CHAPTER 1: INTRODUCTION

1.0   Overview

This chapter will discuss the importance of internal Corporate Social Responsibility (CSR) and its practices towards the commitment level of academic staff in private higher learning institutions in Klang Valley. The first part is the introduction of the background of the research which followed by the problem statements, research objectives, research questions, significance of the research and the scope of study.

1.1 Research background

Corporate Social Responsibility (CSR) has received an increasing amount of attention from the society. As a result, there are more companies particularly recognized for the needs of practising CSR. In reality, company that practices CSR is the one that able to sustain their business in the long run. In Malaysia, CSR activities and practices have clearly been on the rise as compared to the past because there are increasing expectations of such activities from the public. Additionally, Bursa Malaysia also launched a CSR framework in 2006 that involves four focal areas: the workplace, the marketplace, the environment and the community; this framework serves as a guideline for companies in the implementation of CSR activities (Sankar and Yong, 2008). This shows that

Malaysia strongly encourage companies to engage in the practice of CSR as part of their corporation's culture.

There are many definitions of CSR; According to Holme and Watts (2000) of the World Business Council for Sustainable Development, CSR is defined as *"the on-going commitment by corporation to behave ethically and contribute to economic development while improving the quality of life employees, and their families as well as the local community and society at large."*

In fact, CSR concept not only emphasis on satisfying customers' needs, it also consider the interests of other relevant stakeholders such as suppliers, investors, employees, government and the society. Moreover, previous researches have shown the interconnection between CSR initiatives of firms and employee engagement where the engaged employee tend to remain more loyal to the firm and bring positive effect on organizational success (Ali and Ali, 2011). The studies point out the benefits of CSR in several aspects: enhanced corporate image, increased sales and market share, strengthened brand positioning, increased ability to attract and retain employees, decreases operation costs and increases appeal to investors (Kotler and Lee, 2005).

Generally, there are many researches have been conducted to examine the impact of CSR on overall organizational success and performances. However, little research has focused on the impact of internal CSR practices on employees and its influence on organizational commitment. Hence, this study aims to address this gap.

In the past research it has been discussed that organization commitment will lead to behavioural outcomes such as lower turnover and higher performance; where highly committed employee should have a weak intention to quit (Dixit and Bhati, 2012). Thus, it is vital for an organization to identify the factors that will greatly affect the employees' commitment level.

As a result, this study examines the impact of five core dimensions of internal CSR practices on the academic staff in private higher learning institutions, the five core dimensions are adopted from Al-bdour et al. (2010) and are show in the following:

1.   Health and safety

2.   Human rights

3.   Training and development

4.   Work life balances, and

5.   Workplace diversity

1.2 Problem Statement

Higher learning institution plays a crucial role in building occupational skills among students and enabling students to realize their full potential which will be the foundation for the society development. Besides that, higher learning institution plays a major role in the development of innovative knowledge-based economy that will provide sustainable employment opportunities and good standard of living for all the citizens (National Strategy for Higher Education to 2030, 2011). Well-being of the society depends upon students because they are the one who determine the success of the society in the future. Academic staff plays an important role in achieving this goal since they serve as storehouses of knowledge for nurturing the manpower needs of the nation and for satisfying the aspirations of the people for a good and humane society (Jain, 2013).

As a result, it is important to take into account staff's job satisfaction and commitment since they directly influence the success of the academic institutions. Furthermore, when the academic staff satisfied with their job they will perform their responsibilities with more concentration, devotion and competence which eventually lead to increase in the productivity of the private higher learning institutions (Saba and Iqbal, 2013).

However, the retention of academic staff has become a key concern in most of the private higher learning institutions. This is due to increasing difficulties in

retaining academic staff in Malaysia's higher learning institutions. According to a research conducted by Malaysia Employers Federation (MEF) (as cited in The Star Malaysia, 2012), Malaysia's education industry experienced an average yearly employee turnover rate of 29.28% from July 2010 to June 2011.

The reasons of academic staff leave the private higher learning institution include work overload, lack of organization support, lack of career development, better remuneration packages in other organization, lack of career opportunities and limited postgraduate training provided to the academic staff.

High academic staff turnover not only incur high cost for the organization but it also create huge impact on the quality of education being delivered and negative effect on the student achievement in the long run (Jain, 2013). This would eventually jeopardize the nation's objective to produce quality human capital.

Hence, it is important to determine the predictors of academic staff organizational commitment in order to attract and retain excellent academic staff. However, little research has focused on the impact of internal CSR on academic staff and its influence on their organizational commitment, this study attempts to provide insight of the positive link between the proposed five core dimensions of internal CSR practices and academic staff organizational commitment level in private higher institution in Klang Valley, Malaysia.

1.3 Research Questions

This study attempts to address the following research questions:

1. Is there any relationship between the five core dimensions of internal CSR practices and academic staff organizational commitment?

2. Which dimension of the internal CSR practices has the most significant impact towards academic staff's organizational commitment?

1.4 Research Objectives

The objective of this study is to investigate the relationship between five core dimensions of internal CSR practices and academic staff's commitment level in private higher learning institution.

The aims of this research:

1. To investigate the significant relationship between internal CSR and academic staff commitment level.

2. To determine the impact of internal CSR practices on academic staff commitment level.

3. To determine which dimension of internal CSR practices should be improve in order to increase academic staff commitment level in organization.

1.5 Scope of Study

This research examines the relationship of internal CSR practices and the commitment level of private higher learning institution in Malaysia. Generally, private higher learning institution can be classified into three types: University, College, and University and College. Academic staff refers to personnel who hold the teaching position as tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor and professor (Ministry of Higher education, 2012).

In fact, there are many other factors that would also affect the degree of commitment level of academic staff. However, the focus of this research is the five core dimensions of internal CSR and the research target are Malaysia private higher learning institutions in Klang Valley. The questionnaires will be distributed

to ten academic institutions, these includes Help University, University Tunku
Abdul Rahman (UTAR), Sunway University College, Taylor's University
College, SEGi University, INTI International University, UCSI University,
Monash University, Tunku Abdul Rahman University College, Multimedia
University.

1.6 Significance of the Research

The commitments of academic staff are important because it is the key factor in
determining the success of the higher learning institution and also have direct
impact on student learning. Hence, it is important to foster organizational
commitment among the academic staff because high levels of commitment lead to
several favourable outcomes. Highly committed academic staff will provide better
performance, improve productivity and devote more effort in teaching student.

In addition, there will be great impact on student learning if qualified and
experienced academic staff leaves the education institution. High costs may incur
when academic staff turnover is high; these costs include the time involved in
recruitment and training of new academic staff.

The findings of this study will benefit to all higher learning institutions in
Malaysia where it helps them to evaluate their CSR activities and also determine
which CSR practices is appropriate and suitable to be adopt in order to optimize
the commitment level of academic staff. Moreover, they can develop prevention
plans in order to avoid negative outcomes such as high turnover and academic
staff absenteeism.

In addition, this study also contributes useful information on internal CSR
practices and employee's organizational commitment to other researchers which
means that the findings of this study can be used as reference by other researchers

that also conducting study about CSR practices and employee's organizational commitment.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In this research, the dependent variable is the employees' organizational
commitment whereas the independent variables are the five core dimensions of
internal CSR practices which are health and safety, human rights, training and
development, work-life balances, and workplace diversity. This research is
organized as following:

(i)   A brief description of the research context (the higher education sector
         in Malaysia)

(ii)   The concepts of employees' organizational commitment

(iii)   The importance of organizational commitment

(iv)   The general concepts of CSR practices

(v)   The importance of CSR practices

(vi)   The five core dimensions of internal CSR practices (health and safety,
         human rights, training and development, work-life balances, and
         workplace diversity)

(vii)   The relationship between internal CSR practices with employees'
         organizational commitment

2.1 The Higher Education Sector in Malaysia

Delivery of higher education used to be exclusive to the public sector in Malaysia.
However, the enactment of the Private Higher Education Institutions Act in 1996
led to the coexistence of public and private higher education institutions in
Malaysia (Wan, 2007).

According to Malaysian Qualifications Agency (MQA) (2014), there are 20 public
universities, 63 private universities, 31 private university colleges and 362 private
colleges. These numbers of higher institution are still increasing each year.

Furthermore, the demand of higher education is increasing compare to the past
few decades. Number of students in both private and public higher education
institutions has increased hugely in the last three decades (Wan, 2007). In fact, the
increase population of students pursue postsecondary qualification reflects the
economy of the country is developing.

Besides that, the ministry is targeting 200,000 international students enrolled in
the country's higher education institutions by 2020 (Karen, 2012). However,
International Students Statistics (As at 31 December 2008) shows that there was
total 70,259 valid international students study in Malaysia (Ministry of Higher
Education, 2012).

2.2 The Concepts of Employees' Organizational Commitment

In general, organizational commitment refers to an employee's willingness and
intention to attach and stay in a particular organization for a longer period.
Organizational commitment can also be described as the psychological attachment

of an individual towards the organization that makes the employee wants to be part of the organization and stay in it for a longer time.

The researchers adopt two different approaches to explain the meaning of organizational commitment in the following section:

2.2.1 Mowday, Porter and Steers Model

There are two common types of commitment under Mowday et al. (1979) model. They are behavioural commitment and attitudinal commitment. Behavioural commitment refers "*the willingness of an individual to stay in the organization when his or her value has been invested in the job and when he or she perceived that the investment as lost to them if they were leave the organization.*" On the other hand, attitudinal commitment contains the meaning of "*an individual identifies with the organizational goals and wishes to remain his or her membership in order to facilitate these goals.*"

Mowday et al. (1979) has developed the Organizational Commitment Questionnaire (OCQ) that is widely used to measure the organizational commitment. It contains 15-statement-instrument with 7-point scale from "strongly agree" to "strongly disagree". The OCQ is used to measure the following three components of organizational commitment:

(i) Identification - refers to a strong belief and acceptance of the organization's goals and values.

(ii) Involvement - refers to willingness to exert considerable effort into the organization.

(iii) Loyalty - refers to a strong desire to maintain membership in the organization.

In fact, many researchers measure the degree of organizational commitment of employees by using OCQ. This instrument is further improved by Mowday et al. (1982). Mowday et al. (1982) modified and developed a shortened-version of OCQ which consists nine items with the scale of five point Likert scale to measures the degree of organizational commitment. The shortened-version of OCQ has higher reliability to measure the affective commitment. Hence, shortened-version of OCQ is adopted in this study to measure the degree of organizational commitment.

2.2.2 Meyer and Allen Model

Meyer and Allen (1991) had developed the Three-Components Model of Commitment. It is characterised by strong identification with the organization and a desire to contribute to the accomplishment of organizational goals and values. The model explains that there are three distinct components which affect the commitment of employees towards an organization. The three components are as following:

1) **Affective Commitment (AC)**: Affective organizational commitment is concerned with the extent to which an employee identifies with the organization (Meyer and Allen, 1991). Occasionally, affective commitment can be refers to employee's emotional attachment to the organization. The employee strongly identifies with the organization goals and their desire to remain in the organization depends on the job conditions and expectations. The strength of affective organizational commitment is influenced by the extent to which the employees' needs and expectations about the organization are matched by their actual

experience (Kumar and Bakhshi, 2010). Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Lumley et al., 2011)

2) **Normative Commitment (NC)**: Normative commitment involves a feeling of moral obligation to continue working for a particular organization (Prabhakar and Ram, 2011). Employees feel that they should remain with the organization because the organization might have invested money or time to train the employees or it may have provided rewards for the employees (Khattak and Sethi, 2012). In terms of the normative dimension, the employees stay because they think they should do so or it is the he or she obligation to do so. Based on the social exchange theory, it suggested that a person receiving a benefit is under a strong normative obligation to repay the benefit in some way (Wikhamn et al., 2012). Employees with strong normative commitment will stay with the organization because they feel they "ought to" (Meyer and Allen, 1991). As a result, normative commitment is an obligation to an employee since it is the proper way to be faithful to one's organization.

3) **Continuance Commitment (CC)**: Continuance commitment occurs when employees measure the pros and cons of leaving the organization. Employees feel that they need to stay at the company because the loss that they experience when leaving the organization is greater than the benefits they think they might gain in a new organization. It is measurable because of the individual's perception or weighing the costs and risks associated with leaving the current organization (Meyer and Allen, 1991). The strength of continuance commitment which implies the need to stay is determined by the perceived costs of leaving the organization (Lin and Wang, 2012). The perceived costs include loss of benefits provided by current organization, moving to other city and limited opportunities for other employment. Employee who thinks that

high costs are involved will be unlikely to leave the organization; they stay in the organization because he or she "needs to".

2.2.3 Importance of Employee's Organizational Commitment

Generally, employees who are satisfied with their jobs, they would perform them in a favourable manner and present a commitment to their jobs, and subsequently loyal to their organization. Therefore, it is important for an employer to identify their employee satisfaction and develop organizational commitment in order to enhance their performance level in the organization (Ismail, 2012).

For an organization to sustain in the long run, it must depend on its employees. Besides that, if the organization is able to manage the employee's commitment properly, it can bring some beneficial consequences such as enhancing the effectiveness, performance, and productivity at both the individual and organizational levels (Ismail, 2012). In fact, if the managers do not have sufficient understanding towards the employee's perceived satisfaction level, it may create more dissonance than cohesion that ultimately lead to decrease of employee performance and commitment with the organization (Ismail, 2012).

According to Kargar (2012)'s study, an organization without full commitment of the employees will incur negative consequences, such as (1) increase absenteeism, (2) lack of job involvement, (3) low quality job, (4) lack of organizational loyalty, (5) illegal activities against the organization. These negative consequences will then become the major barriers for the organization to achieve its predetermined organizational objectives. Therefore, it indicates that an organization with the employees who will contribute full commitment, loyalty and motivation towards the organization is more likely to be successful.

In Lapointe, Vandenberght and Panaccio (2011)'s study, it indicates that
the lower the level of organizational commitment, the higher the turnover
rate due to the unsatisfied underlying social exchange relationship in the
organization. For example, the employees tend to think that they received
low support and poor job conditions, and therefore left the organization.

2.3 The Concepts of Corporate Social Responsibility (CSR)

According to Carroll (1991), "*the social responsibility of business encompasses
the economic, legal, ethical and discretionary expectations that a society has of
organizations at a given point in time.*" (Carroll, 1991). The Pyramid of Corporate
Social Responsibility is a graphic describing the four-part definition of CSR
which is composed in four layers. Economic responsibility is at the base of the
pyramid. The second level is legal responsibility followed by ethical responsibility
and at the top is the philanthropic responsibility. The following are explanations
for each of the responsibilities:

1) **The economic responsibility**: This is the responsibility where investors
   are provided with adequate and attractive returns on their investments
   (Carroll, 1991). Furthermore, the main principal role is to be profitable,
   maximize sales and minimize costs by producing products and services
   that satisfy the society needs and wants. In addition, organization should
   provide its employees with reasonable remuneration and take care of other
   stakeholder's interests.

2) **The legal responsibility**: Organization is expected to comply with the
   laws and regulations which include environmental and consumer laws,
   laws protecting employees, fulfilling all contractual obligations and
   honouring warranties and guarantees. Besides that, it is important that a
   successful institution fulfilled the legal obligations (Carroll, 1991).

3) **The ethical responsibility**: This responsibility relates to societal expectations of actions and practices that are not required by the laws and regulations. This is the responsibility of organization to do what is right to avoid and behave in a socially responsible manner. Moreover, organization or institution should avoid questionable practices and minimize harm to stakeholders (Carroll, 1991).

4) **The philanthropic responsibility**: This refers to *the "necessity of being good corporate citizens by responding to society's expectations voluntarily."* (Carroll, 1991). All businesses are expected to fulfil its philanthropic responsibility by contributing financial and human resources to the community and to improve the quality of life (Carroll, 1991). Thus, organization should provide programs supporting community such as education, health or human services, culture and arts.

2.3.1 The Importance of CSR Practices

According to Aagaard and Lemmergaard in 2012, *"the pressure on corporations to demonstrate their responsibility towards society has intensified over the last years, and the notion of CSR has institutionalized the ideal of an ethically alert organization able to balance its financial interests with its concern for society as a whole."*

CSR plays an important role to ensure the sustainability of a corporation and determine the success of a corporation. An effective CSR practice helps to determine companies' long-term interest and ensuring their future is well sustainable (James, 2012). CSR practices bring many benefits to the company which the company can take them as its business's competitive advantage, protect and raise brand awareness as well as building trust with customers and employees (Allirajah, 2013). The "doing good" reputation also offers certain competitive advantage to the companies such as positive brand image and overall organizational

performance will be enhance. According to Costa and Menichini in 2013, *"business returns from CSR activities, such as customer loyalty and image improvement."*

Company with responsible business is more likely to attract more investors than other companies (Whitman, 2013). It is because responsible business has given confident to investors that the company is concern about stakeholders' interest. Walker and Dyck (2014) revealed that stakeholders differ in how they rate firms' reputations, that CSR-type firms tend to be rated as having higher reputations and is more likely to attract investors.

