question 38 "I have a very limited knowledge about innovation" has the highest standard deviation (1.23271).

Gen Y academicians agreed that they are interested in doing thing with new approach, in line with their generational characteristics (Maxwell & Broadbridge, 2014), however, they are still concern about the potential conflict that may arise with the adoption of innovation. This issue may arise due to the heavy workload of academicians (Hashim & Mahmood, 2011) thus resulted in lesser compromise to things that may prolong their working hours.

4.1.2.4 Employee Engagement

Table 4.14 Central Tendencies Measurement of Employee Engagement

			Mean	Mean	Std.	Std.
Statistics	N		Mean	Mean Ranking	Std. Deviation	Std. Deviation Ranking
	Valid	Missing				
1. At my work, I feel bursting with energy.	236	0	3.6525	13	.89801	12
2. At my job I feel strong and vigorous.	236	0	3.8093	9	.99876	8
3. When I get up in the morning, I feel like going to work.	236	0	3.3347	16	1.16428	2
4. I can continue working for very long periods at a time.	236	0	3.6525	14	1.14392	4
5. At my job, I am very resilient, mentally.	236	0	3.7839	10	.92248	9
6. At my work I always persevere, even when things do not go well.	236	0	3.8432	8	1.01730	6
7. I find the work that I do full of meaning and purpose.	236	0	4.1441	2	.82797	16
8. I am enthusiastic about my job.	236	0	4.0763	3	.91936	11
9. My job inspires me.	236	0	3.9958	5	1.00424	7
10. I am proud of the work that I do.	236	0	4.2500	1	.86603	13
11. To me, my job is challenging.	236	0	3.7669	11	1.09191	5
12. Time flies when I am working.	236	0	4.0551	4	.85124	15
13. When I am working, I forget everything else around me.	236	0	3.4788	15	1.17218	1
14. I feel happy when I am working intensely.	236	0	3.9407	6	.79672	17

	N		Mean	Mean Ranking	Std. Deviation	Std. Deviation Ranking
	Valid	Missing				
15. I am immersed in my work.	236	0	3.8559	7	.86320	14
16. I get carried away when I am working.	236	0	3.6610	12	.91995	10
17. It is difficult to detach myself from my job.	236	0	3.1610	17	1.15571	3

Source: Data generated by SPSS Statistics 21

Table 4.14 shows the central tendencies measurement of employee engagement. The ranking is arranged in descending order. Based on the data above, Question 10 "I am proud of the work that I do" has the highest value of mean (4.2500), Question 17 "It is difficult to detach myself from my job" has the lowest mean (3.1610); Question 13 "When I am working, I forget everything else around me" has the highest value of standard deviation (1.17218) while Question 14 "I feel happy when I am working intensely" has the lowest value of the standard deviation (0.79672). This shows that Gen Y academicians are proud of their jobs and thus highly dedicated in their jobs.

4.1.2.5 Turnover Intention

Table 4.15 Central Tendencies Measurement of Turnover Intention

Statistics						
	N		Mean	Mean Ranking	Std. Deviation	Std. Deviation Ranking
	Valid	Missing				
1. I often think about quitting my present job.	236	0	2.3305	2	1.27866	3
2. I will probably look for a new job in the next year.	236	0	2.2754	3	1.33544	2

3. As soon as possible, I will leave the organization.	236	0	2.4873	1	1.35421	1

Source: Data generated by SPSS Statistics 21

Table 4.15 shows the central tendencies measurement of turnover intention. The ranking is arranged in descending order. Question 3 "As soon as possible, I will leave the organization" has the highest value of mean (2.4873) with highest value of the standard deviation (1.35421). Question 2 "I will probably look for a new job in the next year" has the lowest mean (2.2754) whereas Question 1 "I often think about quitting my present job" has the lowest standard deviation (1.27866). From the data, it shows that generally Gen Y academicians have low turnover intention and thus, they are more likely to stay in the institution.

4.2   Scale Measurement

The scales of measurement which are employed in the questionnaire of this study are nominal scale, ordinal scale and interval scale. Details about the scale of measurement for each question had been discussed earlier in chapter 3 under section 3.5.2.

Reliability test is performed on questions measuring the variables. It is used to determine that the measures are free from error and therefore yield consistent results. Reliability analysis is established by testing both internal consistency and stability. Cronbach's alpha coefficient (α) is used to indicate how well the internal consistency

and correlation of the items in the questionnaire. The higher the internal consistency reliability, the closer the Cronbach's alpha is to 1 (Sekaran & Bougie, 2010). The description of the coefficient alpha is showed in Table 4.16:

Table 4.16: Cronbach's Alpha Coefficient (α)

Coefficient alpha (α)	Level of Reliability
0.80 to 0.95	Very good reliability
0.70 to 0.80	Good reliability
0.60 to 0.70	Fair reliability
Less than 0.60	Poor reliability

Source: Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc. (*page325*).

Table 4.17: Summary of Reliability Analysis

Variables	Dimensions	Cronbach's Alpha
Independent Variables	Employee Empowerment	0.955
	Transformational Leadership	0.972
	Innovation	0.707
Mediating Variables	Employee Engagement	0.964
Dependent Variable	Turnover Intention	0.915

Source: Data generated by SPSS Statistics 21

Table 4.17 above shows the results of the reliability test for full study with 236 responses. With reference to table 4.16, all of the variables must have an alpha value, α at least 0.60. Innovation with least score of α=0.707 indicates good reliability. Other variables (employee empowerment, transformational leadership, employee engagement and turnover intention) have α-value > 0.80, indicating all of them fall under very good reliability. Thus, it can be concluded that there is an internal consistency of reliability in this study.

4.3   Inferential Analysis

According to Burns and Bush (2000), inferential analysis is used to generate the findings of study based on the data collected. The purpose of this analysis is aim to examine the individual variable and its relationship with other variables. In this research, all hypotheses will be tested using Pearson Correlation Analysis, Multiple Regression Analysis, Simple Linear Regression and Sobel test for mediation effect.

4.3.1 Pearson's Correlation Analysis

Pearson correlation coefficient is used to indicate the direction, strength and significance of the bivariate relationships among all the variables that were measured at an interval or ratio level. Negative coefficient indicates that both variables are in a negative relationship, thus, when one variable increases, another will decrease. Conversely, a positive coefficient indicates both variables are in a positive relationship, when one variable increases, the other variable will increase as well.

Hair et al. (2007) proposed the rules of thumb about the coefficient range and the strength of association as shown in Table 4.14.

Table 4.18: Rules of Thumb about Pearson Correlation Coefficient

Coefficient range	Strength of Association
±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
±0.01 to ± 0.20	Slight, almost negligible

Source: Hair, Jr., Money, A. H., Samouel, P., and Page, M. (2007). *Research Methods for Business*. West Sussex: John Wiley Sons, Inc.

Table 4.19 Summary of Pearson Correlation Analysis

Correlations

		Employee empowerment	Transform-ational leadership	Innovation	Employee engagement	Turnover intention
Employee empowerment	Pearson Correlation	1			.619**	-.511**
	Sig. (2-tailed)				.000	.000
	N	236			236	236
Transform-ational leadership	Pearson Correlation		1		.281**	-.329**
	Sig. (2-tailed)				.000	.000
	N		236		236	236
Innovation	Pearson Correlation			1	.123	-.215**
	Sig. (2-tailed)				.060	.001
	N			236	236	236
Employee engagement	Pearson Correlation				1	-.628**
	Sig. (2-tailed)					.000
	N				236	236
Turnover intention	Pearson Correlation					1
	Sig. (2-tailed)					
	N					236

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

Source: Data generated by SPSS Statistics 21

Based on Table 4.19, it shows that all of the variables are significant at p-value less than 0.05 except for correlation among innovation and employee engagement where the significant level $0.06 > \alpha$-value 0.05. Thus, it indicates that innovation is not statistically significant correlated with employee engagement. In other words, increase in innovation does not significantly relate to increase in employee engagement. This is contradict to Gen Y's

characteristics where the generations are said to embrace change and like to engage themselves in new challenging tasks (Maxwell & Broadbridge, 2014). However, it is noted that human beings are naturally prefer to stay in the comfort zone where they are familiar with the existing condition (Zwick, 2002) thus resist to take up innovative idea and approaches (Janssen, 2003). When employees start to have resistance, it will actually reduce they engagement level towards the organization (Zwick, 2002). This may be the reason why innovation does not significantly relate to employee engagement.

According to Zikmund et al. (2010), when correlation is not statistically significant, there is no need to take further action to test on causality. Therefore, innovation will be dropping out from the model for mediation effect testing, indicating reject of Hypothesis $7c_1$. However, Multiple Linear Regression involving independent variables and dependent variable will still be carried out as the significant level for correlation among innovation and turnover intention is less that α-value 0.05.

From the table, it shows that employee empowerment (-0.511), transformational leadership (-0.329), innovation (-0.215) and employee engagement (-0.628) are significantly negative related with turnover intention. Employee empowerment and employee engagement are moderately related with turnover intention whereas transformational leadership and innovation have a small but definite negative relationship with turnover intention as refer to Table 4.18. Therefore, Hypothesis 1_1, Hypothesis 2_1, Hypothesis 3_1 and Hypothesis 5_1 are accepted in this study and further analysis on the variance will be carried out.

Besides that, employee empowerment (0.619) and transformational leadership (0.281) are significantly positive related to employee engagement as the significance level is less than α-value 0.05. Employee empowerment

has a moderate positive relationship with employee engagement whereas transformational leadership has a small but definite positive relationship with employee engagement. Thus, further analysis will be carried out to test on the mediation effect of employee engagement towards the relationship between employee empowerment and transformational leadership with turnover intention among Gen Y PHEIs academicians.

4.3.2 Multiple Linear Regression Analysis

Multiple regression analysis is used when there are more than one independent variable is used to explain variance in a dependent variable. In this study, researcher would like to examine whether these three independent variables (employee empowerment, transformational leadership and innovation) are significant explaining the variance in turnover intention.

Table 4.20 Multiple Linear Regression (Model Summary)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566[a]	.320	.312	1.01510

a. Predictors: (Constant), IV3_innovation, IV1_employee_empowerment, IV2_transformational_leadership

b. Dependent Variable: DV_turnover_intention

Source: Data generated by SPSS Statistics 21

R square provides a measure of how well the data points are replicated by model, as the proportion of total variation of outcomes explained by the model. The coefficient of determination value (R^2) is equal to 0.320. It means that 32% variations of turnover intention can be explained by the three independent variables. On the other hand, it specifies that 68% variation of the turnover intention remained unexplained under this model and can be explained by other variables.

Table 4.21 Multiple Linear Regression Analysis (ANOVA)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	112.711	3	37.570	36.461	.000^b
	Residual	239.061	232	1.030		
	Total	351.772	235			

a. Dependent Variable: DV_turnover_intention

b. Predictors: (Constant), IV3_innovation, IV1_employee_empowerment, IV2_transformational_leadership

Source: Data generated by SPSS Statistics 21

F-test is used to investigate whether the two populations of variances are equal. The aim of F-test is to discover the model which best suits the population from which the data were tested and collected. Referring to table shown, the F-value is 36.461 with a p-value of 0.000. As the p-value of ANOVA is less than the significance level 0.05, it means that the three independent variables have a significant relationship with turnover intention. Therefore this model is reliable and fit to determine the relationship between these variables.

Table 4.22 Multiple Linear Regression Analysis (Coefficients)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.006	.474		12.670	.000
	IV1_employee_empowerment	-.601	.073	-.456	-8.213	.000
	IV2_transformational_leadership	-.284	.082	-.200	-3.446	.001
	IV3_innovation	-.193	.110	-.100	-1.748	.082

a. Dependent Variable: DV_turnover_intention

Source: Data generated by SPSS Statistics 21

$$Y = a + \beta X_1 + \beta X_2 + \beta X_3$$

Initial equation:

$$Y = 6.006 - 0.601X_1 - 0.284X_2 - 0.193X_3$$

Revised equation (due to non-significant value of X_3):

$$Y = 6.006 - 0.601X_1 - 0.284X_2$$

Where,

Y = Dependent Variable = Turnover Intention

X_1 = Independent Variable 1 = Employee Empowerment

X_2 = Independent Variable 2 = Transformational Leadership

X_3 = Independent Variable 3 = Innovation

a = the intercept of the regression line or constant point where the straight line intersects the y- axis (when x=0)

β = the slope of the regression line or regression coefficient for X (the change in y for every 1 unit change in x, subject to other variables remain constant)

Multiple linear regression analysis is used to examine the relationship between more than one independent variables and one dependent variable. According to the equation above, employee empowerment and transformational leadership have a significant negative relationship with turnover intention of Gen Y academicians in PHEIs as the significant level is less than 0.05. Innovation also has a negative relationship with turnover intention; however, it is not significant to explain the variance of turnover intention in this model as the significance level 0.082 is more than 0.05.

Based on Table 4.22, employee empowerment is the predictor variable that contributes the highest to the variation of turnover intention because β value under standardized coefficients is -0.465, higher than the other two variables. This means that employee empowerment make the strongest unique contribution to explain the variation in turnover intention when other variables in the model are hold constant. By holding other variables constant, the second highest contributor to the variation of turnover intention is transformational leadership with β value (-0.200) under standardized coefficients. Innovation has the least contribution towards turnover intention with β value -0.100 under standard coefficients.

From the β of unstandardized coefficient, it can be said that every 1 unit increases in employee empowerment will result in 0.601 decrease in turnover intention among Gen Y academicians in PHEIs by holding other variables constant. As for transformational leadership, every 1 unit increases in transformational leadership will result in 0.284 decrease in turnover

intention among Gen Y academicians in PHEIs by holding other variables constant.

The result of this study is consistent with Cai and Zhou (2009) and Sparrowe (1994) studies where empowerment had found to be negatively related to turnover intention. An empowered employee is portrayed as a confident employee who is aware of the management expectation and able to achieve the goal and willing to stay in the organization (Mendes & Stander, 2011). In other words, when an employee is empowered, he will feel motivated to perform his responsibilities given by the organization and less likely to develop turnover intention. This matches the characteristic of Gen Y as noted by Martin (2005) where Generation Y is assumed to be keener to take charge of decision making regarding their specific task and role in the organization. Thus, it shows that empowered Gen Y academicians are unlikely to develop turnover intention. Therefore, the negative relationship between employee empowerment and turnover intention is supported by past study findings.