In addition, a company with good practices of CSR tend to have higher employee engagement. Employees would like to know what is going on or happening in the organization, ambiguity gives them insecure and uncertain feelings. Employees show little commitment and engagement to their tasks and organization when they are working in ambiguous conditions (James, 2012). According to Ali et al. (2010), employee organizational commitment is positively influenced by higher level of CSR actions. The more employees are influenced by CSR actions, the higher will be their level of organizational commitment and eventually leads to better performance.

2.4 The Five Core Dimensions of Internal CSR practices

CSR is classified into two categories which are internal CSR and external CSR. Internal CSR is related to the internal operation of the organization. Internal CSR involve taking care of well-being and health of employees, respect of human rights, quality of opportunities and career opportunities. Internal CSR practices are directly related with the physical and psychological working environment of employees. On the other hand, external CSR promotes the pursuit of positive

impacts on the society and also environment from the organization operations (Pietersz, 2011). External dimensions involve taking into consideration the local communities, suppliers, customers, human rights and, environmental issues.

According to Al-bdour et al. (2010), the five core dimensions of internal CSR practices are health and safety, human rights, training and development, work-life balances, and workplace diversity. These five dimensions will be explained in the following:

2.4.1 Health and Safety and Employees' Organizational Commitment

Employee is the most valuable asset of a company for achieving its goals. Thus, the employers need to exert their concerns and cares towards the employee's health and safety condition. There are several negative consequences of not investing in employee health and safety. Employees that have poor health will leads to high absenteeism, low productivity and poor performance

According to the previous research, the positive organizational consequences for an organization to engage in health and safety management programs are (1) decrease counterproductive work behaviour directed toward the organization, (2) increase firms' ability to recruit and retain high quality employees, (3) enhance organizational attractiveness and commitment, (4) foster trust within the company and (5) prompt attributions of corporate morality (Bauman and Skitka, 2012).

With regard to above, it clearly shows that well invested health and safety management practices will bring lots of advantages to the company. According to Bernard (2012)'s study, a safe working environment is essential for employees because they perceive job security as the most important need. Thus, the employees will perform their various job components in more favourable and positive attitude that eventually increase employee commitment towards the organization.

This finding is consistent with Hải (2012)'s study that there is a positive relationship between working environment and organizational commitment.

2.4.2 Human Rights and Employees' Organizational Commitment

Human rights are the rights that "*recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe. They are based on principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies. They are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.*" (Australian Human Rights Commisison, n.d.).

For instance, "*ethics is concerned about what is right, fair, just, or good.*" (Cooper, 2012). Therefore, according to Ellermers et al. (2011)'s study, it stated that an organization who engage in ethical organizational behaviour will create a source of pleasure for the individual employees that ultimately enhance their satisfaction and commitment to the organization. This finding is consistent with Chun et al. (2011)'s study that proposed the external and internal dimensions of corporate ethics is positively related to collective organizational commitment.

According to Al-bdour et al. (2010)'s study, it clearly explained that whenever an individual employee feels that the company valued them and treated them fairly by respecting their human rights, the trust of the employees with respect to the organization will be then developed. Once the trust is formed, employees will then develop a positive attitude and behave in a favourable manner in the company, which also become the key indicators of enhancing their commitment with the organization. This

finding can be supported by DeConinck (2010)'s study that proved the trust is related positively to organizational commitment.

2.4.3 Training and Development and Employees' Organizational Commitment

Training and development is a process where employees could reinforce their existing knowledge and skills by attending workshops and other activities that could motivate them to perform better in the workplace (Thang, 2012). In addition, training and development could advance the employees' performance and productivity by increasing their capability through learning as well as influencing employees' motivation and job satisfaction.

Moreover, dissatisfaction of employees towards their job scope will lead to an emotional dissonance and poor performance in the job (Ayub et al., 2013). Hence, there arises the need of providing sufficient training and development in order to moderate the relationship between the employees and the job.

The chances of better performance from employees will increase when an organization provides training and development to employees (Owoyemi et al., 2011). This is because training will increase and improve employees' knowledge and skills which eventually improve overall performance. Besides that, training and development should be implemented because these programs result in large increases in productivity growth and is adequate to enhance the competitiveness of institution.

2.4.4 Work Life Balances and Employees' Organizational Commitment

Work life balance is the relationship between the institutional and cultural times and spaces of work and non-work in societies (Özbilgin et al., 2011). Practically, work life balance can strengthen employee engagement and productivity, thus it associate with the retention rates and commitment.

Employee organizational commitment can be enhanced by retaining competent staff through establishing a quality of work life such as family-friendly practices (Bernard, 2012). In fact, lack of work life balance can lead to work life conflicts which bring negative effects to employees as well as the organization.

Besides that, the research also revealed that quality of work life is positive related to job satisfaction as well as organizational commitment (Koonmee et al., 2010). It is stated that flexibility fit in time and location of work is positively associated with perceptions of organizational work-life support and organizational commitment (Valcour et al., 2011). In addition, Albdour and Altarawneh (2012) described that good internal CSR practices such as work life balance will improve the level of employees' organizational engagement. By providing work life programs that help employees to balance their work and family responsibilities, employees will feel more enthusiastic to stay in the organization.

2.4.5 Workplace Diversity and Employees' Organizational Commitment

Workplace diversity occurs when there are differences among the employees within a same workforce (Martin, 2013). According to Olsen (2010), the research showed that employees from diverse background will feel valued by the organization, which in turn, enhances their commitment to the organization.

Diversity management is a process to create and maintain a positive work environment where the similarities and differences of employees are valued, so that they can reach their potential and maximize their commitment to the company (Patrick and Kumar, 2012). If the company respects the diversity in the organization, the employees tend to show higher affective commitment towards the company. According to Keraita, Oloko and Elijah (2013)'s findings showed that workplace diversity had positive and significant correlation with the employees' commitment. A study showed that diverse workplace will increase the commitment of the employees towards the company (McMahon, 2010).

The workplace diversity can increase and improve the innovation and commitment of employees (Arokiasamy, 2013). According to Wambui et al. (2013), a diverse workplace also enables a company to employ and retain talents from different backgrounds without regarding the race, gender, aged and ethnic. This diversity workforce can lead to improve creativity and innovation and also enhance the decision-making and problem solving.

2.5 The Linkages between Internal CSR and Organizational Commitment

In such globalization, it is very important for every company to attract and retain talent in order to assure them to survive in the future. This is consistent with Chambers et al. (2007)'s study "The War for Talent". However, in April 2003, a talent study conducted by Towers Perrin stated that there are only 17 percent among their 35000 employees in U.S. companies are highly engaged (Towers Perrin, 2003). This indirectly indicates that the companies have increasing problems on high employee turnover, absenteeism and low employee identification towards the job as well as the company. In order for organizations to have better employee commitment and organizational performance, the researchers have suggested the use of CSR as a competitive tool to build a strong bonding relationship between the employee and the organization.

Certainly, CSR is defined as "*making decisions and policies yielding greater focus on the internal and external environment of the organization from its different sides and not only emphasizing on profit maximization as a single objective of the organization because moral and social responsibility automatically emanates from moral and ethical commitment of decision makers in business organization management.*" This also indicates that a company engages in CSR is responsible not only with the external stakeholders but also the internal stakeholders as well, for instance the employees (ALshbiel and AL-Awawdeh, 2011).

As a matter of fact, there are numerous of previous studies investigated the effects of CSR on employee's organizational commitment. Most of the studies proved that organizations with well-developed CSR are more likely to have a higher level of employee's organizational commitment. This is because CSR intervention also involved activities for the welfare of employees, as well as for their families. For instance, the studies carried by Ali et al., (2010); Ellemers et al., (2011); You et al., (2013) also emphasized that CSR practices is one of the strategic tools for the corporate to attract and retain the potential quality employees.

Moreover, there are also numbers of proven evidences about the fact that employee's organizational commitment is supported by CSR interventions in the previous studies. In fact, the linkage or the relationship between the organization and CSR practices, as well as the CSR practices and organizational performance has been investigated by many researchers in previous studies. Following will be some of the findings revealed by previous researchers about the relationship mentioned earlier:

Chong and Tan (2010) utilized the resource-based perspectives (RBP) to clarify the reasons organization should engage in CSR intervention. The findings revealed that CSR practices can benefit the organization internally and externally in terms of tangible benefits and intangible benefits. They further stated that the intangible benefits that will be aroused from CSR practices are organizational reputation, commitment and learning. In contrast, the tangible benefits that will be raised from CSR practices are the ability to attract better employees, reduced turnover rate and increase efficiency. In fact, the intangible benefits are link with the tangible benefits. For example, organization will develop better reputation and gain better image in public's mind through the engagement of CSR practices and ultimately increase the ability to attract better employees.

Aminudin (2013)'s study is designed to investigate the relationship between organization identification and CSR practices in Malaysian hotels. The findings revealed that there is a link between CSR activities and employees' work attitudes based on the Social Identity Theory (SIT). The theory is the extent to which "*people tend to describe their self-descriptions in a social context, and classify themselves and others into different social categories.*" This indicates that employees will develop favorable working attitudes and better identified with their company through CSR practices. Once the employees identified with the company, they tend to develop better commitment to the organization and ultimately increase employee retention in the company.

A study that adopted the descriptive analytical methodology by ALshbiel and AL-Awawdeh (2011) had explored the relationship between internal CSR and job commitment in Jordanian Cement Manufacturing Co. The empirical study

conducted by them revealed that a company that concerns with the employees'
physical and psychological work conditions through internal CSR practices (such
as better working environment and conditions, harmony human relations in the
workplace, social welfare and etc) can enhance employee's satisfaction and
loyalty and thus motivating them to have better commitment and stay with the
organization in long run. There is also an indication in their study that there is a
strong relationship between the internal CSR and employee organizational
commitment.

Albdour and Altarawneh (2012) conducted a study on the effect of various
dimensions of internal CSR on employees' organizational engagement in the
banking sector in Jordan. The study stated that the five dimensions of internal
CSR (education and training, human rights, health and safety, work life balance,
and workplace diversity) have significant effects on the two dimensions of
employee engagement (job engagement and organizational engagement). In fact,
the findings validated that the banking managers agreed that there is an impact on
employees' engagement through internal CSR. It can be concluded that higher
level of employee organizational commitment can be generated through higher
level of internal CSR actions.

Chun et al. (2011)'s study explained that CSR practices are able to contribute to
the three measure of organizational performance which is financial performance,
collective organizational commitment and organizational citizenship behavior.
The study investigated that the relationship among collective organizational
commitment, organizational citizenship behavior and financial performance is
directly affected by CSR practices. For instance, an employee who has higher
level of collective organizational commitment is more likely to exert extra efforts
to their firm and extend their contributions beyond their duty in which increases
their organizational citizenship behavior and ultimately enhances the financial
performance within the organization. All these findings are consistent with the
researchers' hypothesis that there is a significant relationship between internal
CSR actions and organizational commitment.

2.6 Theoretical Framework

The researchers have formed the theoretical framework and the hypotheses as following:

Figure 2.0: Theoretical Framework

Health and safety		
Human rights		Employees' organizational commitment
Training and development		
Work-life balances		
Workplace diversity		

■ = Dependent Variable   ▭ = Independent Variables
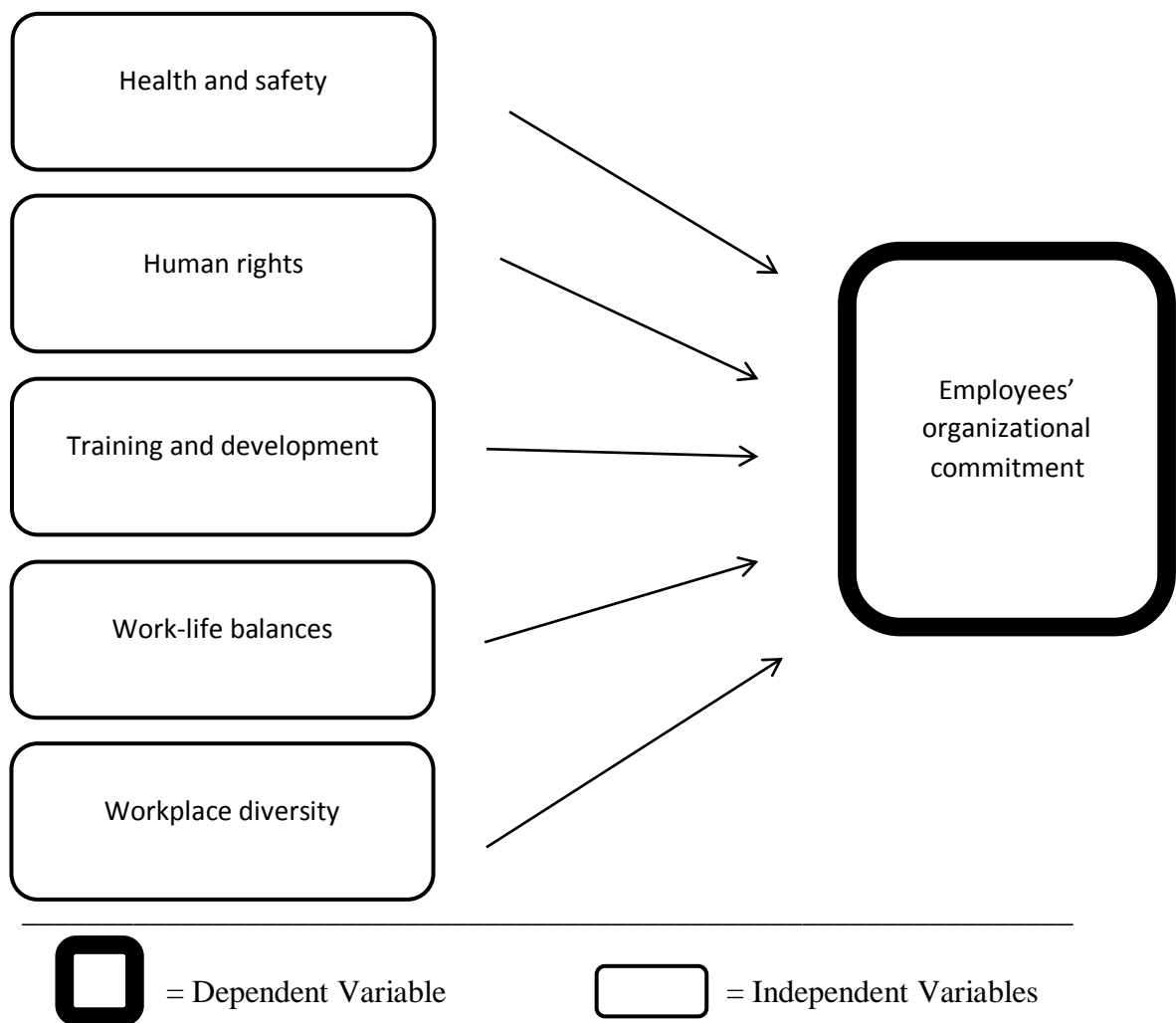
Source: Developed for the research

2.6.1 Hypotheses

Hypothesis 1 – Health and safety

H1: There is a positive relationship between health and safety and employees' organizational commitment.

Hypothesis 2 – Human rights

H2: There is a positive relationship between human rights and employees' organizational commitment.

Hypothesis 3 – Training and development

H3: There is a positive relationship between training and development and employees' organizational commitment.

Hypothesis 4 – Work-life balances

H4: There is a positive relationship between work-life balances and employees' organizational commitment.

Hypothesis 5 – Workplace diversity

H5: There is a positive relationship between workplace diversity and employees' organizational commitment.

Hypothesis 6 – Internal CSR practices and employees' organizational commitment

H6: The five core dimensions of internal CSR practices will affect employees' organizational commitment significantly.

CHAPTER 3: METHODOLOGY

3.0 Introduction

The main objective of this study is to investigate the relationship between the dependent variable (employees' organizational commitment) and the independent variables (the five core dimensions of internal CSR practices). This part of research addresses the approaches of the study, followed by the research hypotheses and theoretical framework. Besides that, the explanation of the research design, sampling methods, the examination of variables, the measurement instruments, data collection method and also data analysis are also included in this chapter of research.

3.1 Research Design

A research design is a master plan for data collection which enables the researcher to minimize the effects of error variance by calculating the contribution of one or more nuisance variables (Hinkle, Wiersma and Jurs, 2003). There are three types of research designs which are exploratory research, descriptive research and causal research (Creswell, 2013). A causal research is used to examine the relationships between the five core dimensions of internal CSR practices (health and safety, human rights, training and development, work life balances and workplace diversity) and the employees' organizational commitment level of academic staffs in private higher learning institutions in Klang Valley, Malaysia.

In this research, the unit of the analysis is academic staffs in private higher learning institutions in Malaysia specifically in the private higher learning institutions in Klang Valley. This research is carried out in a quantitative research method. Basically, a quantitative research method uses traditional mathematical and statistical means to understand the models empirically and statistically (Flick, 2009). The data in quantitative research focuses on the numbers, logic and unchanged static data and convergent reasoning rather than divergent reasoning. All the data are in form of numbers and statistics and done in a structured way.

One of the methods to collect quantitative survey data is using the self-completion survey. Self-completion survey is used to collect quantitative data from samples that will allow generalisations to be made about the whole market or segment (Customers Matter, n.d.). Therefore, the researchers have developed self-administrated questionnaires and distributed to the academic staffs in different private higher learning institutions that are located in Klang Valley, Malaysia.

3.2 Data Collection Method

3.2.1 Primary Data

Primary data refers to information obtain first-hand by the researcher on the variables of interest for the specific purpose of the study (Sekaran and Bougie, 2009). Primary data can be divided into qualitative and quantitative. Primary data are accurate and reliable sources because the information collected are specifically for research project. In this research, self-completion survey is used by using structured questionnaires to collect quantitative data from large number of individuals in a relatively quick manner. The 350 questionnaire will be

delivered directly to the target respondents in order to increase response rate.

3.2.2 Secondary Data

Secondary data refers to information gathered from sources that already exist (Sekaran and Bougie, 2009). In this research, journals, articles, newspaper, books and online search engine such as Google and Yahoo are used. The considerable time and cost has reduced by using secondary data since it is a quick source of information.

3.3 Sampling Design

3.3.1 Target Population

The target population of this research is the academic staff in private higher learning institutions located in Klang Valley, Malaysia. There are total of 350 academic staff randomly selected from the targeted ten institutions.

3.3.2 Sampling Elements

In the sampling procedure, any individual that are related to the purpose of study can be selected as sampling unit. However, the respondents in this research are academic staff who works in academic institutions.

3.3.3 Sampling Technique

Sampling method can be divided into two types which are probability sampling and non-probability sampling methods. In probability sampling, each element has a chance of being selected. In non-probability sampling, elements are chosen arbitrarily where there is no way to estimate the probability of any one element being included in the sample. Moreover, no assurance is given that each item has a chance of being included.

Probability Sampling has been conducted for this study because every element of the target population has a chance of being selected into the sample due to the reason that the figure for academic workforce in Kuala Lumpur and Selangor is known and it is easily obtainable from Ministry of Higher Education's website.

Probability sampling consists of methods which include stratified, simple random sampling, systematic sampling, cluster sampling and so on. In this study, simple random sampling is use to select sample elements which are academic staffs in private higher learning institutions that are most readily available to participate in the research.

By using simple random sampling, researchers first obtained list of Institut Pendidikan Tinggi Swasta (IPTS) of Selangor and Kuala Lumpur from MOHE's official website. Ten of the private higher learning institutions are then randomly selected from the list as the research sample.

Besides that, the samples selected are highly representative of the population of interest as well as free from human bias and classification error because it gives each member of population a fair chance of being selected. Furthermore, simple random sampling also simplifies data interpretation and analysis of results. Hence, 350 questionnaires are randomly distributed to academic staff in different private higher learning institutions that located in Klang Valley, Malaysia.

3.3.4 Sampling Size

In this study, the sample size consists of 350 respondents from ten private higher learning institutions in Klang Valley, Malaysia where 280 sets were collected back. However, only 225 sets of questionnaires were appropriately completed.

3.4 Research Instrument

This part discusses both the independent variables and dependent variables. In addition, certain research questions from the previous researchers are adopted and used in this study. The questionnaires consist of three sections. The sections are divided as following:

3.4.1 Section A – Demographic Profiles

Section A consists of nine questions where it is used to collect personal details of the respondents. The questions in Section A includes gender, age, race, marital status, education level, tenure in current job, position, salary range and the number of organizations the respondent has worked for. In this part, respondents have to select the most appropriate answer in each of the nine fixed-alternative questions. This section was developed by the researcher.

3.4.2 Section B – Five Core Dimensions of Internal CSR Practices (Independent Variables)

Section B is to examine the relationship between the five dimensions of Internal CSR practices and the academic staff's organizational commitment. This part consists of 28 items and all the items were extracted from Al-bdour et al. (2010). The five-Likert scale is used in Section B. Various kinds of rating scales have been developed to measure attitudes directly and the most widely used is the Likert Scale. Likert-type or frequency scales used fixed choice response formats and are designed to measure attitudes or opinions (Losby and Wetmore, 2012). These ordinal scales measure levels of agreement or disagreement. The respondents are offered a choice of five responses with the given number ranging from "1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly agree" and they are required to circle on the given number. In this section, respondents are allowed to express how much they agree or disagree with a particular statement or series of statements about the internal CSR practices.

3.4.3 Section C – Employee's Organizational Commitment (Dependent Variable)

Section C is used to measure the level of academic staff's commitment in the higher private institution. The instrument used to assess the organizational commitment is the Organizational Commitment Questionnaire (OCQ) (Mowday, Porter and Steers, 1979). The level of employee's commitment will be measured by using a shortened version of OCQ that was developed by Mowday (1979). There are 9 items in this

section which are beneficial to measure the commitment level of employees towards the organization.

Table 3.0: Content of the Questionnaires

Section	Data	Items	Adopt from:
A	Demographic Profile	9	Self-developed
B	Five Core Dimensions of Internal CSR Practices		
	- Health and Safety	6	Al-bdour et al. (2010)
	- Human Rights	11	Al-bdour et al. (2010)
	- Training and Development	7	Al-bdour et al. (2010)
	- Work Life Balance	7	Al-bdour et al. (2010)
	- Workplace Diversity	7	Al-bdour et al. (2010)
C	Employee's Organizational Commitment	9	Mowday et al. (1979)
	Total	**56**	

Source: Developed for the research

3.5 Constructs Measurement

Researchers use questionnaire as a tool to collect and extract specific information. There are four basic types of measurement which are nominal, ordinal, interval and ratio. Nominal scales are used for labelling variables, without any quantitative value or evaluative distinction. Ordinal scales are typically measures of non-numeric notions like satisfaction, happiness and discomfort. Interval scales are numerical scales in which intervals have the same interpretation throughout and do not have true zero point. The ratio scale is the most informative scale and it has the zero position.

In section A, the scale measurement used is a combination of nominal scale and ordinal scale. These scales of measurement help to gather the demographic information of respondents. Nominal scale categorized individual or object into different classes and groups such as gender, race and education level. Besides that, ordinal scale referred to a ranking scale which placed object into a predetermined category which involves the ages, tenure in current job and income range.

On the other hand, section B and C of the questionnaire used the interval scale as its measurement scale. The interval scale is used to rate the number of object or event and the distance between the numbers was equal. Thus, interval scale provides researchers meaningful interpretation and comparison of different points. Table 3.2 shows the summary of Likert scale that researchers used to measure variables.

Table 3.1: Five Likert Scale

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

Source: Developed for the research

3.6   Data Processing

Missing data is a scenario where some items are not answered by the respondents. In this research, some of the respondents failed to answer all the statements in the questionnaires due to unwillingness in revealing their personal thoughts or they do not know the answer.

3.7 Data Analysis

The data gathered will be inserted into Statistical Package for Social Science (SPSS) computer software version 22.0. SPSS is "*a comprehensive and flexible statistical analysis and data management solution.*" (SPSS, n.d.). This software can monitor multiple data sources, detect suspicious behaviour or relationship among the variables in order to enable the researcher to analyse the quantitative data effectively and efficiently (eCapital Advisors, n.d.).

In order to analyze the data and hypothesis testing, an appropriate statistical technique is chosen and it depends on the type of questions to be answered, the number of variables, and the scale measurement. There are few series of SPSS analysis which are Descriptive Analysis, Reliability Analysis, Pearson Correlation Coefficient Analysis, and Multiple Regression Analysis.

3.7.1 Descriptive Analysis

Descriptive analysis is used to describe the main characteristics and summarize a set of data that received from the respondents. It is used to provide a clearly picture for the readers so that the researchers can interpret the data easily because it provides a general pattern of the respondents. Averages, frequency distribution, percentage and distribution of demographic information given by the respondents can be calculated by using descriptive analysis.

3.7.2 Reliability Analysis

The most widely used reliability test - Cronbach's alpha is used to measure the internal consistency of a test or scale. In contrast, the internal consistency can explained the extent to which whether all the items in a test have positive relationship or are positively correlated to one another. Cronbach's alpha works in a way that the average inter-correlations among the items measuring the concept will be computed. In addition, it means that the higher the value of alpha reflects that probability of the items in a test that are correlated to each other will be higher. However, it does not always mean that there is a higher degree of internal consistency due to it is influenced by the length of test (Tavakol and Dennick, 2011).

Table 3.2: Rules of Thumb of Cronbach's Alpha Coefficient

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very good
0.9 and above	Excellent

Source: Zikmund, W.G. (2003). *Business research method (7th ed.)*. South-Western, United States: Thomson.

3.7.3 Pearson Correlation Analysis

Pearson Correlation Analysis is a statistical measure of the association, strength of linear relationship or co-variation between two metric variables (Zikmund, 2003). The coefficient (r) is used to analyze the direction of the relationship ranging from -1.00 that reflects the perfect negative relationship to +1.00 that reflects the perfect positive relationship. When the correlation is 0, it indicates that there is absolutely no linear relationship between the two metric variables. Pearson correlation Analysis was conducted in this research project.

Table3.3: Rule of Thumb for Interpreting the Size of a Correlation Coefficient

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Little if any correlation

Source: Hinkle, Wiersma and Jurs (2003). *Applied statistics for the behavioral sciences* (5th ed.). Boston: Houghton Mifflin.

3.7.4 Multiple Regression Analysis

Goal of the multiple regression analysis is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable. It is an extension of bivariate regression analysis, which allows testing the effects of two or more independent variables on a single dependent variable simultaneously (Zikmund,

2003). Bivariate regression depending on only single independent variable, whereas multivariate regression is depending on two or more independent variables in order to forecast the react of dependent variable in response to the changes in independent variable. As a result, researchers used this particular instrument to examine the five independent variables (health and safety, human rights, training and development, work life balances and workplace diversity) with a dependent variable (academic's staff organizational commitment).

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

The result of this research derived from the interpretation of Reliability Analysis, Descriptive Analysis, Pearson Correlation Analysis and Multiple Linear Regression Analysis. The data were collected and analyzed by using SPSS 22.0 version. In descriptive analysis, respondents' demographic profile is presented in tables and figures. Hypotheses Testing Analysis consists of Pearson Correlation Analysis and Multiple Linear Regression Analysis, the results were used to test the relationship between each measures and employees' organizational commitment.

In this research, 350 sets of questionnaire were distributed to academic staff in ten private higher learning institutions in Klang Valley, Malaysia. Among the 350 sets of questionnaires, 280 sets were collected back. However, only 225 sets of questionnaires were appropriately completed and suitable to be used. The response rate is 80% and it is considered high. The response rate was high may be due to the reason that questionnaires were handed directly to the academic staff.

Table 4.0: Rate of Return of Questionnaires

Questionnaires distributed	350
Total response	280
Usable Response	225
Unusable response	55
Total response rate (%)	80%
Usable response rate (%)	64.3%

Source: Developed for the research

4.1 Reliability Analysis

Table 4.1: Results of Cronbach's Alpha Reliability Analysis

Dimension	Number of Items	Cronbach's Alpha
Health and Safety	6	0.820
Human Rights	11	0.879
Training and Development	7	0.897
Work Life balance	7	0.884
Workplace Diversity	7	0.850
Organizational Commitment	9	0.944

Source: Developed for the research

In this research, Reliability Analysis Test was used to verify the Likert scale items in Section B and C. Cronbach's Alpha coefficients was used to conduct the reliability analysis and the result is show in Table 4.1. The values of Cronbach's Alpha (α) for the variables of health and safety, human rights, training and development, work life balance, and workplace diversity are range from 0.820 to 0.897. Besides that, organizational commitment is reliable with Cronbach's Alpha value 0.944. All these values exceeded the benchmark of 0.7 that mentioned in rule of thumb on Cronbach's Alpha coefficient in chapter 3. This means that the measures have an acceptable reliability level.

4.2 Descriptive Analysis

Table 4.2: Gender of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Gender	Male	98	43.6
	Female	127	56.4
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.0: Gender of Respondents
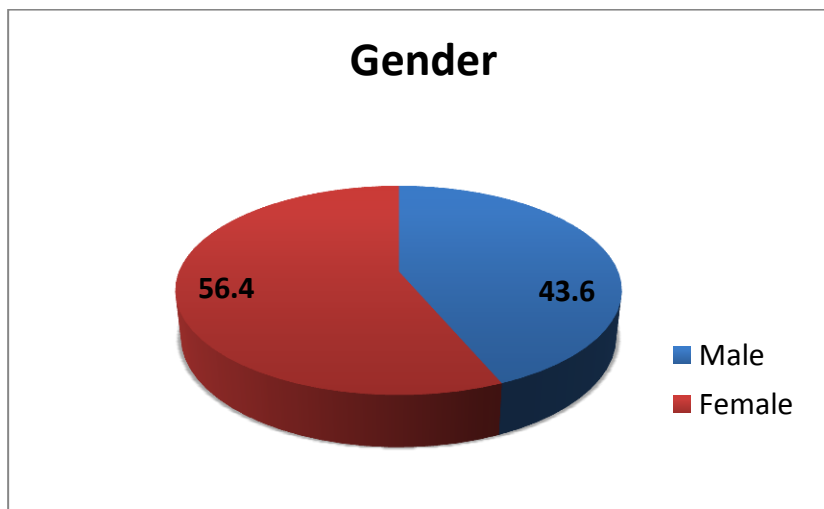
Source: Developed for the research

As presented in Table 4.2 and Figure 4.0, female respondents constitute 56.4%
(127) and male respondents constitute 43.6% (98). Majority of the respondents is
female, this may due to the reason that females prefer to have a flexible working
hour where this flexibility are usually offered by private higher learning institution.

Table 4.3: Age of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Age	1 - 25	11	4.9
	26 - 30	35	15.6
	31 - 35	44	19.6
	36 - 40	60	26.7
	Above 40	75	33.3
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.1: Age of Respondents
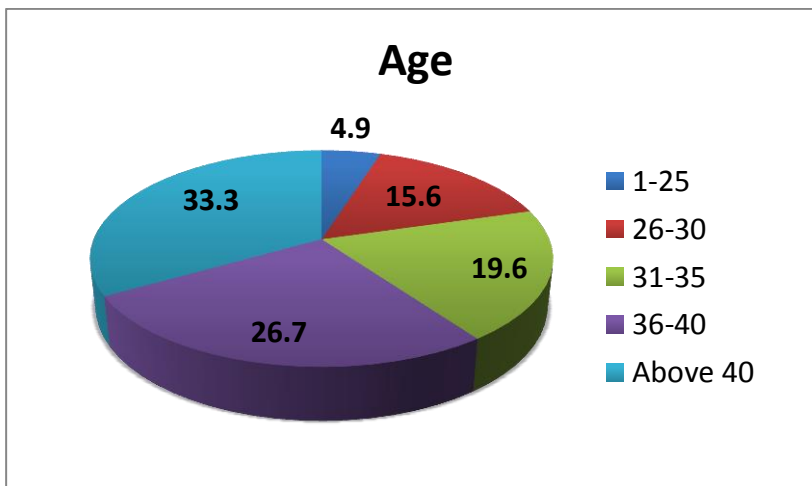
Source: Developed for the research

As shown in Table 4.3 and Figure 4.1, majority of the respondent were aged above 40 years old (33.3%). This follow by respondents that aged between 36-40 years (26.7%), 19.6% of total respondents were aged between 31-35 years, 15.6% were aged between 26-30 years and 4.9% were aged between 1-25 years.

Table 4.4: Race of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Race	Malay	35	15.6
	Chinese	116	51.6
	Indian	59	26.2
	Others	15	6.7
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.2: Race of Respondents
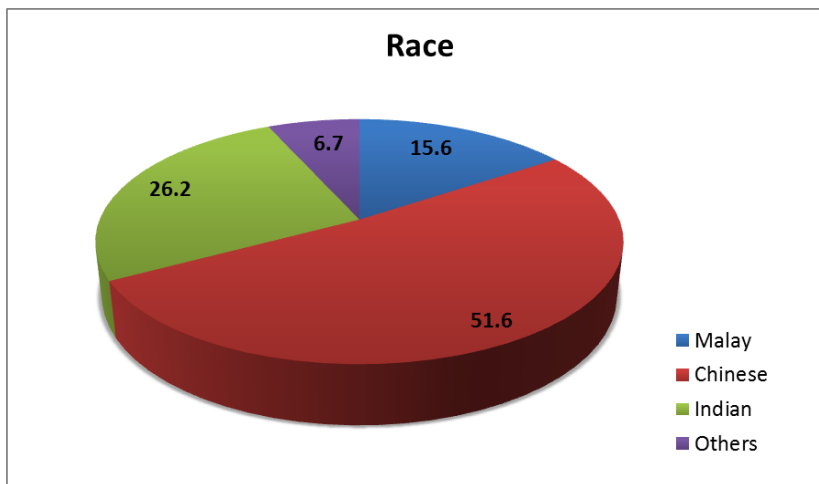
Source: Developed for the research

Majority of the academic staff are Chinese which constitute 51.6%, followed by Indian 26.2%, Malay 8.3% and 6.7% are made up from other races. The reason could be due to most of the Malay preferred to teach in public universities while Chinese and Indian prefer to work in private higher learning institutions.