Based on the study of Horeczy et al. (2012), it is found that Gen Y leadership preferences reflect the characteristic of Gen Y (embrace change and like to do things with new approaches) which is associated with transformational leadership style. Transformational leadership also found to be adversely related to Gen Y's turnover intention (Robyn & Du Preez, 2013), consistent with the result of this study. Therefore, it can be concluded that Gen Y academicians in Malaysia PHEIs are more likely to work under supervision of transformational leaders who manifest the characteristic that matches the generational characteristic of Gen Y and thus helps in lowering the turnover intention.

Surprisingly, innovation is not significant in explaining the variance of turnover intention in this study. This means that innovation is not an important factor influencing the turnover intention of Gen Y academicians in Malaysia PHEIs, contradict to Robinson and Beesley (2010) study where implementation of innovation is found to be significant negative related to turnover intention. This may be due to the heavy workload of academicians (Hashim & Mahmood, 2011) thus resulted in lesser compromise to new approaches that may prolong their working hours as they need to learn to familiarize themselves with the new approaches. Furthermore, it is a nature for human being to develop resistance to new idea or approaches as most of the people prefer staying in a comfort zone where they are familiar with the existing condition (Zwick, 2002). Thus, this may cause the non-significant relationship between innovation and turnover intention in this study.

Therefore, Hypothesis 4_1 is partially supported as innovation is not significantly explaining the variance of turnover intention in this model.

4.3.3 Simple Linear Regression Analysis

Simple linear regression is used to explain variance in a dependent variable when there is only one independent variable. In this study, employee engagement serves as a mediating variable between the antecedents and turnover intention. However, the researcher would like to know how much variance employee engagement is able to explain on turnover intention. Therefore, simple linear regression has been conducted with employee

engagement as independent variable and turnover intention as dependent variable.

Table 4.23 Simple Linear Regression Analysis (Model Summary)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628[a]	.395	.392	.95381

a. Predictors: (Constant), MV_employee_engagement

Source: Data generated by SPSS Statistics 21

The coefficient of determination value (R^2) is equal to 0.395. It means that 39.5% variations of turnover intention can be explained by employee engagement. On the other hand, it specifies that 60.5% variation of the turnover intention remained unexplained under this model and can be explained by other variables.

Table 4.24 Simple Linear Regression Analysis (ANOVA)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	138.889	1	138.889	152.666	.000[b]
	Residual	212.883	234	.910		
	Total	351.772	235			

a. Dependent Variable: DV_turnover_intention

b. Predictors: (Constant), MV_employee_engagement

Source: Data generated by SPSS Statistics 21

F-test is used to investigate whether the two populations of variances are equal. Referring to table shown, the F-value is 152.666 with a p-value of 0.000. As the p-value of ANOVA is less than the significance level 0.05, it means that employee engagement has a significant relationship with turnover intention. Therefore this model is reliable and fit to determine the relationship between these two variables.

Table 4.25 Simple Linear Regression Analysis (Coefficients)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.073	.306		19.814	.000
MV_employee_engagement	-.978	.079	-.628	-12.356	.000

a. Dependent Variable: DV_turnover_intention

Source: Data generated by SPSS Statistics 21

* Employee Engagement serves as independent variable in this model.

$Y = a + \beta X$

$Y = 6.073 - 0.978X$

Where,

Y = Dependent Variable = Turnover Intention

X = Independent Variable = Employee Engagement*

a = the intercept of the regression line or constant point where the straight line intersects the y- axis (when x=0)

β = the slope of the regression line or regression coefficient for X (the change in y for every 1 unit change in x, subject to other variables remain constant)

Simple linear regression analysis is used to examine the relationship between one independent variables and one dependent variable. According to the equation above, employee engagement has a significant negative relationship with turnover intention of Gen Y academicians in PHEIs as the 0.000 significant level is less than 0.05. From the β of unstandardized coefficient, it can be said that every 1 unit increases in employee engagement will result in 0.978 decrease in turnover intention among Gen Y academicians in PHEIs by holding other variables constant.

This result is in line with Sonnentag (2003) study where employee engagement is found to be negatively related to turnover intention. Jones and Harter (2005) also found that when employees experience high engagement towards their organization, the turnover intention of employees will be lower. Therefore, it can be concluded that when Gen Y academicians are highly engaged to their institution, they are more likely to stay and will less likely developing turnover intention.

Accordingly, Hypothesis 6_1 is accepted.

4.3.4 Sobel Test

In mediation, the relationship between the independent variable and the dependent variable is hypothesized to be an indirect effect that exists due

to the influence of a third variable known as mediator. Therefore, when mediator is included in the regression model, the effect of independent variable towards dependent variable will be reduced (partially mediated) or become not significant (fully mediated) while effect of mediator remains significant.

By referring to Baron and Kenny's (1986) four steps approach for testing mediation, summary for the output with the assistance of SPSS Statistics 21 and Sobel calculator is shown in the following sub-section.

4.3.4.1 Employee Empowerment

Figure 4.11: The Mediation Model for Employee Empowerment and Turnover Intention
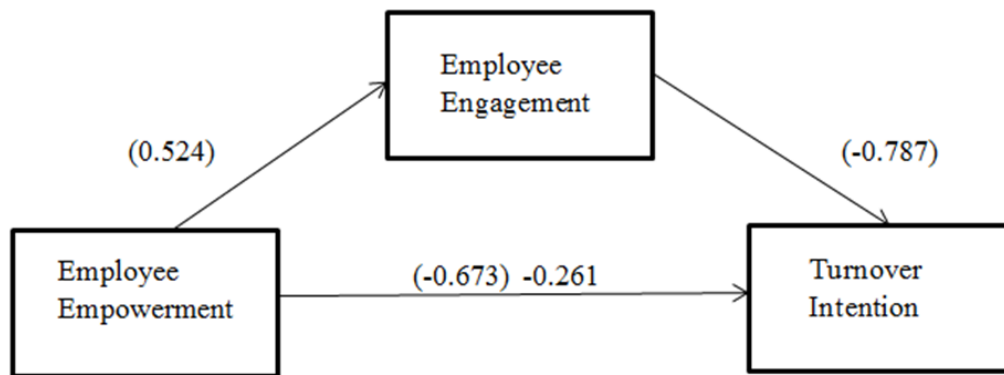
Source: Developed for research

Table 4.26a: Summary of Four Step Approach for Testing Mediation (Employee Empowerment)

	Path	beta (unstandardized)	S Error	Beta (Standardized)
Step 1	c	-0.673	0.074	-0.511
Step 2	a	0.524	0.043	0.619
Step 3	b	-0.787	0.099	-0.506
Step 4	c'	-0.261	0.084	-0.198

Source: Developed for research

Table 4.26b: Sobel Calculator for Testing Mediation (Employee Empowerment)

Input:		Test statistic:		Std. Error:	p-value:
a 0.524		Sobel test: -6.65806284		0.06193814	0
b -0.787		Aroian test: -6.64239268		0.06208425	0
s_a 0.043		Goodman test: -6.67384444		0.06179167	0
s_b 0.099		Reset all		Calculate	

Source: Generated by Sobel Calculator

Based on the data generated from Table 4.26a and Table 4.26b, it shows that employee engagement partially mediates the relationship between employee empowerment and turnover intention (z-score = -6.658, p-value 0.00 < 0.05). Initially, every increase in 1 unit of employee empowerment is able to reduce 0.673 turnover intention. When the mediator, employee engagement added into the model, employee empowerment remains significant negative related with turnover intention with a reduced strength (-0.261) indicating employee engagement plays the mediating role between these two variables. Since the relationship between employee empowerment and turnover intention remains significant, the mediator is said to be partially mediates the relationship between the two variables. The result is similar to Mendes

and Stander (2011) studies where empowerment is said to predict engagement and subsequently engagement predicted turnover intention.

The positive result of employee empowerment and employee engagement concurs with the result of Noordin and Jusoff (2009). The authors found that empowerment is an important factor contributes towards the engagement level academicians in the institution. When institutions make decisions related to the working environment or the job of academicians without acknowledging their academic staff or ignore the suggestions given, it will result in demoralized and subsequently academicians have no motivation to support the decision. This indicates the presence of job dissatisfaction and thus led to negative consequences such as voluntary turnover among the high performers (Noordin & Jusoff, 2009).

Accordingly, Hypothesis 7a$_1$ is accepted.

4.3.4.2 Transformational Leadership

Figure 4.12: The Mediation Model for Transformational Leadership

Source: Developed for research

Table 4.27a: Summary of Four Step Approach for Testing Mediation (Transformational Leadership)

	Path	beta (unstandardized)	S Error	Beta (Standardized)
Step 1	c	-0.469	0.088	-0.329
Step 2	a	0.257	0.057	0.281
Step 3	b	-0.905	0.081	-0.582
Step 4	c'	-0.236	0.074	-0.166

Source: Developed for research

Table 4.27b: Sobel Calculator for Testing Mediation (Transformational Leadership)

Input:		Test statistic:	Std. Error:	p-value:
a 0.257	Sobel test:	-4.18115534	0.05562697	0.000029
b -0.905	Aroian test:	-4.16682758	0.05581824	0.00003089
s_a 0.057	Goodman test:	-4.19563193	0.05543503	0.00002721
s_b 0.081	Reset all		Calculate	

Source: Generated by Sobel Calculator

Based on the data generated from Table 4.27a and Table 4.27b, it shows that employee engagement partially mediates the relationship between transformational leadership and turnover intention (z-score = -4.1812, p-value 0.000029 < 0.05). Initially, every increase in 1 unit of transformational leadership is able to reduce 0.469 turnover intention. When the mediator, employee engagement added into the model, transformational leadership remains significant negative related with turnover intention with a reduced strength (-0.236) indicating employee engagement plays the mediating role between these two variables. Since the relationship between transformational leadership and turnover intention remains significant, the mediator is said to be partially mediates the relationship between the two variables.
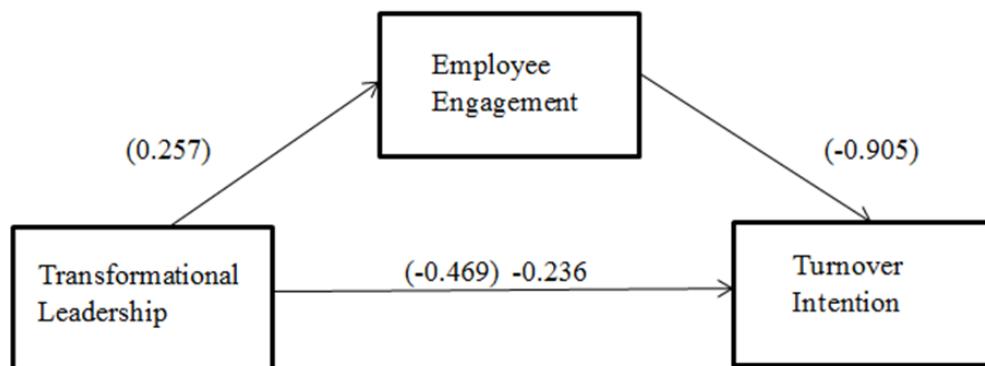
Transformational leadership had found to be related positively with employee engagement (Tims, Bakker & Xanthopoulou, 2011) in line with the result of this study. Song, Kolb, Lee and Kim (2012) also confirmed the mediating effect of employee engagement on transformational leadership, similar to the result of Salanova et al. (2011) in their study. Therefore, the result of this study is in line with past research findings where employee engagement is found to be partially mediate the relationship between transformational leadership and turnover intention among Gen Y academicians.

Accordingly, Hypothesis $7b_1$ is accepted.

4.4   Conclusion

All of the hypotheses testing had performed in this chapter. The results obtained from this chapter will be further discussed in the final chapter followed by the implications and limitations of the study with a few recommendations that are relevant to this study.

CHAPTER 5:   DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0   Introduction

In this chapter, the discussion of major findings and implications of the study will be performed. Apart from that, limitations of the study and the recommendations for future research are also highlighted. Last but not least, the overall conclusion of the whole research project is developed to project a clear picture and idea of this research project.

5.1   Summary of Statistical Analyses

The summary description of the statistical analyses consists of the entire descriptive and inferential analyses conducted in Chapter 4 previously.

5.1.1 Descriptive Analysis

Overall, there are 236 respondents involved in this research project. These respondents are made up of Gen Y academicians in Malaysia PHEIs. All of the respondents are Malaysians with more than half of respondents are

female (63.6%). Majority from the total respondents are from Chinese ethnic (57.6%). 47.9% of total respondents fall in the age range of 31-35 years old. 162 respondents who make up 68.6% of the sample size hold master degree and majority earn between RM3501-RM4500 (36.0%) per month. 154 respondents (65.3%) are lecturers in their respective institutions. 71 respondents (30.1%) have worked in teaching field for 3-less than 5 years whereas 85 respondents who make up 36.0% of total sample size have worked similar length for the institution. Responses for this research were collected mainly from the northern region with 108 respondents (45.8%) currently working in here.

5.1.2 Inferential Analyses

There are four tests applied under inferential analysis for this research. These include Pearson Correlation Analysis, Multiple Regression Analysis, Simple Linear Regression and Sobel test.

5.1.2.1 Pearson Correlation Analysis

From the data analysis, it shows that employee empowerment (-0.511), transformational leadership (-0.329), innovation (-0.215) and employee engagement (-0.628) are significantly negative related with turnover intention. Employee empowerment and employee engagement are moderately related with turnover intention whereas transformational leadership and innovation have a small but definite negative relationship with turnover intention.

5.1.2.2 Multiple Regression Analysis

Referring to Table 4.21, the F-value is 36.461 with a p-value of 0.000. As the p-value of ANOVA is less than the α-value 0.05, it means that the three independent variables have a significant relationship with turnover intention. Therefore the proposed model is reliable and fit to determine the relationship between these variables. Based on the R^2 value in Table 4.20, it shows that 32% variance of turnover intention is able to explain by the three independent variables in this model.