Table 4.5: Marital Status of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Marital Status	Single	68	30.2
	Married	157	69.8
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.3: Marital Status of Respondents
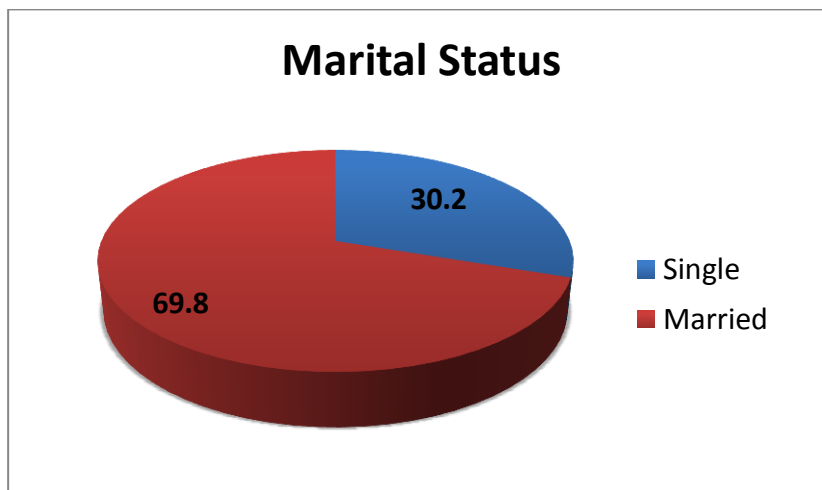
Source: Developed for the research

According to Table 4.5 and Figure 4.3, it can be seen that most respondents are married, which consist of 157 (69.8%) respondents. The rest of the 68 respondents (30.2%) are single.

Table 4.6: Highest Education Level of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Highest Education Level	Bachelor Degree	16	7.1
	Master Degree	117	52.0
	Doctorate Degree	92	40.9
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.4: Highest Education Level of Respondents
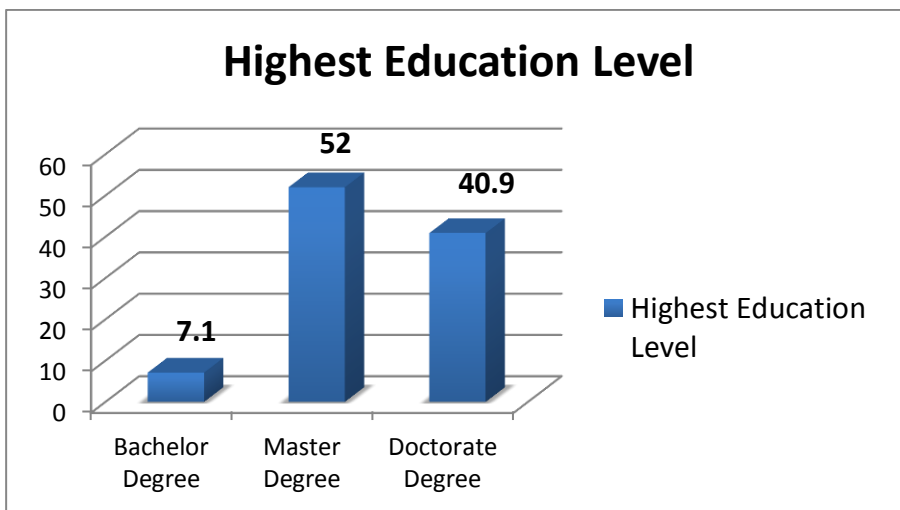
Source: Developed for the research

The table 4.6 and Figure 4.4 reveal that 117 (52.0%) respondents possessed
Master Degree, followed by Doctorate Degree holders, which consists of 92
(40.9%) respondents. Furthermore, Bachelor Degree holders occupied the least
portion, which are 16 (7.1%) respondents. Large portion of respondents possessed
Master Degree may be due to the reason that master degree is the minimum
requirement to become a lecturer in most private higher learning institutions.

Table 4.7: Tenure in Current Job of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Tenure in Current Job	<1 Year	19	8.4
	2 - 3 Years	69	30.7
	4 - 5 Years	65	28.9
	6 - 7 Years	46	20.4
	>7 Years	26	11.6
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.5: Tenure in Current Job of Respondents
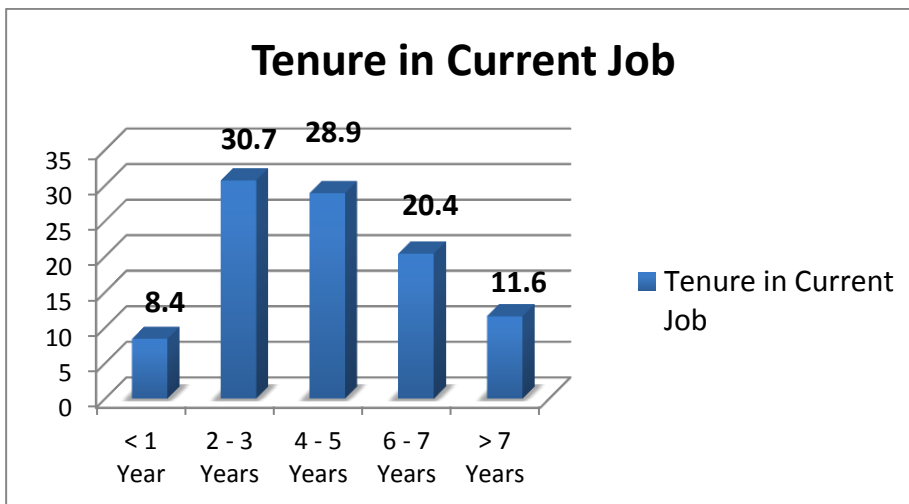
Source: Developed for the research

Table 4.7 and Figure 4.5 denote that 30.7% respondents stayed 2-3 years in the organization follow by 4-5 years (28.9%), 6-7 years (20.4%), >7 years (11.6%), and <1 year (8.4%).

Table 4.8: Position of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Position	Tutor	12	5.3
	Assistant Lecturer	16	7.1
	Lecturer	67	29.8
	Senior Lecturer	36	16.0
	Assistant Professor	31	13.8
	Associate Professor	18	8.0
	Professor	45	20.0
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.6: Position of Respondents
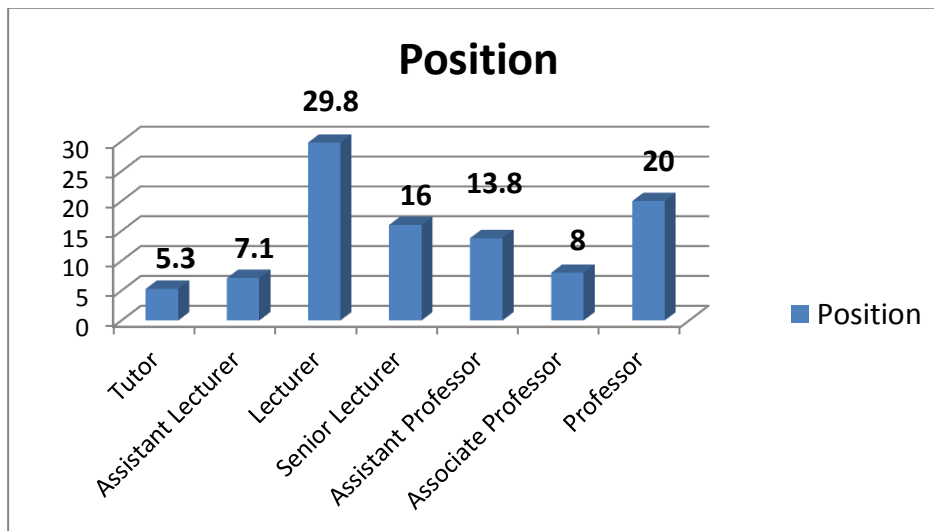
Source: Developed for the research

Table 4.8 and Figure 4.6 indicate that 5.3% of the respondents are Tutor, 7.1% are Assistant Lecturer, 29.8% are Lecturer, 16.0% are Senior Lecturer, 13.8% are Assistant Professor, 20.0% are Professor and 8.0% are Associate Professor.

Table 4.9: Salary Range of Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
Salary Range	< RM 2000	2	0.9
	RM 2001 – RM 3000	19	8.4
	RM3001 – RM 4000	32	14.2
	RM4001 – RM 5000	51	22.7
	> RM 5000	121	53.8
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.7: Salary Range of Respondents
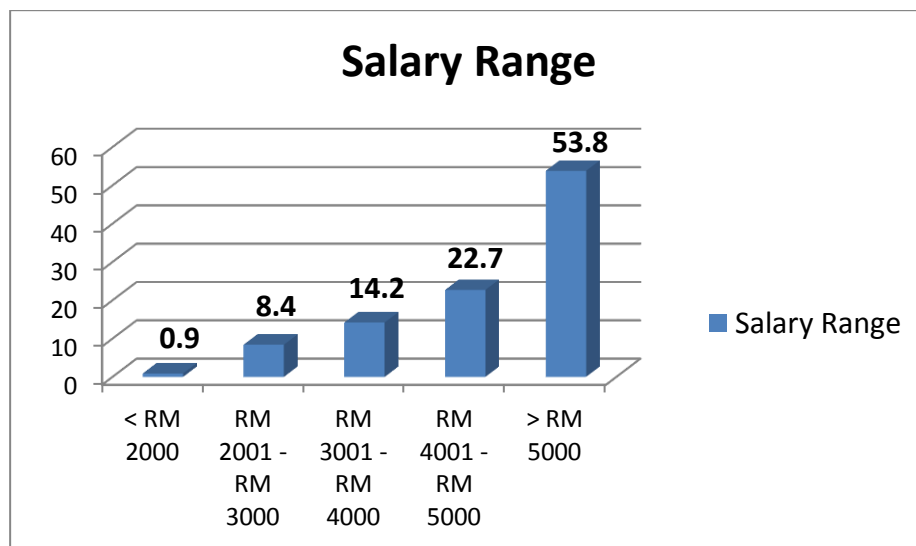
Source: Developed for the research

According Table 4.9 and Figure 4.7, majority salary range of the respondents is more than RM 5000, which comprised of 53.8%. Meanwhile, only 0.9% of the respondents' salary range is less than RM 2000. Besides that, 8.4% of the respondents fall in the salary range of RM 2001 to RM 3000, 14.2% receive RM 3001 to RM 4000 for their salary and 22.7% of the respondents' salary range is RM 4001 to RM 5000.

Table 4.10: Number of Organization/s have Worked in Till-to-date of
Respondents

Demographic Profile	Categories	Frequency	Percentage (%)
How Many Organization/s Have Worked In Till-To-Date	1 - 2	65	28.9
	3 - 4	106	47.1
	5	19	8.4
	>5	35	15.6
	Total	**225**	**100.0**

Source: Developed for the research

Figure 4.8: Number of Organization/s have Worked in Till-to-date of Respondents
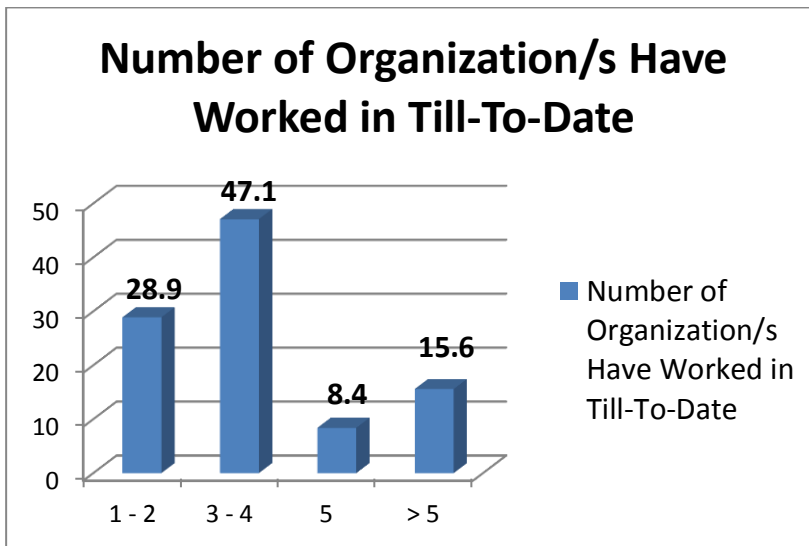
Source: Developed for the research

Based on Table 4.10 and Figure 4.8, majority of the respondents have worked for
3-4 organizations (47.1%), followed by 28.9% have worked for 1-2 organizations,
15.6% have worked for more than 5 organizations and 8.4% have worked for
exactly 5 organizations till-to-date.

4.3 Pearson Correlation Coefficient Analysis

Table 4.11: Pearson Correlation Coefficient

Correlations Between Variables							
		HS	HR	TD	WLB	WD	OC
HS	Pearson Correlation	1					
	Sig. (2-tailed)						
HR	Pearson Correlation	.827	1				
	Sig. (2-tailed)						
TD	Pearson Correlation	.810	.827	1			
	Sig. (2-tailed)						
WLB	Pearson Correlation	.761	.851	.769	1		
	Sig. (2-tailed)						
WD	Pearson Correlation	.653	.738	.718	.823	1	
	Sig. (2-tailed)						
OC	Pearson Correlation	.784**	.817**	.853**	.824**	.794**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
** Correlation is significant at the 0.01 level (2 tailed) Note: Independent Variable: Health and Safety (HS), Human Rights (HR), Training and Development (TD), Work Life Balance (WLB), Workplace Diversity (WD)							

Source: Developed for the research

Table 4.11 shows that each dimensions of internal CSR has a significant relationship with employees' organizational commitment since each dimensions has p-value 0.000 which is less than 0.01 (p<0.01). Besides that, the positive value of the correlation coefficient (R) indicates that there is a positive relationship between the five core dimensions of internal CSR and employees' organizational commitment. The table reveals that training and development possess the highest correlation coefficient (R= 0.853) with employees organizational commitment, this followed by work life balance (R=0.824), human rights (R=0.817), workplace

diversity (R=0.794), health and safety (R=0.784). As a result, the null hypothesis
(H0) is rejected and the alternative hypotheses (H1, 2, 3, 4 and 5) are accepted.

4.4 Multiple Linear Regression Analysis

In this part, the hypothesis and result of multiple regressions are presented as
follow:

H0: The five core dimensions of internal CSR practices will not significantly
influence employees' organizational commitment.

H6: The five core dimensions of internal CSR practices will significantly
influence employees' organizational commitment.

Table 4.12: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.905ᵃ	.819	.815	.367171
a. Predictors: (Constant), health and safety, human rights, training and development, work life balance, workplace diversity				

Source: Developed for the research

Based on Table 4.12 Model summary, the R value represents the simple
correlation and it is 0.905. This indicates a high degree of correlation between the
five independent variables and dependent variable. The R square value shows how
much of the total variation in dependent variable (employees organizational
commitment) can be explained by independent variables (health and safety,
human rights, training and development, work life balance, and workplace

diversity). In this case, R square is 0.819; this means that 81.9% can be explained, which is consider very large. On the other hand, the remaining 18.1% of the variation of employee's organizational commitment cannot be explained by the model.

Table 4.13: ANOVA

ANNOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression Residual Total	133.316 29.524 162.840	5 219 224	26.663 .315	197.782	.000[b]
a. Dependent variable: OCAVE						
b. Predictors: (Constant), WDAVE, HSAVE, TDAVE, WLBAVE, HRAVE						

Source: Developed for the research

The ANOVA table shows that the F-test value is 197.782 with a significant level of 0.000. The greater the F-ratio, the more variance in the dependent variable is explained by the independent variables. Hence, the result is significant and there is positive relationship between the five core dimensions of internal CSR practices and employee's organizational commitment. As a result, the null hypothesis will be rejected.

Table 4.14: Factors that Affect Organizational Commitment

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.585	.143		-4.085	.000
Health and Safety	.152	.072	.120	2.126	.035
Human Rights	.084	.090	.063	.933	.352
Training and Development	.444	.065	.394	6.800	.000
Work-life Balances	.220	.081	.181	2.720	.007
Workplace Diversity	.292	.064	.237	4.550	.000
a. Dependent Variable: Employee's Organizational Commitment					

Source: Developed for the research

Table 4.14 shows that the t-value for health and safety, work-life balances, training and development and workplace diversity are significant at 0.05 which indicating that these four dimensions has a positive and significant relationship with employees' organizational commitment. However, the t-value for human rights is not significant at 0.05 ($p > 0.05$). This indicates that the relationship

between human rights and employees organizational commitment is not significant. In addition, Table 4.14 reveals that training and development has the highest beta (0.394), this indicates that training and development is an important variable to affect employee organizational commitment which followed by workplace diversity (0.237), work life balance (0.181), health and safety (0.120), and human rights (0.063).

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents the effect of internal CSR practices towards the private higher learning institutions academic staff's organizational commitment in Klang Valley, Malaysia. The relationship between the employees' organizational commitments and five core dimensions of internal CSR practices which are health and safety, human rights, training and development, work-life balances and workplace diversity are discussed. The results are composed as follow:

(i) Findings and outcomes of the research analysis from Chapter 4
(ii) Implications of the research
(iii)Limitations of the research
(iv)Recommendations for future studies
(v) Conclusion of research study

5.1 Discussion

5.1.1 Health and Safety

Based on the results of this study, it can be concluded that health and safety has positive and significant relationship on employee's organizational commitment ($\beta=0.120$, $p<0.05$).