Employee empowerment is the predictor variable that contributes the highest to the variation of turnover intention (standardized β coefficients = -0.456) when other variables in the model are hold constant. By holding other variables constant, the second highest contributor to the variation of turnover intention is transformational leadership with standardized β coefficients -0.200. Innovation has the least contribution towards turnover intention with standardized β coefficients -0.100.

However, based on the p-value, it shows that only employee empowerment and transformational leadership are significant explaining the variance in turnover intention while innovation is not significant in explaining the variance due to p-value 0.082 is more than the α-value 0.05.

5.1.2.3 Simple Linear Regression

The coefficient of determination value (R^2) for this model is equal to 0.395. It means that 39.5% variations of turnover intention can be explained by employee engagement. Referring to Table 4.24, the F-value is 152.666 with a p-value of 0.000 less than α-value 0.05. This indicates that employee engagement has a significant relationship with turnover intention. Therefore this model is reliable and fit to determine the relationship between the two variables.

5.1.2.4 Sobel Test

Based on the data generated by SPSS statistics 21 and Sobel Calculator, it shows that employee engagement partially mediates the relationship between employee empowerment and turnover intention (z-score = -6.658, p-value 0.00 < α-value 0.05). Employee engagement also plays a partial mediating role between transformational leadership and turnover intention (z-score = -4.1812, p-value 0.000029 < α-value 0.05).

5.2 Discussions of Major Findings

Table 5.1 Summary of Hypotheses Testing Results

Hypothesis	Accepted/ Rejected
H1$_1$: There is a significant negative relationship between employee empowerment and turnover intention among Gen Y academicians.	Accepted
H2$_1$: There is a significant negative relationship between transformational leadership and turnover intention among Gen Y academicians.	Accepted
H3$_1$: There is a significant negative relationship between innovation and turnover intention among Gen Y academicians.	Accepted
H4$_1$: The three independent variables (employee empowerment, transformational leadership and innovation) are significant explain the variance in turnover intention.	Partially Accepted
H5$_1$: There is a significant negative relationship between employee engagement and turnover intention among Gen Y academicians.	Accepted
H6$_1$: Employee engagement is significant explaining the variance in turnover intention.	Accepted

H7a$_1$: Employee engagement mediates the influence of employee empowerment on Gen Y academicians' turnover intention.	Accepted
H7b$_1$: Employee engagement mediates the influence of transformational leadership on Gen Y academicians' turnover intention.	Accepted
H7c$_1$: Employee engagement mediates the influence of innovation on Gen Y academicians' turnover intention.	Rejected

Source: Developed from research

5.2.1 Hypothesis 1

According to table 5.1, H1$_1$ is accepted as it has a correlation coefficient value of -0.511 which indicates moderate correlation in strength with p-value 0.000 less than α-value 0.05. Hence, it shows that there is a negative and significant relationship between employee empowerment and turnover intention.

The result of this study is consistent with Erturk and Vurgun (2015) where the authors found that empowerment is negatively related to turnover intention. Bhatnagar (2012) also noted that empowerment will lead to lower turnover intention among employees, in line with Cai and Zhou (2009) studies. Sparrowe (1994) yields the same result as well. Therefore, it is proven that the

negative relationship between employee empowerment and turnover intention is true with support from past studies evidences.

5.2.2 Hypothesis 2

According to table 5.1, $H2_1$ is accepted as it has correlation coefficient value of -0.329 which indicates small but definite moderate correlation in strength and its p-value 0.000 is less than α-value 0.05. Therefore, transformational leadership is significant negatively related to turnover intention.

This negative relationship had been supported by Herman, Huang and Lam (2013) where transformational leadership is found to have a negative relationship with turnover intention. Robyn and Du Preez also found an adverse effect of transformational leadership on Gen Y academicians' turnover intention. Other researchers (Hassan & Yau, 2013; Lowe, Kroeck & Sivasubramaniam, 1996; Nordin, 2013; Sadeghi & Pihie, 2013) had investigated on the relationship between transformational leadership with job satisfaction and found that it has a positive relationship with it. As mentioned earlier, Larrabee et al. (2003) reveal that job dissatisfaction is an antecedent for turnover intention. Therefore, transformational leadership is said to have a negative relationship with turnover intention. Accordingly, the research result for this hypothesis is proven to be true with past finding support.

5.2.3 Hypothesis 3

$H3_1$ is accepted as it has correlation coefficient value of -0.215 which indicates small but definite correlation relationship in strength and its p-value 0.001 is less than α-value 0.05, indicating the significant negative relationship between innovation and turnover intention.

With the increasing number of Gen Y academicians in the workforce, PHEIs management would need to be more flexible and change their management style to cater to Gen Y's needs in order to retain them. Mustapha and Ghee (2013) found that academicians will be more motivated if they are given a reasonable faculty workload. Although reduction of workload is unlikely to occur due to lack of manpower, the process of doing the task can be simplified through the use of technology and innovative approaches. As mentioned earlier, Gen Y are technological-savvy (Park & Gursoy, 2012) and this indicates that, in order to retain them, PHEIs have to synchronize more sophisticated technology into the work assigned. Gen Y will be able to maximize their effectiveness and efficiency by using technology as compare to other generations.

Other than improved effectiveness and efficiency, Gen Y is expected to be more likely to stay in the institution as the working environment is now better suits their preferred working style. Robinson and Beesley (2010) confirmed the negative relationship between implementation of innovation and intention to leave in their study, thus providing support for the result of this study.

5.2.4 Hypothesis 4

$H4_1$ is partially accepted as the regression analysis was conducted based on three independent variables (employee empowerment, transformational leadership and innovation) but the result reveals that innovation is not significant in explaining the variance in turnover intention.

The relationship between the three independent variables with turnover intention had been explained earlier in the above section. To the surprise of researcher, the result of multiple regression analysis show that innovation is not significant in explaining the variance in Gen Y academicians' turnover intention. This result is contradicted to what had been explained in section 5.2.3.

Gen Y is characterized as the generation who seek for new approaches to perform their jobs, which means innovation should be able to help organization to retain them. However, in this study, the result revealed that innovation is not significant to explain the variance in turnover intention. Gen Y academicians who responded in this study agreed that they are interested in doing things with new approach, in line with their generational characteristics (Maxwell & Broadbridge, 2014), however, they are still concern about the potential conflict that may arise with the adoption of innovation. This issue may arise due to the heavy workload of academicians (Hashim & Mahmood, 2011) thus resulted in lesser compromise to things that may prolong their working hours.

5.2.5 Hypothesis 5

$H5_1$ is accepted as it has correlation coefficient value of -0.628 which indicates moderate correlation in strength and its p-value 0.000 is less than α-value 0.05. This shows that employee engagement has a significant and negative relationship with turnover intention.

This result is in line with Sonnentag (2003) study where employee engagement is found to be negatively related to turnover intention. Jones and Harter (2005) also found that when employees experience high engagement towards their organizations, the turnover intention of employees will be lower, similar to the result of Ngobeni and Bezuidenhout (2011). Other researchers (Makhbul, Rahid & Hasun, 2011; Andrew & Sofian, 2012; Karatepe, 2013) also confirmed the negative relationship between employee engagement and turnover intention. Therefore, the significant negative relationship between employee engagement and turnover intention in this study is supported by past findings.

5.2.6 Hypothesis 6

$H6_1$ is accepted as the regression analysis result reveals that employee engagement is significantly explain the variance in turnover intention. The simple linear regression shows that employee engagement is able to explain 39.5% variance in turnover intention among Gen Y academicians. The relationship between these two variables had been explained earlier in section 5.2.5.

5.2.7 Hypothesis 7

Under hypothesis 7, there are three sub-hypothesis for testing mediation effect of employee engagement on individual independent variable and dependent variable. The sub-hypothesis follows the sequence of employee empowerment, transformational leadership and lastly innovation.

5.2.7.1 Hypothesis 7a

$H7a_1$ is accepted in this study. Employee engagement is found to partially mediate the relationship between employee empowerment and turnover intention.

The positive result of employee empowerment and employee engagement yield from this study is consistent with the result of Noordin and Jusoff (2009). The authors found that empowerment is an important factor contributes towards the engagement level of academicians in the institution. When institutions make decisions related to the working environment or the job of academicians without acknowledging their academic staff or ignore the suggestions given, it will result in demoralized and subsequently academicians have no motivation to support the decision. This indicates the presence of job dissatisfaction and thus led to negative consequences such as voluntary turnover among the high performers (Noordin & Jusoff, 2009).

Stander and Rothmann (2010) also found that empowerment is positively related to employee engagement. Andrew and Sofian (2012)

confirmed the mediating effect of employee engagement on turnover intention. Therefore, the mediating effect of employee engagement on employee empowerment and turnover intention is supported.

5.2.7.2 Hypothesis 7b

$H7b_1$ is accepted in this study. Employee engagement is found to partially mediate the relationship between transformational leadership and turnover intention.

Transformational leadership had found to be related positively with employee engagement (Tims, Bakker & Xanthopoulou, 2011). Xu and Thomas (2011) also supported that leader behavior is directly related to employees' engagement level. Song, Kolb, Lee and Kim (2012) confirmed the mediating effect of employee engagement on transformational leadership, similar to the result of Salanova et al. (2011) in their study. Therefore, the result of this study is in line with past research findings where employee engagement is found to be partially mediates the relationship between transformational leadership and turnover intention among Gen Y academicians.

5.2.7.3 Hypothesis 7c

$H7c_1$ had been rejected earlier during Pearson correlation analysis. Innovation had found to be not significant related to employee engagement as the p-value is 0.06, higher than α-value 0.05. Zikmund et al. (2010) noted that

when correlation is not statistically significant, further action to analysis the data is not needed. Therefore, innovation was dropped out from the model for mediation effect testing.

The non-significant relationship between the two variables might be due to the resistance formed when new approaches are introduced to the employees. When the resistance is formed, it will reduce the engagement level of the employees towards the institution. Although this is contradict to the characteristic of Gen Y who are keen to try new approaches and take up challenging tasks (Maxwell & Broadbridge, 2014), it is noted that human beings are naturally resist to move out from their comfort zone to try new things (Zwick, 2002). Therefore, the resistance behavior may be the reason behind the non-significant relationship between innovation and employee engagement.

5.3   Implications of the Study

5.3.1 Managerial Implications

Based on the results, some practical implications can be drawn and suggestions can be made in order to reduce the turnover intention among Gen Y academicians in PHEIs. From the results generated, it shows that employee empowerment and transformational leadership are significant negatively related to turnover intention and employee engagement plays a mediating role in between these variables. Therefore, the management of PHEIs should look

into these areas in order to reduce the likelihood of Gen Y academicians developing turnover intention.

The management of PHEIs needs to consider giving more autonomy to Gen Y academicians as this generation values the trust given by the organization and keen to take up more responsibilities and new challenges. By providing a workplace that suits the needs of Gen Y, they are more likely to develop higher engagement level with the organization and subsequently reduce the turnover intention. However, delegation of more responsibility is not a suggested solution since academicians are found to have heavy workload (Hashim & Mahmood, 2011) and wish to have reasonable workloads given (Mustapha & Ghee, 2013). Therefore, the management should empowered their academicians by giving more autonomy on completing their current task, for example, a more flexible structure for lecturing in the class instead of follow rigidly according to the standard procedures.

Apart from that, the leadership style is also an important aspect management should pay attention to. Gen Y are more sensitive as compare to other generations, they require individual attention and want their supervisors to value their contributions. Thus, transformational leadership will be a more prefer style by Gen Y academicians as what Horeczy et al. (2012) found in their study. In order to cater to the needs of the young workforce, the management should encourage transformational leadership style in the organization. By doing so, Gen Y employees will feel more attach to the organization and less likely to develop turnover intention.

5.4   Limitations of the study

With the hard work and effort that contributed to this study, there are a number of limitations from this study that need to be highlighted. First, the time constraint to complete this project limits the time period for data collection. Thus, this study is only conducted based on 236 useable responses received during the data collection period. Although this number of responses is sufficient for conducting the research, bigger sample size is expected to have better generalizability for the population at large.

Second, low response rate for e-mail survey in Malaysia on academicians had been reported by previous researchers (Hashim & Mahmood, 2011; Nik Ismail, Cheam & Mamat, 2003) with 36% and 20% respectively. This research is facing the same problem as well. In order to get sufficient number of responses, 850 questionnaires had been sent through e-mail, 254 questionnaires (29.88%) were returned with 236 useable responses, indicating the low response rate among Malaysia academicians on e-mail survey.

Third, cross sectional research applied in this study is not able to generate useful evidences to determine the causal relationship between the variables. As a result, the observed significant relationships between the variables should be interpreted with caution and no causal inferences should be made.

Lastly, this research is done based on the perspective of Gen Y academicians throughout Malaysia. It is noted that response rate in east coast region is relatively small, with only 2.4% of the total sample. Thus, the response received from this region may not be able to represent the population in the region. Despite of having

these limitations in the study, they do not detract from the significance of findings but merely provide platforms for future research.

5.5   Recommendations for Future Research

In order to produce a better research in future, future researchers should take a longer time frame for data collection period so that larger amount of responses can be collected for analysis. Besides that, future researchers are encouraged to conduct the survey using other type of data collection method besides e-mail survey in hope for higher response rate. A representative sample from different regions needs to be obtained for better generalizability to the population at large. Longitudinal study is also encouraged in order to determine the causal relationship and whether variable effects change over time.

Besides that, further investigation into the relationship between innovation and turnover intention is also encouraged as the result from this study is contradicted to the expectation of the researcher. Future researchers might be able to find out the reasons that contribute to the non-significant relationship other than what had been suggested earlier.

5.6 Conclusion

In a nutshell, this research had revealed that employee empowerment, transformational leadership and employee engagement are significant negatively related to turnover intention. Employee engagement partially mediates the relationship between employee empowerment and transformational leadership on turnover intention among Gen Y academicians in Malaysia PHEIs. Besides that, innovation had found to be non-significant related to turnover intention. This research is thus contributes to fill the paucity of research on the mediating effect of employee engagement towards the intention to leave among Gen Y academician in Malaysia PHEIs.