In other words, it means that the more effectively an organization promotes health and safety through their work practices, the more commitment of the employee's will be generated towards the organization. Bernard (2012) indicates that a good working environment with employer's considerable concerns on employees' health and safety situation will promote employee's organizational commitment. Moreover, when the organization provide safe and conducive working environment that compliance with health and safety standards, employees will feel appreciated and are more likely to exert full commitment to the organization. This finding is also consistent with the findings of Hải (2012), Al-bdour et al. (2010) and Kipkebut (2010) that proved that this variable has positive and significant relationship on employees' organizational commitment.

5.1.2 Human Rights

The results (β=0.063, p-value <0.05) show that there is a positive relationship between human rights and employee's organizational commitment. However, according to Table 4.6, it signifies that there is no significant relationship between these two variables. This can be explained that, academic staff will still commit fully to the organization even though the education institution does not emphasize much on human right. Thus, there is no evidence that human rights have significant relationship with employee's organization commitment as H_2 is rejected.

As the target population for this research study is academic staff of private higher learning institutions in Malaysia, thus the result might divert according to Malaysian's culture that is practicing high power distance. Based on Ahmed, Mouratidis and Preston (2009)'s study, it indicated that Malaysia is one of the countries that are practicing high power distance culture. Moreover, according to Hofstede's cultural dimension theory, society is more likely to accept and conceive that power to be distributed unequally in high power distance culture. Those with high power distance accept and value unequal power; they value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate (McShane and Glinow, 2010)

In addition, Malaysian employees tend to view the relationship with their superior as dependence and they will obey their superior instructions, even though they might disagree or dissatisfied with the command. As a result, when academic staff are not given freedom of speech, freedom of expression and equal opportunities, it will not affect their sense of belonging to the education institution as well as their intention to stay in the institution for longer period since they accept and value unequal power.

5.1.3 Training and Development

Based on the results of this study (β=0.394, p-value <0.05), it indicates that there is a positive and significant relationship between training and development and employees' organizational commitment.

This shows that training and development is an essential element to retain employees and an important indicator towards employee organizational commitment. Academic staff will stay with the institution longer when the institution is supportive enough and concern with the academic staff welfare by providing sufficient training which help them to develop capabilities and skills that improve their competency and performance.

According to Jehanzeb, Rasheed and Rasheed (2013) and Ashar et al. (2013), job satisfaction and organizational commitment of employees are influenced by training and development programs conducted in their organizations. This finding is also proven by Lew (2010) that employees perceived career development opportunities as a type of organizational support and lead to higher organizational commitments. Employees' job satisfaction and commitment towards companies have great connection with training activities that offered by their companies (Riaz, Idrees and Imran, 2013).

There are several reasons that training and development can aid in building higher level of organizational commitment. Firstly, training allow academic staff to develop necessary knowledge, competencies and skills which eventually improve overall organizational performance. Thus, employees are more committed to perform their jobs effectively and efficiently. Secondly, training will help to enhance academic staff overall performance which eventually improve employees future promotion opportunities.

5.1.4 Work Life Balance

The results of this study ($\beta=0.181$, p-value <0.05) denote that there is a positive and significant relationship between work life balance and employees' organizational commitment.

This can be explained that higher work life balance initiatives will lead to greater organizational commitment. Organization that provide work life balance initiative such as flexible work schedules, paid special leaves for employees to take care of their dependents, and providing time off for study and financial assistance will increase the employees motivation and eventually lead to higher organizational commitment. It is clear that, employees who are able to equally balance their personal and work life will give their best at work and devote more effort in their jobs. According to Kim (2014), job satisfaction and organizational commitment are linked to work life balance. For instance, absence of work life balance lead to low productivity and higher absenteeism rate. Furthermore, employees' attitudes and commitment towards their companies are influenced by work life balance as stated by Azeem and Akhtar (2014). According to Saif, Malik and Awan (2011), employees express greater commitment to their organizations when they perceived good management that care for their welfare.

5.1.5 Workplace Diversity

The results of this study (β=0.237, p-value <0.05) denote that there is a positive and significant relationship between workplace diversity and employees' organizational commitment.

The plausible explanation could be that when organization is emphasizing the diversity in the workplace such as giving equal opportunities to the employees without regarding the gender, religion, and race, this will lead to higher organizational commitment. This explanation is supported by Gupta (2013), employees' commitment can be enhanced through team building and group training of diverse workforce in the organization. Furthermore, organizational commitment has a significant relationship with the perception of employees towards fair treatments and principles (Karim and Rehman, 2012). If the employees are given fair treatments in term of equal opportunities for promotion and rewards, the employees will perceive their organization value them and eventually display positive attitudes such as high level of motivation and job satisfaction towards the organization. Moreover, creating specialized work groups or assigning staff in different teams could boost the degree of workplace diversity and their organizational commitment (Ghasemi, 2014).

5.2 Implication

5.2.1 Managerial Implication

With the proven result, academic institutions' top management is encouraged to pay greater amount of attention and constantly revise the five core dimensions of internal CSR in their organization. Once the employees feel valued and cared by the organization, they are likely to be more loyal and committed to the organization in the long run. Besides that, organization is advised to establish an independent CSR department so that both the internal and external CSR activities can be implemented and monitored more efficiently and effectively.

Furthermore, top management should realize that internal CSR practices like providing safe working condition, improving training and development program to their employees, deploying work-life balances policies and practices more effectively (such as flexible work schedules), as well as promoting workplace diversity will also impact the organizational commitment of the academic staff, but not only the personal-related factors (such as job satisfaction).

Moreover, based on the results of this study, it indicated training and development as the most influential variable that affecting academic staff's organizational commitment due to the standardized coefficient Beta value of 0.394. Therefore, it is essential for top management to exert greater amount of effort in every dimension of internal CSR practices. For instances, management could offer greater variety of chances for career advancement, enhance career development policies and practices as well as provide educational program and supportive research facilities in assuring them to achieve higher status in the institutions.

5.3 Limitations of Study

There are few limitations recognized by the researcher from this study.

Firstly, the questionnaires were only distributed to the targeted respondents in Kuala Lumpur and Selangor area. Thus, the results may not represent the whole population of this study which is all the academic staff in Malaysia. Moreover, the scope of the research is targeted on academic staff only, this act as a limiting factor in representing all other industries in Malaysia.

Secondly, the sample size for this study is considered small. This study only distributed 350 sets of questionnaire to target respondents with 280 sets questionnaire collected back and only 225 sets of questionnaire were suitable to be used. Therefore, the sample size may not represent the characteristics of the whole populations.

Thirdly, the research model of this study is limited by its variables where it only focused on the five core dimensions of internal CSR practices and thus other predictors unable to be tested. However, there are still consists of many other factors that will influence the organizational commitment that worth to be consider such as job satisfaction, remuneration rewards (Hải, 2012), perceived organizational support (Salim, Kamarudin and Kadir, n.d), career opportunities (Bashir and Ramay, 2008), and organization characteristics. Therefore, internal CSR practices may not be the only factors that influence employee commitment.

Lastly, this research was conducted on cross-sectional basis where it only observe the relationship between five core dimensions of internal CSR practices and employee organizational commitment at a particular point of time. The time frame to carry out this research was six months which is consider insufficient to be effectively complete the study. As a result, time constraint become one of the limiting factor in conducting this research since the researcher need to set research title, distribute questionnaires, analyze data and present the result in a limited time basis.

5.4 Recommendations for Future Research

There is possible improvement in the view of limitations that mention above. Firstly, it is recommended to target wider range of respondents from different states so that the reliability and accuracy of the result can be enhanced. In addition, it is suggested that future studies should extend the research scope to other sectors or industries in Malaysia.

Secondly, it is strongly recommended for future studies to increase the sample size as it can help to eliminate bias of the data collection as well as improve the generality and accuracy of the findings.

Thirdly, future studies are recommended to consider other factors that may influence organizational commitment in order to obtain a clearer picture about employees' organizational commitment. The variables that worth to be considered include job satisfaction, career opportunities and organizational support. By doing so, this could allow the researchers to identify more realistic research model on employees' organizational commitment.

Lastly, it is recommended to replace cross-sectional study with longitudinal design for the purpose of causality. It is useful to examine the changes over time in order to determine whether the relationship of internal CSR practices and employees organizational commitment can be sustained and therefore can yield more accurate findings.

5.5 Conclusion

After conducting this research, it revealed that the independent variables which are health and safety, training and development, work life balance and workplace diversity have a positive and significant relationship towards academic staff's organizational commitment. Nevertheless, one of the independent variables namely human rights has a positive relationship towards the staff's organizational commitment but it is not significant. Through understanding the five core dimensions, it could help institutions to retain talents. In addition, employees' organizational commitment would increase if management teams of companies adopt the above dimensions.

In this study, the researchers did not look into both financial and non-financial organizational performance but only focus and discuss the impact of organizational commitments. In other words, organizational commitment is interrelated to job performance but the researchers did not have further elaboration in this research. According to Memari, Mahdieh and Marnani (2013) and Khan et al. (2010), there is a significant relationship between organizational commitments and individual's job performance. Therefore, it can be conclude that academic staff with high organizational commitment would have better job performance as well as support their institutions to achieve common goals.

Based on the discussions above, it is crucial to cultivate organizational commitment among academics staff as they are the asset of educational institutions. This is because low organizational commitment comes from improper managements. It will bring negative effects to the organizations such as high turnover rates, damage company's reputation and low efficiency.

Besides that, there are other variables that would affect the academic staff's organizational commitment which are not included into this research. For future studies, other factors should be taken into considerations. For example, job involvements, employees' characteristics and organizational structures.

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Questionnaire

Universiti Tunku Abdul Rahman

Degree of International Business

Dear Respondents,

We are final year students from Universiti Tunku Abdul Rahman (UTAR), currently pursuing a degree of International Business.

As part of our graduation, we are required to conduct this survey. The title of our research project is **"The Impact of Internal Corporate Social Responsibility (CSR) Practices Towards the Organizational Commitment of Academic Staff in Private Higher Learning Institutions"**. The main purpose of this questionnaire is to help us to gather information, gain insight and knowledge about the academic staff' organizational commitment in private higher learning institution in Klang Valley, Malaysia.

This is a self-administrative questionnaire. There is no time limit to complete although it would probably take about 10 - 15 minutes. All the information and answers given will be kept private and confidential. If you have any question, please do not hesitate to contact us, we would be glad to answer to any question you might have. Your cooperation in answering this questionnaire is much appreciated. Thank you.

NAME	STUDENT ID	CONTACT	E-MAIL ADDRESS	SIGNITURE
Lee Siew Heng	1204958	016-6933254	lee_0104@yahoo.com	
Ng Hooi Yee	1203572	017-3049335	piano_hy1023@hotmail.com	
Tan Leng	1102412	010-2085712	alisontan93@hotmail.com	
Vivian Lee Wei Yan	1104558	010-2318792	vivianlee1109@hotmail.com	

Section A – Demographic Profile

INSTRUCTION: You are required to answer the questions below. Please tick (√)
the most appropriate answer for the following question:

1. Gender
   ☐ Male   ☐ Female

2. Age
   ☐ 21 – 25   ☐ 26 – 30
   ☐ 31 – 35   ☐ 36 – 40
   ☐ Above 40

3. Race
   ☐ Malay   ☐ Chinese
   ☐ Indian   ☐ Others

4. Marital Status
   ☐ Single   ☐ Married
   ☐ Divorced   ☐ Widowed

5. Highest Education Level
   ☐ Advance Diploma   ☐ Bachelor Degree
   ☐ Master Degree   ☐ Doctorate Degree

6. Tenure in current job
   ☐ ≤ 1 year   ☐ 2 – 3 years
   ☐ 4 – 5 years   ☐ 6– 7 years
   ☐ > 7 years

7. Position
   ☐ Tutor   ☐ Assistant Lecturer
   ☐ Lecturer   ☐ Senior Lecturer
   ☐ Assistant Professor   ☐ Associate Professor
   ☐ Professor

8. Salary Range
   ☐ ≤ RM 2000   ☐ RM 2001 – RM 3000
   ☐ RM 3001 – RM 4000   ☐ RM 4001 – RM 5000
   ☐ > RM 5000

9. How many organization/s have worked in till-to-date?
   ☐ 1 – 2   ☐ 3 – 4
   ☐ 5   ☐ > 5

Section B: Internal Corporate Social Responsibility (ICSR) Practices

INSTRUCTION: Please indicate level of agreement with each of the following statements by **CIRCLING** the number that you think is most appropriate to stating your opinion. Please choose from the answers given:

Strongly Disagree (SD)	Disagree (D)	Neither Agree Nor Disagree (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

	Health and safety	SD	D	N	A	SA
1	My organization provides employees free private medical insurance.	1	2	3	4	5
2	My organization provides a comfortable working environment.	1	2	3	4	5
3	The employees in my organization engage in all aspects of health and safety, from prevention to issue resolution.	1	2	3	4	5
4	My organization provides health and safety training for all employees.	1	2	3	4	5
5	My organization conducted many workshops in workplace hazards.	1	2	3	4	5
6	My organization encourages employees and their dependants to take a proactive and responsible approach to their health and wellness.	1	2	3	4	5

	Human Rights	SD	D	N	A	SA
1	My organization avoids firing employees without causes.	1	2	3	4	5
2	My organization gives employees the freedom of speech to report their concerns at work.	1	2	3	4	5
3	My organization do not discloses employee's personnel information to any other external party.	1	2	3	4	5
4	I have the freedom to say no if my organization asked me to work overtime.	1	2	3	4	5
5	My organization provides workshops and training concerning human rights.	1	2	3	4	5
6	My organization does not force employees to carry out tasks beyond their job description.	1	2	3	4	5
7	My organization provides fair remuneration to all employees.	1	2	3	4	5
8	My organization provides equal opportunities to all employees.	1	2	3	4	5
9	My organization avoids discrimination in termination based on race.	1	2	3	4	5

10	My organization avoids discrimination in termination based on gender.	1	2	3	4	5
11	My organization avoids discrimination in termination based on religion.	1	2	3	4	5
	Training and Development	SD	D	N	A	SA
1	My organization trains employees on skills that prepare them for future jobs and career development.	1	2	3	4	5
2	My organization allows employees to have the time to learn new skills that prepare them for future jobs.	1	2	3	4	5
3	My organization is receptive to employees' requests for lateral transfers (transfer to another department).	1	2	3	4	5
4	My organization is fully supportive of a career-management program for employees.	1	2	3	4	5
5	My organization encourages and supports employee learning and development, and uses a blend of classroom, e-learning, coaching, job shadowing and mini training sessions in the campus.	1	2	3	4	5
6	My organization provides financial assistance for study to all employees.	1	2	3	4	5
7	My organization provides time off for study to all employees.	1	2	3	4	5
	Work life balance	SD	D	N	A	SA
1	My organization provides employees flexible work schedules.	1	2	3	4	5
2	My organization gives paid compassionate leave to all employees to take care of dependants.	1	2	3	4	5
3	My organization provides paid maternity leave to all employees.	1	2	3	4	5
4	My organization provides employees with childcare facilities during working hours.	1	2	3	4	5
5	My organization provides emergency leave to all employees.	1	2	3	4	5
6	My organization provides several facilities such as sporting facilities and the cafeteria.	1	2	3	4	5
7	My organization offers employees the opportunity to become a member of social clubs.	1	2	3	4	5
	Workplace diversity	SD	D	N	A	SA
1	My organization conducts diversity training programs with compulsory participation for all employees.	1	2	3	4	5
2	My organization ensures employment diversity in terms of gender.	1	2	3	4	5
3	My organization offers training programs to help	1	2	3	4	5

		SD	D	N	A	SA
	women employees to develop their leadership skills.					
4	My organization treats all job applicants fairly without regards to race.	1	2	3	4	5
5	My organization treats all job applicants fairly without regards to religion.	1	2	3	4	5
6	My organization treats all job applicants fairly without regards to gender.	1	2	3	4	5
7	My organization treats all job applicants fairly without regards to age.	1	2	3	4	5

Section C: Organizational Commitment Scale

INSTRUCTION: Please indicate level of agreement with each of the following statements by **CIRCLING** the number that you think is most appropriate to stating your opinion. Please choose from the answers given:

Strongly Disagree (SD)	Disagree (D)	Neither Agree Nor Disagree (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

	Organizational Commitment (OC)	SD	D	N	A	SA
1	I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	1	2	3	4	5
2	I talk up this organizational to my friends as a great organization to work for.	1	2	3	4	5
3	I would accept almost any types of job assignment in order to keep working for this organization.	1	2	3	4	5
4	I find that my values and the organization's values are very similar.	1	2	3	4	5
5	I am proud to tell others that I am part of this organization.	1	2	3	4	5
6	This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5
7	I am extremely glad that I chose this organization to work over others I was considering at the time I joined.	1	2	3	4	5
8	I really care about the fate of this organization	1	2	3	4	5
9	For me, this is the best of all possible organizations for which to work.	1	2	3	4	5

Thank you again for completing this survey. Your contribution to this effort is greatly appreciated.