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Number of Academicians of PHEIs (2010)

Jadual 3.13 Bilangan Staf Akademik IPTS Mengikut Jantina, 2010											
Table 3.13 Number of Academicians of Private HEI by Gender, 2010											
		Warganegara *Citizens*			B.Warganegara *Non-citizens*			Jumlah *Total*			
		L/*M*	P/*F*	J/*T*	L/*M*	P/*F*	J/*T*	L/*M*	P/*F*	J/*T*	
Jumlah *Total*	2010	13,994	13,995	27,989	3,233	1,770	5,003	17,227	15,765	32,992	

Number of Academicians of PHEIs (2013)

Table 3.4 : Number of Academic Staff by Highest Qualification and Citizenship (2013)				
	Kelulusan Tertinggi *Highest Qualification*	Warganegara *Citizen*	Bukan Warganegara *Non-Citizen*	Jumlah *Total*
JUMLAH *TOTAL*	Ph.D / *Ph.D*	2,013	1,236	3,249
	Sarjana / *Masters*	7,534	2,572	10,106
	Diploma Lepasan Ijazah / *Postgraduate Diploma*	0	0	0
	Sarjana Muda / *Bachelors*	6,383	2,168	8,551
	Diploma / *Diploma*	944	325	1,269
	Lain-lain* / *Others**	1,047	254	1,301
	KESELURUHAN	17,921	6,555	24,476

Number of Generation Y employee in Education Sector (2013)

Jadual A4.16:   Penduduk bekerja mengikut industri dan kumpulan umur, Malaysia, 2013 (samb.)
Table A4.16:   Employed persons by industry and age group, Malaysia, 2013 (cont'd)

Industri Industry		Jumlah Total	15–19	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64
Aktiviti kewangan dan insurans/takaful	('000)	319.2	1.8	35.2	72.8	65.3	46.8	33.0	31.2	21.6	9.1	2.5
Financial and insurance/takaful activities	(%)	2.4	0.4	2.1	3.1	3.1	2.8	2.2	2.3	2.0	1.3	0.7
Aktiviti hartanah		72.4	0.1	6.4	15.2	12.6	9.9	7.5	9.0	6.7	3.0	2.0
Real estate activities		0.5	0.0	0.4	0.7	0.6	0.6	0.5	0.7	0.6	0.4	0.5
Aktiviti profesional, saintifik dan teknikal		307.0	3.2	35.6	76.5	49.3	40.9	43.0	23.0	22.6	9.2	3.7
Professional, scientific and technical activities		2.3	0.8	2.1	3.3	2.4	2.5	2.9	1.7	2.0	1.3	1.0
Aktiviti pentadbiran dan khidmat sokongan		559.2	12.9	61.4	82.3	74.4	70.7	69.0	68.9	59.9	36.6	23.0
Administrative and support service activities		4.2	3.0	3.6	3.5	3.6	4.3	4.6	5.2	5.4	5.2	6.1
Pentadbiran awam dan pertahanan; aktiviti keselamatan sosial wajib		764.2	1.7	48.4	159.6	153.5	99.9	73.6	76.0	93.4	54.1	3.9
Public administration and defence; compulsory social security		5.8	0.4	2.9	6.9	7.3	6.0	4.9	5.7	8.5	7.6	1.0
Pendidikan		817.4	4.3	40.1	142.3	166.9	119.9	113.3	107.4	80.2	35.9	7.1
Education		6.2	1.0	2.4	6.1	8.0	7.2	7.6	8.1	7.3	5.0	1.9
Aktiviti kesihatan kemanusiaan dan kerja sosial		489.9	4.1	52.4	87.7	77.1	54.3	59.9	53.3	48.9	33.5	18.6
Human health and social work activities		3.7	1.0	3.1	3.8	3.7	3.3	4.0	4.0	4.4	4.7	4.9
Kesenian, hiburan dan rekreasi		79.0	4.6	18.7	12.2	15.1	7.2	7.0	6.5	4.2	2.2	1.4
Arts, entertainment and recreation		0.6	1.1	1.1	0.5	0.7	0.4	0.5	0.5	0.4	0.3	0.4
Aktiviti perkhidmatan lain		191.0	5.6	31.7	39.2	29.2	25.7	20.5	16.2	11.6	5.5	5.7
Other service activities		1.4	1.3	1.9	1.7	1.4	1.5	1.4	1.2	1.1	0.8	1.5
Aktiviti isi rumah sebagai majikan		187.3	6.0	32.7	38.6	33.1	23.5	21.8	17.0	8.2	4.1	2.4
Activities of households as employers		1.4	1.4	1.9	1.7	1.6	1.4	1.5	1.3	0.7	0.6	0.6
Aktiviti badan dan pertubuhan luar wilayah		2.2	–	–	0.0	0.2	0.5	0.7	0.2	0.6	–	–
Activities of extraterritorial organisations and bodies		0.0	–	–	0.0	0.0	0.0	0.0	0.0	0.1	–	–

Global Mobility among Generation Y

Almost all respondents (91%) believe they will work across geographic borders more than their parents did. Echoing the global sentiment, our millennials appear very open to the idea of an overseas assignment with 88% wanting to work abroad during their career (see figure 1).

Figure 1:
Q: Would you like to work outside your home country in your career? (% who agree)
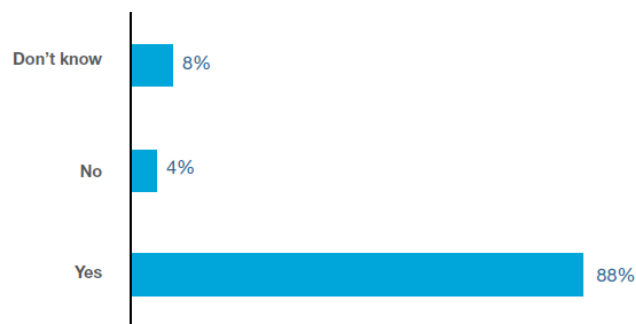
Base: 346 Malaysian respondents

Questionnaire

Universiti Tunku Abdul Rahman

Turnover Intention among Malaysia Private Higher Education Institutions Generation Y Academicians: The Mediating Effect of Employee Engagement.

Dear Respondents,

My name is Moy Xue Min, currently a student pursuing Master of Business Administration (Corporate Management) at Universiti Tunku Abdul Rahman (UTAR). I am currently doing my final year project with the title "Turnover Intention among Malaysia Private Higher Education Institutions Generation Y Academicians: The Mediating Effect of Employee Engagement." as partial fulfillment for my master degree.

The purpose of this research is to identify the significant relationship between the variables (employee empowerment, transformational leadership and innovation) and turnover intention with the mediating effect of employee engagement. This research will assist to know more about the antecedents which affect the turnover intention of Generation Y academicians in Private Higher Education Institutions.

This questionnaire consists of 4 parts. Approximately 15 to 20 minutes is required to complete this questionnaire. Part A is about the demographic details of the respondents (name of respondents are not required), Part B is related to the factors that influence the turnover intention, Part C is about employee engagement and lastly, Part D is about the turnover intention.

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

Thank You.