Appendix B

List of Private Higher Learning Institutions

Selangor

BIL/NO	NAMA DAN ALAMAT/NAME AND ADDRESS	TARAF/LEVEL
1.	**ACE College** 22, Jalan SS 15/4B Subang Jaya 47500, SELANGOR.	Kolej
2.	**Akademi Seni & Muzik Yamaha** Tingkat Bawah, No 8, Jalan Perbandaran Kelana Jaya, Petaling Jaya 47301, SELANGOR.	Kolej
3.	**Al-Madinah International University (MEDIU)** Tingkat 11, Plaza Masalam No. 2, Jalan Tengku Ampuan Zabedah E/9E, Seksyen 9, Shah Alam 40100, SELANGOR.	Universiti
4.	**Binary University College of Management & Entrepreneurship (BUCME)** No.1, IOI Business Park Persiaran Puchong Jaya Selatan, Puchong 47100, SELANGOR.	Kolej Universiti
5.	**City Universiti College Of Science & Technology (CUCST)** No.8 Jalan 223/51A Petaling Jaya 46100, SELANGOR.	Kolej Universiti
6.	**ELS Language Center (Cawangan Petaling Jaya)** No 14A, Lorong Utara A, Off Jalan Utara Petaling Jaya 46200, SELANGOR.	Kolej
7.	**ETRAIN** SUITE 625, LEVEL 6, BLOCK B2, LEISURE COMMERCE SQUARE, NO 9 JALAN PJS 8/9 46150, SELANGOR.	Kolej
8.	**G. Institute of Real Estate** Suite 801 & 802, Blok B, Phileo Damansara II Business Centre, 15 Jalan 16/11, Off Jalan Damansara Petaling Jaya 46350, SELANGOR.	Kolej
9.	**German Malaysian Institute (GMI)** Jalan Ilmiah, Taman Universiti Kajang 43000, SELANGOR.	Kolej
10.	**Institut Antarabangsa IQRA** No.29 A, Jalan PJS 10/24, Bandar Sri Subang Petaling Jaya 46000, SELANGOR.	Kolej
11.	**Institut Bakeri Malaysia** No 11, Jalan 52/8, Merdeka Square, PJ New Town, Petaling Jaya 46200, SELANGOR.	Kolej
12.	**Institut EU** No 38-48 Jalan 20/16A, Taman Paramount, Petaling Jaya 46300, SELANGOR.	Kolej

13.	**Institut I-Systems** Tingkat 2 & 3 No 14-22, Jalan Kepayang, Off Jalan Meru, Klang 41050, SELANGOR.	Kolej
14.	**INSTITUT INTEGRASI UTAMA AVICENNA** NO.2 JALAN OPERA A U2/A, SEKSYEN U2 TAMAN TTDI JAYA, 40150 SHAH ALAM SELANGOR 40150, SELANGOR.	Kolej
15.	**Institut J & L** 3343, Tingkat Bawah & 2, Jalan 18/32 Taman Sri Serdang, Sri Kembangan 43300, SELANGOR.	Kolej
16.	**Institut Kejuruteraan Audio SAE** No 10-1, Jalan USJ 9/5R, Subang Business Centre, Petaling Jaya 47620, SELANGOR.	Kolej
17.	**Institut Makanan Malaysia** No 41-51, Jalan SS 6/12 Kelana Jaya, Petaling Jaya 47302, SELANGOR.	Kolej
18.	**Institut Moden Montessori** No 43B & 45B Jalan SS 15/4, Subang Jaya 47500, SELANGOR.	Kolej
19.	**Institut Nasional Sains Oftalmik** Lorong Utara B, Petaling Jaya 46200, SELANGOR.	Kolej
20.	**Institut Pengurusan Global** No 39 & 41, Tingkat 1 & 2,Jalan USJ 21/10, City Centre, UEP Subang Jaya, Petaling Jaya 47630, SELANGOR.	Kolej
21.	**Institut Perdagangan Kapar** 2477, Tingkat 2, Jalan Besar Pekan Kapar,Kelang 42200, SELANGOR.	Kolej
22.	**Institut Perkembangan Awal Kanak-Kanak (i-PAK)** (D-G-03)-(D-3A-03) Dan (D-G-03A)-(D-3A-03A), Ritze Perdana, No 5, Jalan PJU 8/2, Bandar Damansara Perdana, Petaling Jaya 47820, SELANGOR.	Kolej
23.	**Institut Quantum** No 8, Lorong Gopeng Off Jalan Goh Hock Huat, Klang 41400, SELANGOR.	Kolej
24.	**Institut Teknologi Imperia** Paras 6, Kelana Brem Towers 2, Kelana Jaya Petaling Jaya 47301, SELANGOR.	Kolej
25.	**Institut Teknologi Info-Sains Mahir** No 79-3, Blok E, Jln TKS 1, Taman Kajang Sentral, Kajang 43000, SELANGOR.	Kolej
26.	**Institut Teknologi Pasifik** Ground & First Floor, Kompleks Penchala 50 Jalan Pencala, Petaling Jaya 46050, SELANGOR.	Kolej
27.	**Institutut Perdagangan Kapar** 2477, Tingkat 2, Jalan Besar, Pekan Kapar, Kelang 42200, SELANGOR.	Kolej
28.	**International College of Health Sciences (ICHS)** No S2-36 S2-37 &S2-105, 2nd. Plaza, Persiaran Serdang Perdana	Kolej

	Seksyen 1, Seri Kembangan 43300, SELANGOR.	
29.	**International Universiti College Of Nursing** B-27-6, Block B, Jaya One,No. 72A, Jalan Universiti, Petaling Jaya 46200, SELANGOR.	Kolej Universiti
30.	**International University College Of Arts And Sciences (IUCAS)** L1.10 Cova Square, Jalan Teknologi, Kota Damansara, PJU 5 Petaling Jaya 47810, SELANGOR.	Kolej Universiti
31.	**KBU International College** No 1, Persiaran Utama, Bandar Utama Damansara Petaling Jaya 47800, SELANGOR.	Kolej
32.	**KDU University College** SS 22/41, Damansara Jaya, 47400 Petaling Jaya, & No. 76, Jalan Universiti, Petaling Jaya 46200, SELANGOR.	Kolej Universiti
33.	**Kolej Kesihatan Sains Dan Kejururawatan Pantai** Lot T3 66B,3rd Floor Summit Complex, Persiaran Kewajipan USJ 1 Petaling Jaya 47600, SELANGOR.	Kolej
34.	**Kolej Mutiara** No 22A & 22B, Tingkat 1 & 2, Jalan S 10/1, Off Jalan Bukit, Kajang 43000, SELANGOR.	Kolej
35.	**Kolej ALC** No 6 Jalan Kapar Klang 41400, SELANGOR.	Kolej
36.	**Kolej Alfa** CT-11 & CT-12, Subang Square Jalan SS15/4G, Subang Jaya 47500, SELANGOR.	Kolej
37.	**Kolej Antarabangsa Victoria Bandar Tasik Puteri** No. 37-39, jalan Hijau 5/3, Bandar Tasik Puteri, Rawang 48020, SELANGOR.	Kolej
38.	**Kolej Antarabangsa Cyberjaya** 4800-0-3 CBD Perdana Signature Retail Cyberjaya 63000, SELANGOR.	Kolej
39.	**Kolej Antarabangsa Flamingo (Flamingo International College)** No 2, Tingkat 2, Plaza Flamingo, Tasik Ampang ,Jalan Hulu Kelang, Ampang 68000, SELANGOR.	Kolej
40.	**Kolej Antarabangsa Impiana** 103A, Lorong Memanda 2, Ampang Point Ampang 68000, SELANGOR.	Kolej
41.	**Kolej Antarabangsa Inovatif** Unit 902, 9th Floor, Menara Mutiara Majestic No. 15, Jalan Othman, Seksyen 3, Petaling Jaya 46000, SELANGOR.	Kolej
42.	**Kolej Antarabangsa KFCH** B-02-01 - B-02-06, Blok B, Jalan Prima 5/5 Taman Puchong Prima, Puchong 47100, SELANGOR.	Kolej

43.	**Kolej Antarabangsa Putra Intelek** No 11, Jalan BP 6/11 Bandar Bukit Puchong 47100, Puchong 47100, SELANGOR.	Kolej
44.	**Kolej Antarabangsa Seafield** No 78, 80-1 & 80-2, Jalan SS 15/4D Subang Jaya 47620, SELANGOR.	Kolej
45.	**Kolej Antarabangsa Teknologi Spektrum** GF & 1st F, No. 13 Jalan OP 1/2 Off Jalan Puchong, Puchong Business Park 47160, SELANGOR.	Kolej
46.	**Kolej Antarabangsa Westminster** Tingkat 9 & 10, East Wing, Wisma Consplant 2 No 7, Jalan SS 16/1, Subang Jaya 47500, SELANGOR.	Kolej
47.	**Kolej ASA** No. 6-1, 6-2, 8-2, 10-1,10-2 & 12-2 Jalan Bandar Rawang 11 Pusat Bandar Rawang, Rawang 48000, SELANGOR.	Kolej
48.	**Kolej Automotif TEKAT** IOT 27737 Jalan 5/10 Seksyen 5, Bandar Rinching, 43500, Semenyih 43000, SELANGOR.	Kolej
49.	**Kolej Bayu** No.1, Tingkat 1 & 2, Lorong Dato' Kaya Kecil 5 Bt. 11, Taman Indah Kapar, Kelang 42200, SELANGOR.	Kolej
50.	**Kolej Bersepadu Sains Kesihatan Nasional** No.65, Jalan Raja Bot Klang 41400, SELANGOR.	Kolej
51.	**Kolej Consist** Ground Floor, Bangunan Pro-Centre, Lot 330, Batu 8, Jalan Ulu Kelang, Ampang 68000, SELANGOR.	Kolej
52.	**Kolej Cyber Putra** 65-1, 66-1, 67-G, 67-1, 68-1, & 69-1, Biz Avenue 11, Neo Cyber, Lingkaran Cyber Point Barat Cyberjaya 63000, SELANGOR.	Kolej
53.	**Kolej Dar Al-Hikmah** Kompleks Dar Al-Hikmah Sg. Ramal Dalam, Kajang 43000, SELANGOR.	Kolej
54.	**Kolej DiKA** B-3-5& B-4-5, 3rd& 4th Floor, IOI Boulevard, Jalan Kenari 5, Bandar Puchong Jaya Puchong 47170, SELANGOR.	Kolej
55.	**Kolej Elitejaya** No. 24 -26 (1st -3rd Floor) & No. 28 (2nd floor), Jalan Sireh, Klang 41050, SELANGOR.	Kolej
56.	**Kolej Excel (TL Management Centre)** Lot 1-020 & 1-021 Tingkat , Millenium Square, No 98, Jalan 14/1 Petaling Jaya 46100, SELANGOR.	Kolej
57.	**Kolej Hafiz** No. 2, Wisma Hafiz, Jalan Batu 3, Kelang 41300, SELANGOR.	Kolej

58.	**Kolej IACT (International Advertising, Communication And Technology)** 2-G, Block K, Jaya One, Jalan Universiti 46500, SELANGOR.	Kolej
59.	**Kolej Internexia** Lot 12152, Persiaran Apec, Zon Flagship Cyberjaya 63000, SELANGOR.	Kolej
60.	**Kolej INTI Subang Jaya** No 3, Jalan SS 15/8, Subang Jaya 47500, SELANGOR.	Kolej
61.	**Kolej Kejururawatan Dan Sains Kesihatan Sime Darby** Pusat Perdagangan Centrepoint, Lot 728, No.5 Jalan Keramat 26/35 Seksyen 26, 40400 Shah Alam & No. 10, Jalan Anggerik Vanila S31/S, Kota Kemuning, Seksyen 31, 40460 0, SELANGOR.	Kolej
62.	**Kolej Kejururawatan Tun Tan Cheng Lock** Lot No. P.J. 1888/63, Jalan Assunta 4/52, Seksyen 4, Petaling Jaya 46990, SELANGOR.	Kolej
63.	**Kolej Kejuruteraan Innovatif (Innovative Engineering Design College) (IEDC)** SSTWO Mall, L2-14, No.40, Jalan SS 2/72, 47000, Petaling Jaya, Selangor 47000, SELANGOR.	Kolej
64.	**Kolej Life** Tingkat 1, Blok D'Amanria, No. 3, Jalan PJU 1A/41 Arajaya Petaling Jaya 47301, SELANGOR.	Kolej
65.	**Kolej Lincoln** 76G, Jln SS 21/62 Damansara Utama, Petaling Jaya 47400, SELANGOR.	Kolej
66.	**Kolej Majujaya** No. 2A & 6, Jalan USJ 1/1C, Regalia Business Centre Subang 47620, SELANGOR.	Kolej
67.	**Kolej Masa** H-02-06/07/08/09/10/11/12& H-03-07/08/09/10/11/12, H-03-01/02/03/04/05/06 BLOCK H, Jalan Prima 5/4, Pusat Perdagangan Puchong Prima, Taman Puchong Prima, Puchong 47100, SELANGOR.	Kolej
68.	**Kolej Metropolitan** No 1, Jalan Subang Utama Subang Jaya 47500, SELANGOR.	Kolej
69.	**Kolej New Era** Lot 5, Seksyen 10, Jalan Bukit Kajang 43000, SELANGOR.	Kolej
70.	**Kolej Olympia** Tingkat 2 & 6, Blok B, Bangunan Pan Global, 1A, Jalan Tandang, 46050 Petaling Jaya, Selangor 46050, SELANGOR.	Kolej
71.	**Kolej Optima** No. 50, Pusat Perdagangan 1 Puchong Jalan OP 1/5 Off Jalan Puchong, Puchong 47160, SELANGOR.	Kolej
72.	**Kolej Otomotif TOC** No 10 Jalan 19/1, Seksyen 19	Kolej

	Petaling Jaya 46300, SELANGOR.	
73.	**Kolej Pendidikan Perdana (KOPEDA)** No 1 & 17, Jalan Sejat 8/10 Seksyen 8, Shah Alam 40000, SELANGOR.	Kolej
74.	**KOLEJ PENERBANGAN ADMAL** LOT 24-26-28-30-32-34, BBST BUSINESS PARK JALAN 2, MEDAN 120, BANDAR BARU SALAK TINGGI 43900, SELANGOR.	Kolej
75.	**Kolej Pengajian Siswazah Segi** Tingkat 2 &10, Bangunan Kolej Segi, Subang Jaya Persiaran Kewajipan USJ 1, UEP Subang Jaya 47600, SELANGOR.	Kolej
76.	**Kolej Pengurusan Astin** No 101-105 & 121, Jalan Kenari 23, Bandar Puchong Jaya, Puchong 47100, SELANGOR.	Kolej
77.	**Kolej Pengurusan Penerbangan** No. 22, Jalan 4/12B, Seksyen 4 Tambahan Bandar Baru Bangi 43650, SELANGOR.	Kolej
78.	**Kolej Poly-Tech MARA Bangi** Seksyen 14, Bandar Baru Bangi Kajang 43000, SELANGOR.	Kolej
79.	**Kolej Portman** No 21 (1-3) & No 23 (G-3), Jalan Dagang SB 4/1, Taman Sungai Besi Indah, Seri Kembangan 43300, SELANGOR.	Kolej
80.	**Kolej Profesional dan Pengurusan KLIA** Kompleks KLIA Holdings, Jalan 1/70 KLIA 64000, SELANGOR.	Kolej
81.	**Kolej Profesional Mara Beranang** Lot 2333, Jalan Kajang-Seremban, Beranang 43700, SELANGOR.	Kolej
82.	**Kolej Putra** 1.6 & 1.8, Menara KLH, Pusat Perdagangan KLH Bandar Puchong Jaya Puchong 47100, SELANGOR.	Kolej
83.	**Kolej Restu** Kompleks Taman Seni Islam Selangor, No 2A Persiaran Damai, Seksyen 10, Shah Alam 40000, SELANGOR.	Kolej
84.	**Kolej Saito** No. 16,18 & 20, Tingkat 1, Jalan Tengah Seksyen 52 , Petaling Jaya 46200, SELANGOR.	Kolej
85.	**Kolej SEGI Subang Jaya** Persiaran Kewajipan USJ 1 UEP Subang Jaya 47600, SELANGOR.	Kolej
86.	**Kolej Segi Petaling Jaya** 16-18, Jalan SS2/61 Petaling Jaya 47300, SELANGOR.	Kolej
87.	**Kolej SEGI Seri Kembangan** Tingkat 1-4, Blok A ,South City Plaza, Persiaran Serdang Perdana, Seksyen 1, Seri Kembangan	Kolej

	43300, SELANGOR.	
88.	**Kolej Stamford Petaling Jaya** Lot 7A, Jalan 223, Seksyen 14, 46100 Petaling Jaya. Premis Tambahan : Wisma MCIS Annex, Jalan Barat, Petaling Jaya 46200, SELANGOR.	Kolej
89.	**Kolej Sunway** No. 20 Jalan PJS 11/5 Bandar Sunway, Petaling Jaya 46150, SELANGOR.	Kolej
90.	**Kolej Taylor's Sekolah Hospitaliti dan Pelancongan** Aras 1-3, Blok C1 & Aras 9 Blok B3, Pusat Dagangan Setia Jaya No 9 Jalan PJS 8/9, Petaling Jaya 46150, SELANGOR.	Kolej
91.	**Kolej Taylor's Subang Jaya** No.1 Jalan SS 15/8, Subang Jaya 47500, SELANGOR.	Kolej
92.	**Kolej Teknologi Antarabangsa Cosmopoint Cawangan Klang** Tingkat 1-5, Wisma TLT Jalan Bukit Kuda, Klang 41300, SELANGOR.	Kolej
93.	**Kolej Teknologi Antarabangsa Cybernetics Cawangan Pusat Bandar** No. 21-G, 21-1 & basement, Jalan OP 1/1, Pusat Perdaganagna One Puchong 47160, SELANGOR.	Kolej
94.	**Kolej Teknologi Dan Senireka RENG** No.69 Jalan USJ 21/10 UEP Subang Jaya 47630, SELANGOR.	Kolej
95.	**Kolej Teknologi MEA** Lot 3-8, Aras 1,2 &3, No.17, Jalan Reko Sentral 4 , Kajang & Lot 2-6,2-7, 2-8 & 2-9, Aras 2 & 3, No.19,21,23 & 25 Jalan Reko Sentral 2. Kajang 43000, SELANGOR.	Kolej
96.	**Kolej Teknologi Timur** 7-G-A, Jalan Kenanga 1/2, Taman Kenanga Bandar Baru Salak Tinggi, Sepang 43900, SELANGOR.	Kolej
97.	**Kolej Terra (Terra College)** No. 63, 65, 67-1 & 69-1 Jalan Ramin 1 KS 7, Bandar Botanic Klang 41200, SELANGOR.	Kolej
98.	**Kolej Univ Sains Perubatan Cyberjaya (CUCMS)** No.3410 Jalan Teknokrat 3 Cyber 4, Cyberjaya 63000, SELANGOR.	Kolej Universiti
99.	**Kolej Universiti Islam Antarabangsa Selangor (KUIS)** Persiaran Seri Putra 1 Bandar Sri Putra, Bangi 43000, SELANGOR.	Kolej Universiti
100.	**Kolej Universiti Lincoln** Mayang Plaza, Block A, No.1, Jalan SS 26/2, Petaling Jaya, 47301, SELANGOR.	Kolej Universiti
101.	**Kolej Universiti Teknologi Antarabangsa Twintech (IUCTT), Kampus Bangi** Jalan Bestari, Taman Universiti Kajang 43100, SELANGOR.	Kolej Universiti

102.	**Kolej Universiti Teknologi Infrastruktur Kuala Lumpur (KLIUC)** Unipark Suria, Jalan Ikram -Uniten Kajang 43000, SELANGOR.	Kolej Universiti
103.	**Kolej Vision** No 127 - 527, Jalan SS6/12 Kelana Jaya, Petaling Jaya 47300, SELANGOR.	Kolej
104.	**Kolej WIT** Jalan Banting, Off Jalan Pandamaran Pelabuhan Klang 42000, SELANGOR.	Kolej
105.	**Kolej Yayasan UEM** Lot 1503, Mukim Sg Gumut, Lembah Beringin Kuala Kubu Bharu Hulu Selangor 35900, SELANGOR.	Kolej
106.	**Limkokwing Executive Leadership College** Inovasi 4-1, Jalan Teknokrat 1/1 Cyberjaya 0, SELANGOR.	Kolej
107.	**Malaysia University of Science and Technology (MUST)** Unit GL33, Ground Floor, Blok C Dataran Usahawan Kelana, Jalan SS 7/26, Kelana Jaya 47301, SELANGOR.	Universiti
108.	**Malaysian Institute For Supply Chain Innovation (MISI)** Sime Darby Pavilion, 2A Persiaran Tebar Layar, Seksyen U8 Shah Alam 40150, SELANGOR.	Universiti
109.	**Management and Science University (MSU)** No. 4 Persiaran Olahraga, Seksyen 13 M Shah Alam 40000, SELANGOR.	Universiti
110.	**Monash University Malaysia (MUSM)** Jalan Lagoon Selatan Bandar Sunway 46150, SELANGOR.	Kampus Cawangan
111.	**Multimedia University (MMU), Kampus Cyberjaya** Jalan Multimedia Cyberjaya 63100, SELANGOR.	Universiti
112.	**Perdana University** Blok B & D1, Bangunan MAEPS, Kompleks MARDI, Jalan MAEPS Perdana Serdang 43400, SELANGOR.	Universiti
113.	**PJ College of Art and Design** Tingkat 2 - 4, Wisma TWU No 21 Jalan Barat, Petaling Jaya 46200, SELANGOR.	Kolej
114.	**Pusat Teknologi Pengurusan Lanjutan Ampang** 3.3A & 5, Blok A, Jalan Selaman 1/1 Off Jalan Ampang Dataran Palma, Ampang 68000, SELANGOR.	Kolej
115.	**Pusat Teknologi Pengurusan Lanjutan Shah Alam** 17 G Blok A, Jalan Equestrian 13/52, Off Persiaran Sukan Seksyen 13, Shah Alam 40100, SELANGOR.	Kolej
116.	**Putra Business School Graduate School Of**	Universiti

	Management Universiti Putra Malaysia UPM Serdang 43400, SELANGOR.	
117 .	**Sunway University** No. 5, Jalan University Bandar Sunway, Petaling Jaya 46150, SELANGOR.	Universiti
118 .	**Taylor's University (Universiti Taylor's)** Taylor's Lakeside Campus No. 1, Jalan Taylor's, Subang Jaya 47500, SELANGOR.	Universiti
119 .	**The One Academy of Communication Design** No. 24. 26 & 28, Jalan PJS 11/28A, Bandar Sunway Petaling Jaya 46150, SELANGOR.	Kolej
120 .	**UNITAR International University (UNITAR)** Blok C Leisure Commerce Square No. 9 Jalan PJS 8/9, Petaling Jaya 46150, SELANGOR.	Universiti
121 .	**Universiti Industri Selangor (UNISEL), Kampus Bestari Jaya** Jln. Timur Tambahan Batang Berjuntai 45600, SELANGOR.	Universiti
122 .	**Universiti Industri Selangor (UNISEL), Kampus Shah Alam** Jalan Zikron 1A/A,Seksyen 7 Off Persiaran Masjid Shah Alam 40000, SELANGOR.	Universiti
123 .	**Universiti Kuala Lumpur British Malaysia Institute (Unikl-BMI)** Batu 8 ¾, Jalan Sungai Pusu Gombak 53100, SELANGOR.	Universiti
124 .	**Universiti Kuala Lumpur Institute Of Medical Science (UNIKL-MESTEC)** A1-9-3,A3-G-3,A5-G-3,A9-G-3,A11-G-3,Jln. TKS1, Taman Kajang Sentral, Kajang 43000, SELANGOR.	Universiti
125 .	**Universiti Kuala Lumpur Malaysian France Institute (UNIKL- MFI)** Seksyen 14, Jalan Teras Jenang Bandar Baru Bangi 43650, SELANGOR.	Universiti
126 .	**Universiti Kuala Lumpur Malaysian Institute of Aviation Technology (UNIKL-MIAT)** Lot 2891, Jalan Jenderam Hulu Dengkil 43800, SELANGOR.	Universiti
127 .	**Universiti Metropolitan Asia** G-8, Jalan Kemacahaya 11, Taman Kemacahaya, Batu 9, Cheras 43200, SELANGOR.	Universiti
128 .	**Universiti SEGi** No.9 Jalan TeknologiI, Taman Sains Selangor Kota Damansara PJU 5 Petaling Jaya, Selangor 47810, SELANGOR.	Universiti
129 .	**Universiti Teknologi Kreatif Limkokwing (LUCT)** Inovasi 1-1 Jalan Teknokrat 1/1, Cyberjaya	Universiti

	63100, SELANGOR.	
130 .	**Universiti Tenaga Nasional (UNITEN), Kampus Putrajaya** KM 7, Jalan Kajang-Puchong Kajang 43009, SELANGOR.	Universiti
131 .	**Universiti Tunku Abdul Rahman (UTAR), Kampus Petaling Jaya** No.13, Seksyen 13/6 Petaling Jaya 46200, SELANGOR.	Universiti
132 .	**Universiti Tunku Abdul Rahman (UTAR), Kampus Sungai Long** Lot PT 21144, Jln Sg. Long Bandar Sg. Long,Cheras, Kajang 43000, SELANGOR.	Universiti
133 .	**University Malaysia Of Computer Science And Engineering** Lot 12122, Persiaran Apec, Cyberjaya Flagship Zone, 63100 Cyberjaya, Selangor 63100, SELANGOR.	Universiti

Kuala Lumpur

BIL/NO	NAMA DAN ALAMAT/NAME AND ADDRESS	TARAF/LEVEL
1 .	**Akademi Digital Animasi Dan Media** Tingkat 9, Blok D, Menara Park, Megan Avenue II No.12, Jalan Yap Kwan Seng, 50450, KUALA LUMPUR.	Kolej
2 .	**Akademi HELP** Aras 3, Blok E, Kompleks Pusat Damansara Jalan Dungun 50490, KUALA LUMPUR.	Kolej
3 .	**Akademi Kejururawatan Tung Shin** 102, Aras 5, Bangunan TCM Jalan Pudu 55100, KUALA LUMPUR.	Kolej
4 .	**Akademi Kewartawanan & Komunikasi Hanxing** 1-A, Jalan 1/119, Taman Bukit Hijau Cheras 56000, KUALA LUMPUR.	Kolej
5 .	**Akademi Perbankan Malaysia** L5 & L6, Wisma IBI, No 5, Jalan Semantan Damansara Height 50490, KUALA LUMPUR.	Kolej
6 .	**Akademi Profesional UCSI** Lot 12734 Jalan Choo Lip Kung, Taman Tayton View Cheras 56000, W.P.(KUALA LUMPUR).	Kolej
7 .	**Akademi Seni Lukis Dasein (Dasein Academy of Art)** No.3a-06(Tkt. 2-3), 3a-08 (Tkt.3),3a-10(Tkt.2&3),3a-16(Tkt.3),3a-18(Tkt.3),3a-12a(Tkt.3-2),3a-12(Tkt.Bawah 123)Jln Wangsa Delima 10 Desa Wangsa 53300, KUALA LUMPUR.	Kolej
8 .	**Asia e University (AeU)** Tingkat Bawah, Blok Utama, Dataran Kewangan Darul Takaful	Universiti

	No. 4, Jalan Sultan Ismail 50000, KUALA LUMPUR.	
9.	**Asia Pacific University College of Technology & Innovation (Asia Pasific UCTI)** Lot 6,Technology Park Malaysia (TPM) Bukit Jalil 57000, KUALA LUMPUR.	Kolej Universiti
10.	**Clara International Aesthetic College** No.91, Jalan Sultan 50000, KUALA LUMPUR.	Kolej
11.	**Edu Train College** Level 5, 117 Jalan Tun H.S.Lee Bangunan Hong Leong 50000, KUALA LUMPUR.	Kolej
12.	**ELS International Language Center** A-1-1 & A-1-2, A-2-1 & A-2-2, A-3-1 &, A-3-2 Wisma HB Megan Phileo Avenue 2, No 12,Jalan Yap Kwan Seng, 50450 & Tkt 3, Bangunan Yayasan Selangor, Jalan Bukit Bintang, 55100 0, KUALA LUMPUR.	Kolej
13.	**Global NXT University** Level 10-1, Mercu UEM, Jalan Stesen Sentral 5 Kuala Lumpur Sentral 0, KUALA LUMPUR.	Universiti
14.	**Granada International College** Meteor House Kampus Kota OUM Jalan Tun Ismail 50480, KUALA LUMPUR.	Kolej
15.	**Institusi Pengajian Tinggi PRIME** Unit E, 152-4-16, Kompleks Maluri, Jalan Jejaka, Taman Maluri 55100, KUALA LUMPUR.	Kolej
16.	**Institut Bahasa Teikyo** No. 2, Jalan 1/86, Off Jalan Taman Seputeh 58000, KUALA LUMPUR.	Kolej
17.	**Institut CECE** Aras 1 & Aras 2, Lot 9094 , Jalan Malinja, Taman Bunga Raya 53000, KUALA LUMPUR.	Kolej
18.	**Institut FMM** Wisma FMM, No 3, Persiaran Dagang, PJU 9 Bandar Sri Damansara 52200, KUALA LUMPUR.	Kolej
19.	**Institut Goon** 19, Jalan Belia Off Jalan Raja Laut 50350, KUALA LUMPUR.	Kolej
20.	**Institut Kojadi** M01, Mezzanine Floor, Wisma MCA 163, Jalan Ampang 50450, KUALA LUMPUR.	Kolej
21.	**Institut Latihan & Pembangunan** Tingkat 3, Blok D, Plaza Mont Kiara Jalan Bukit Kiara 50450, KUALA LUMPUR.	Kolej
22.	**Institut Media Integratif Malaysia (MIIM)** Prima Peninsular Business Park, Blok 6, Jalan Setiawangsa II Taman Setiawangsa 54200, KUALA LUMPUR.	Kolej
23.	**Institut Megatech** 141 A, Mezzanine Floor, Batu 3 ½ , Jalan Kelang Lama	Kolej

	Peti Surat 192 58000, KUALA LUMPUR.	
24.	**Institut Mentari** 16-2 Metro Centre Jalan 4/146, Bandar Tasik Selatan 57000, KUALA LUMPUR.	Kolej
25.	**Institut Nirwana** Lot 10.01, Tingkat 10 Plaza First Nationwide, Nationwide 161 Jalan Tun H.S.Lee 50000, KUALA LUMPUR.	Kolej
26.	**Institut Optopreneur** C-19-5, Megan Phileo Avenue 2 No 12, Jalan Yap Kwan Seng 50450, W.P.(KUALA LUMPUR).	Kolej
27.	**Institut Pelaburan PNB** Lot 48.4 Level 4, PNB Darby Park Commercial Centre, No 10 Jalan Binjai 50450, KUALA LUMPUR.	Kolej
28.	**Institut Pengurusan dan Teknologi Antarabangsa** Tingkat Bawah dan 1, Wisma TLT, 51 & 51A, Jalan Ipoh 51200, KUALA LUMPUR.	Kolej
29.	**Institut Pengurusan Dan Teknologi Antarabangsa** Tingkat Bawah & 1, Wisma TLT, 51 & 51A, Jalan Ipoh 51200, W.P.(KUALA LUMPUR).	Kolej
30.	**Institut Pengurusan MIM-INTI** Management House, No. 227, Jalan Ampang 50450, KUALA LUMPUR.	Kolej
31.	**Institut Pengurusan Yelex** 8 & 10 Tingkat 12, Jalan Kas-Kas Taman Cheras 56100, KUALA LUMPUR.	Kolej
32.	**Institut Perniagaan PAAC** Tingkat 3 & 4, Wisma Kraftangan No 9, Jalan Tun Perak 50050, KUALA LUMPUR.	Kolej
33.	**Institut Profesional Axismatics** Unit 6,7,8,17, 19, 20 Tingkat 12B, Wisma Zelan No1, Jalan Tasik Permaisuri 2, Bandar Tun Razak, Cheras 56000, KUALA LUMPUR.	Kolej
34.	**Institut Profesional Baitulmal** Lot 1363, Jalan Perkasa Off Jalan Kg. Pandan 55100, KUALA LUMPUR.	Kolej
35.	**Institut Seni lukis Malaysia** 294-299, Jalan Bandar 11 Taman Melawati 53100, KUALA LUMPUR.	Kolej
36.	**Institut Teknologi Bandaraya Antarabangsa** Tingkat 1 & 2, Wisma 2000, 10-12A Jalan Hang Lekir 50050, KUALA LUMPUR.	Kolej
37.	**Institut Teknologi DSH (DSH Institute of Technology)** Unit J73A-2, J88-1, J88-2, D75-2, E59-0, F41-3, F55-2 & F57-2 Platinum Walk, No.2 Jalan Langkawi, Taman Danau Kota Setapak 53300, KUALA LUMPUR.	Kolej
38.	**Institut Teknologi Maklumat Asia** Lot 6, Taman Teknologi Malaysia Bukit Jalil 57000, KUALA LUMPUR.	Kolej