Name : Moy Xue Min
Student ID: 14ABM01231

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:
1. The purposes for which your personal data may be used are inclusive but not limited to:-
    - For assessment of any application to UTAR
    - For processing any benefits and services
    - For communication purposes
    - For advertorial and news
    - For general administration and record purposes
    - For enhancing the value of education
    - For educational and related purposes consequential to UTAR
    - For the purpose of our corporate governance
    - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:
1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at shermin91@1utar.my.

Acknowledgment of Notice

[   ] I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.
[   ] I disagree, my personal data will not be processed.

Part A: Personal Details

Please provide the following information about yourself by placing a "√" on one of the blank space.

1. Generation Y is referring to those who shares birth years and significant life events within the group, generally include those who are born between the year 1980-2000.
   □ I'm a Generation Y.
   □ I'm not a Generation Y. (Thank you for your time. This questionnaire is not relevant to you.)

2. Gender
   □ Female
   □ Male

3. Age
   □ 21 - 25
   □ 26 - 30
   □ 31 – 35

4. Nationality
   □ Malaysian
   □ Others: _____

5. Race
   □ Malay
   □ Chinese
   □ Indian
   □ Others: _____

6. Highest educational degree earned
   □ Post-basic certificate/ advanced diploma
   □ Diploma
   □ Bachelor degree
   □ Master degree
   □ Doctorate degree
   □ Others: _____

7. Location of current institution:
   □ Northern Region: Perlis, Kedah, Penang, Perak
   □ East Coast Region: Kelantan, Terengganu, Pahang
   □ Central Region: Selangor, federal territories of Kuala Lumpur and Putrajaya
   □ Southern Region: Negeri Sembilan, Malacca, Johor
   □ Sabah & Sarawak

8. Monthly income:
   □ Below RM2000.00
   □ RM2001.00 – RM3000.00
   □ RM3001.00 – RM4000.00
   □ RM4001.00 – RM5000.00
   □ Above RM5001.00

9. No. of years working in this institution
   □ less than 1 year
   □ 1- less than 3 years
   □ 3- less than 5 years
   □ 5- less than 8 years
   □ 8 years and above

10. No. of years in teaching field
    □ less than 1 year
    □ 1- less than 3 years
    □ 3- less than 5 years
    □ 5- less than 8 years
    □ 8 years and above

11. Present Job Title: _____

Part B: Factors that influence the turnover intention

The following statements are related to the factors influencing turnover intention. The 5-point Likert scale of measurement is being used. According to your experience as Gen Y academician, please read and answer according to what best reflect your opinion.

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

	SD	D	N	A	SA
EMPLOYEE EMPOWERMENT					
1. I am allowed to do almost anything to do a high quality job.	1	2	3	4	5
2. I would like a job that would allow me more authority.	1	2	3	4	5
3. I have the authority to correct problems when they occur.	1	2	3	4	5
4. I am allowed to be creative when I deal with problems at work.	1	2	3	4	5
5. I do not have to go through a lot of red tape to change things.	1	2	3	4	5
6. I have a lot of control over how I do my job.	1	2	3	4	5
7. I do not need to get management's approval before I handle problems.	1	2	3	4	5
8. I have a lot of responsibility in my job.	1	2	3	4	5
9. I am encouraged to handle job-related problems by myself.	1	2	3	4	5
10. I can make changes on my job whenever I want.	1	2	3	4	5
11. I have to follow procedure closely to my job.	1	2	3	4	5
12. I have to go through a lot of red tape to get things done around here.	1	2	3	4	5
13. I wish management would give me more authority.	1	2	3	4	5
14. I can take charge of problems that require immediate attention.	1	2	3	4	5

	SD	D	N	A	SA
TRANSFORMATIONAL LEADERSHIP					
15. My supervisor is able to instil pride in others.	1	2	3	4	5
16. My supervisor goes beyond self-interest for the good of the group.	1	2	3	4	5
17. My supervisor acts in ways that builds others.	1	2	3	4	5
18. My supervisor displays a sense of power and confidence.	1	2	3	4	5
19. My supervisor talks about most important values and beliefs.	1	2	3	4	5
20. My supervisor specifies the importance of having a strong sense of purpose.	1	2	3	4	5
21. My supervisor considers the moral and ethical consequences of decisions.	1	2	3	4	5
22. My supervisor emphasizes the important of having a collective sense of mission.	1	2	3	4	5
23. My supervisor talks optimistically about the future.	1	2	3	4	5
24. My supervisor talks enthusiastically about what needs to be accomplished.	1	2	3	4	5
25. My supervisor articulates a compelling vision of the future.	1	2	3	4	5
26. My supervisor expresses confidence that goals will be achieved.	1	2	3	4	5
27. My supervisor re-examine critical assumptions for appropriateness.	1	2	3	4	5
28. My supervisor seeks differing perspectives when solving problems.	1	2	3	4	5
29. My supervisor gets others look at the problems from many different angles.	1	2	3	4	5
30. My supervisor suggests new ways of looking at how to complete assignments.	1	2	3	4	5
31. My supervisor spends time teaching and coaching.	1	2	3	4	5
32. My supervisor treats others as an individual rather than just as a member of a group.	1	2	3	4	5

33. My supervisor considers an individual as having different needs, abilities, and aspirations from others.	1	2	3	4	5
34. My supervisor helps others to develop their strengths.	1	2	3	4	5

	SD	D	N	A	SA
INNOVATION					
35. I am interested in doing things in new approach.	1	2	3	4	5
36. Implementation of innovation is better than what we have now.	1	2	3	4	5
37. I am concerned about conflict between adoption of innovation and my responsibilities.	1	2	3	4	5
38. I have a very limited knowledge about innovation.	1	2	3	4	5
39. I am able to manage my responsibility even if new approach is being used.	1	2	3	4	5

Part C: Employee engagement

According to your experience as Gen Y academician, please read and answer according to what best reflect your opinion.

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

	SD	D	N	A	SA
1. At my work, I feel bursting with energy.	1	2	3	4	5
2. At my job I feel strong and vigorous.	1	2	3	4	5
3. When I get up in the morning, I feel like going to work.	1	2	3	4	5
4. I can continue working for very long periods at a time.	1	2	3	4	5
5. At my job, I am very resilient, mentally.	1	2	3	4	5
6. At my work I always persevere, even when things do not go well.	1	2	3	4	5
7. I find the work that I do full of meaning and purpose.	1	2	3	4	5
8. I am enthusiastic about my job.	1	2	3	4	5
9. My job inspires me.	1	2	3	4	5
10. I am proud of the work that I do.	1	2	3	4	5
11. To me, my job is challenging.	1	2	3	4	5
12. Time flies when I am working.	1	2	3	4	5
13. When I am working, I forget everything else around me.	1	2	3	4	5
14. I feel happy when I am working intensely.	1	2	3	4	5
15. I am immersed in my work.	1	2	3	4	5
16. I get carried away when I am working.	1	2	3	4	5
17. It is difficult to detach myself from my job.	1	2	3	4	5

Part D: Turnover Intention

According to your experience as Gen Y academician, please read and answer according to what best reflect your opinion.

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

	SD	D	N	A	SA
1. I often think about quitting my present job.	1	2	3	4	5
2. I will probably look for a new job in the next year.	1	2	3	4	5
3. As soon as possible, I will leave the organization.	1	2	3	4	5

- End of questionnaire.-

- Thank you for your time and cooperation.-