39.	**International Centre for Education in Islamic Finance (INCEIF)** Tingkat 2, Annexe Block, Menara Tun Razak Jalan Raja Laut 50350, KUALA LUMPUR.	Universiti
40.	**International University Of Malaya Wales (IUMW)** Block A & Block C, Kampus Kota, Jalan Tun Ismail 50480, W.P.(KUALA LUMPUR).	Universiti
41.	**Kolej Antarabangsa Cyberlynx** 2A-2,2A-3,2A-4 dan 2A-5, Fraser Bussiness Park, Jalan Metro Pudu 1 Off Jalan Loke Yew 55100, KUALA LUMPUR.	Kolej
42.	**Kolej Antarabangsa FAZLEY** 15-01, Tingkat 15, Semua House Jalan Bonus 6 50100, KUALA LUMPUR.	Kolej
43.	**Kolej Antarabangsa Greencity (dahulu dikenali: Kolej Antarabangsa Oren)** No.9 Jalan Gereja 50100, KUALA LUMPUR.	Kolej
44.	**Kolej Antarabangsa Hospitaliti dan Pelancongan LEGEND** Lot 3.38, Tingkat 3, The Mall, 100 Jalan Putra 50350, KUALA LUMPUR.	Kolej
45.	**Kolej Antarabangsa Malvern (Malvern International College)** Tkt 11 & 12, Plaza First Nationwide, 161, Jalan Tun H.S. Lee; & Tkt 1 & 2, Wisma 2000, No. 10-12, Jalan Hang Lekir, 50050 Kuala Lumpur 50000, KUALA LUMPUR.	Kolej
46.	**Kolej Antarabangsa Metro Prima** No.6, Jalan Prima 1, Vista Magna Metro Prima 52100, KUALA LUMPUR.	Kolej
47.	**Kolej Antarabangsa Pengurusan Hotel YTL** Tingkat 2, Hotel Vistana, No 9 Jalan Lumut 50400, KUALA LUMPUR.	Kolej
48.	**Kolej Antarabangsa Plaza** 181 & 183, Tingkat 1, 4 & 5, Jalan Lancang Taman Seri Bahtera, Cheras 56100, KUALA LUMPUR.	Kolej
49.	**Kolej Antarabangsa Plaza** 181 & 183 Tingkat 1, 4 & 5 Jalan Lancang Taman Seri Bahtera, Cheras 56100, W.P.(KUALA LUMPUR).	Kolej
50.	**Kolej Antarabangsa Travex** Lot 1.01, 1st Floor, Plaza First Nationwide No. 161, Jln Tun H.S. Lee 50000, KUALA LUMPUR.	Kolej
51.	**Kolej Antarabangsa Windfield** Tingkat 17 & 18, Plaza First Nationwide 161 Jalan Tun HS Lee 50000, KUALA LUMPUR.	Kolej
52.	**Kolej Antarabangsa Yayasan Melaka Cawangan Kuala Lumpur** 51, Podium Zikay, Jalan Raja Alang Kampung Baru 50300, W.P.(KUALA LUMPUR).	Kolej
53.	**Kolej ATC** Tingkat 1-6, Bangunan Tunas Utama	Kolej

	Jalan Petaling 50050, KUALA LUMPUR.	
54 .	**Kolej Bandar** Ting. 3, Plaza Petaling, 65-67 Jalan Petaling 50000, KUALA LUMPUR.	Kolej
55 .	**Kolej Binary (City Campus)** 22-26, Jln Ipoh Kecil Off Jalan Ipoh 50350, KUALA LUMPUR.	Kolej
56 .	**Kolej Bostonweb** Tingkat 12, Menara Haw Par Jalan Sultan Ismail 50250, KUALA LUMPUR.	Kolej
57 .	**Kolej Brickfields Asia** 68-2, Jalan Tun Sambathan Brickfields 50470, KUALA LUMPUR.	Kolej
58 .	**Kolej Brickfields Asia** 68-2 Jalan Tun Sambathan Brickfields 50470, W.P.(KUALA LUMPUR).	Kolej
59 .	**Kolej FTMS** Lot 28-30 Jalan Hang Kasturi 50000, KUALA LUMPUR.	Kolej
60 .	**Kolej Gemilang** No.13,16,18 & 20, Jalan Medan Pasar 50050, KUALA LUMPUR.	Kolej
61 .	**Kolej IJN** No. 145, Blok A & B Jalan Tun Razak 50400, KUALA LUMPUR.	Kolej
62 .	**Kolej Informatics Kuala Lumpur** 9-33, 9-35 & 9-37, Tingkat 9 , West Wing, Berjaya Times Square No.1, Jalan Imbi 59100, KUALA LUMPUR.	Kolej
63 .	**Kolej Informatics Kuala Lumpur** 9-33, 9-35 & 9-37 Tingkat 9 West Wing Berjaya Times Square No.1 Jalan Imbi 59100, W.P.(KUALA LUMPUR).	Kolej
64 .	**Kolej Integrasi Kejururawatan dan Kesihatan Bersekutu** Level 10 & 11, Menara Maxisegar, Jalan Pandan Indah 4/2 Pandan Indah 55100, KUALA LUMPUR.	Kolej
65 .	**Kolej Integrasi Kejururawatan Dan Kesihatan Bersekutu** Level 10 & 11 Menara Maxisegar Jalan Pandan Indah 4/2 55100, W.P.(KUALA LUMPUR).	Kolej
66 .	**Kolej Islam Antarabangsa** No 1 Jalan 31/10A, Taman Batu Muda Mukim Batu 68100, KUALA LUMPUR.	Kolej
67 .	**Kolej ITJ** No. 10 Jalan 2/137B, Resources Industrial Centre P.O. Box 58, Off Jalan Klang Lama 58200, KUALA LUMPUR.	Kolej
68 .	**Kolej Jaya Bakti** No. 32, Wisma Jaya Bakti ,Jalan Cenderuh 2 Batu 4 Jalan Ipoh	Kolej

	51200, KUALA LUMPUR.	
69.	**Kolej Kejururawatan Dan Sains Kesihatan Berjaya** 10-12A, Tingkat 10B2, Berjaya Times Square Jalan Imbi 55100, KUALA LUMPUR.	Kolej
70.	**Kolej Kejururawatan PUSRAWI** Tingkat 4 & 5, Bangunan Tabung Haji, 28 Jalan Rahmat Off Jalan Ipoh 50350, KUALA LUMPUR.	Kolej
71.	**Kolej Kemahiran Minda Isbauk** L9-03A, Level 9 Brem Mall Jalan Kepong 52000, KUALA LUMPUR.	Kolej
72.	**Kolej Mantissa** Tingkat 1, Bangunan AHP, No 2 Jalan Tun Mohd Fuad 3, Taman Tun Dr Ismail 60000, KUALA LUMPUR.	Kolej
73.	**Kolej Methodist Kuala Lumpur** Off Jalan Tun Sambanthan 4, Brickfields 50470, KUALA LUMPUR.	Kolej
74.	**Kolej Multimedia** Jalan Gurney Kiri 54100, KUALA LUMPUR.	Kolej
75.	**Kolej Multimedia Antarabangsa** Blok 5B & 6B, Plaza DwiTasik, No 21 Jalan 5/106 Bandar Sri Permaisuri, Cheras 56000, KUALA LUMPUR.	Kolej
76.	**Kolej Multimedia InHouse** G & M Floor, Bangunan Yee Seng, 15 Jalan Raja Chulan 50200, KUALA LUMPUR.	Kolej
77.	**Kolej Muzik Antarabangsa (ICOM)** Wisma ICOM, Lot 126, Seksyen 85A Lorong Setapak 53000, KUALA LUMPUR.	Kolej
78.	**Kolej Olympia Kuala Lumpur** Tingkat Bawah, 4, 6, 7 & 9, Bangunan KWSP, Changkat Raja Chulan, 50200 Kuala Lumpur. 50200, KUALA LUMPUR.	Kolej
79.	**Kolej Pengajian Tinggi raffles** 1, Lorong Damai 3 Off Jalan Aman 55000, KUALA LUMPUR.	Kolej
80.	**Kolej Pengurusan Perniagaan Kotaraya (Citiy College Business Managment)** Tingkat Mezzanine, 3, 4 & 5, Wisma Hainan, 112 & 114 Jalan Pudu 51000, KUALA LUMPUR.	Kolej
81.	**Kolej Perdana** (Inst. Sains, Perniagaan dan Teknologi (ISBT) 112-114, 3rd. Floor, Wisma Hainan,Jalan Pudu 55100, KUALA LUMPUR.	Kolej
82.	**Kolej Poly-Tech MARA Kuala Lumpur (KPTM)** Wisma YPM, Jalan 6/91, Taman Shamelin Perkasa Cheras 56100, KUALA LUMPUR.	Kolej
83.	**Kolej Pratique Asia** (Nama Lama:Pusat Latihan Rekahiasan Dalaman Pratique) No 15, Tingkat 2, The Boulevard, Mid Valley City, Lingkaran Syed Putra 59200, KUALA LUMPUR.	Kolej

84.	**Kolej Presiden (Kolej Lincoln Asia Pasifik)** Tingkat 29 100 Jalan Putra 50350, KUALA LUMPUR.	Kolej
85.	**Kolej PTPL SENTRAL Kuala Lumpur** Level 4, West Wing Stesen Sentral 50470, KUALA LUMPUR.	Kolej
86.	**KOLEJ REACH (Institut Teknologi Informasi)** 12-1 Wisma Menjalara, Jalan 7A/62A, Bandar Menjalara 52200, KUALA LUMPUR.	Kolej
87.	**Kolej Rima Kuala Lumpur** Kolej Rima Kuala Lumpur 54, Jalan Ampang 50450, KUALA LUMPUR.	Kolej
88.	**Kolej SAL Kuala Lumpur** Alamat Premis Sementara:-Institut SAL 41-45, Leboh Pudu 0, KUALA LUMPUR.	Kolej
89.	**Kolej SEGI, Kuala Lumpur** Bangunan Segi, 33-35, Jln Hang Lekiu 50100, KUALA LUMPUR.	Kolej
90.	**Kolej Seni dan Teknologi HELP (HELP COLLEGE OF ARTS AND TECHNOLOGY)** 3.01 ARAS 1-7, KOMPLEKS METRO PUDU, 1, JALAN METRO PUDU 2 FRASER BUSINESS PARK 55200, KUALA LUMPUR.	Kolej
91.	**Kolej Seni Kreatif Snips** Suite 4.0 Level 4 Bangunan Yayasan Selangor 99, Jalan Bukit Bintang 55100, W.P.(KUALA LUMPUR).	Kolej
92.	**Kolej Sri** No.68-1, 2&3, Jalan 22/70A Desa Sri Hartamas 50480, KUALA LUMPUR.	Kolej
93.	**Kolej Sri** No.68, Jalan 27/70A Desa Sri Hartamas 50480, W.P.(KUALA LUMPUR).	Kolej
94.	**Kolej Suria** Suite D-4-2, Level 4, Tower D Plaza Pantai, No.5, jalan 4/83ª, off Jalan pantai Baru 59200, KUALA LUMPUR.	Kolej
95.	**Kolej Taylor's Sri Hartamas** No.G1, Ground Floor,No.62, Jalan Sri Hartamas Sri Hartamas 50480, KUALA LUMPUR.	Kolej
96.	**Kolej Teknologi Antarabangsa Cybernetics** 154-4-9 Kompleks Maluri, Jalan Jejaka Taman Maluri 55100, KUALA LUMPUR.	Kolej
97.	**Kolej Teknologi Park Malaysia (TPM College)** Paras 1 & 2, Lot 5755-5756, Taman Teknologi Malaysia Lebuhraya Puchong-Sg. Besi, Bukit Jalil 57000, KUALA LUMPUR.	Kolej
98.	**Kolej Teknologi SEGI** No.41, Jalan Hang Lekiu Bangunan Hokkien 50100, KUALA LUMPUR.	Kolej

99 .	**Kolej Teknologi YPC-ITWEB** No 244A-248A, Jalan Mahkota,Taman Maluri Cheras 55100, KUALA LUMPUR.	Kolej
100 .	**Kolej Unikop** No 16 Jalan 58/10 Taman Koperasi Polis Fasa 2 68100, KUALA LUMPUR.	Kolej
101 .	**Kolej Universiti MAHSA (MAHSA University College)** Block A,Jalan Universiti Campus, Jalan Elmu Off Jalan Universiti 59100 Kuala Lumpur 50490, KUALA LUMPUR.	Kolej Universiti
102 .	**Kolej Universiti Geomatika** Lot 5-5-7, Tingkat 5, Prima Peninsular Jalan Setiawangsa 11, Taman Setiawangsa 54200, KUALA LUMPUR.	Kolej Universiti
103 .	**Kolej Universiti Hospitaliti Berjaya** Kampus KUHB, Tingkat 2 (Timur), Berjaya Times Square, No.1, Jalan Imbi 55100, KUALA LUMPUR.	Kolej Universiti
104 .	**Kolej Universiti Teknologi Antarabangsa Twintech (IUCTT),Kampus Kuala Lumpur** Blok E, Tingkat 5-6, Pst.Perdagangan Sri Damansara Persiaran Industri, Bandar Sri Damansara 52200, KUALA LUMPUR.	Kolej Universiti
105 .	**Kolej Universiti Tunku Abdul Rahman** Jalan Genting Klang Setapak 53300, W.P.(KUALA LUMPUR).	Kolej Universiti
106 .	**Kolej WIM** 7, Jalan Abang Haji Openg Taman Tun Dr Ismail 60000, KUALA LUMPUR.	Kolej
107 .	**Kuala Lumpur Metropolitan University College (KLMUC)** Tingkat 1-3, Wisma Sachdev 16-2, JALAN RAJA LAUT 50350, KUALA LUMPUR.	Kolej Universiti
108 .	**Mont Royale College** C-2-10 & C-2-11 Plaza Damas 3, 60 Jalan Sri Hartamas 1, 50480 Wilayah Persekutuan, Kuala Lumpur 50480, KUALA LUMPUR.	Kolej
109 .	**Ocean Institute of Audio Technology** 241B, Lorong Nibong Off Jalan Ampang 50450, KUALA LUMPUR.	Kolej
110 .	**Reliance College** (Reliance School of Tourism) Block A-2-3, 2nd Foor, Megan Avenue 1, 189, Jalan Tun Razak 50400, KUALA LUMPUR.	Kolej
111 .	**Rima Secretarial Finishing College** No 24 -26 Jalan Dang Wangi 50100, KUALA LUMPUR.	Kolej
112 .	**The Malaysian Insurance Institute** No 5, Jalan Sri Semantan Satu Damansara Height 50490, KUALA LUMPUR.	Kolej
113 .	**TMC College** A-GR-1 Block A, C-11-01 (Tingkat 14) Block C, Menara Uncang Emas (UE3) Viva Home, 85, Jalan Loke Yew, 55200, KUALA LUMPUR.	Kolej

114.	**Universiti HELP** BZ-2,Pusat Bandar Damansara Damansara 50490, KUALA LUMPUR.	Universiti
115.	**Universiti Kuala Lumpur (Institute Of Product Design And Manufacturing (UniKL IPROM)** No.119, Jalan 7/91, Taman Shamelin Perkasa, 3 1/2 Miles Kuala Lumpur 56100, W.P.(KUALA LUMPUR).	Universiti
116.	**Universiti Kuala Lumpur (UNIKL), Kampus Kota** 1016, Jalan Sultan Ismail 50250, KUALA LUMPUR.	Universiti
117.	**Universiti Perubatan Antarabangsa (International Medical University) (IMU)** No. 126, Jalan Jalil Perkasa 19 Bukit Jalil 57000, KUALA LUMPUR.	Universiti
118.	**Universiti Terbuka Malaysia (UNITEM) (Open University Malaysia) (OUM)** Blok B, Jalan Tun Ismail KUALA LUMPUR 50480, KUALA LUMPUR.	Universiti
119.	**Universiti Tun Abdul Razak (UNIRAZAK)** Capitul Square, Block C & D, No. 8 Jalan Munsyi Abdullah 50100, KUALA LUMPUR.	Universiti
120.	**Universiti Tunku Abdul Rahman (UTAR), Kampus Kuala Lumpur** Jalan Malinja, Off Jalan Genting Kelang Setapak 53300, KUALA LUMPUR.	Universiti
121.	**Universiti UCSI (UCSI University), Kampus Kuala Lumpur** No. 1, Jalan Menara Gading UCSI Heights, Cheras 56000, KUALA LUMPUR.	Universiti
122.	**University of Nottingham in Malaysia (UNIM)** Aras 2 Chulan Tower, Jalan Conlay 50450, KUALA LUMPUR.	Kampus Cawangan
123.	**Victoria International College** Lot 468-7B Hingga 7E Jalan Ipoh, Kuala Lumpur 51200, KUALA LUMPUR.	Kolej
124.	**Windfield International College** Tingkat 17 & 18, Plaza First Nationwide, 161 Jalan Tun H.S.Lee 50000, KUALA LUMPUR.	Kolej
125.	**YES Academy** Suite C- 0 - 5, Blok C, Megan Avenue ll Jalan Yap Kwan Seng 50450, KUALA LUMPUR.	Kolej

SPSS Results

Reliability

Case Processing Summary

		N	%
Cases	Valid	225	100.0
	Excluded[a]	0	.0
	Total	225	100.0

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

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.820	6

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	225	100.0
	Excluded[a]	0	.0
	Total	225	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.879	11

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	225	100.0
	Excluded[a]	0	.0
	Total	225	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.897	7

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	225	100.0
	Excluded[a]	0	.0
	Total	225	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.884	7

Case Processing Summary

		N	%
Cases	Valid	225	100.0
	Excluded[a]	0	.0
	Total	225	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.850	7

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	225	100.0
	Excluded[a]	0	.0
	Total	225	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.944	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Organizational Commitment 1	26.44	48.926	.760	.939
Organizational Commitment 2	26.60	46.152	.787	.937
Organizational Commitment 3	26.87	48.184	.671	.943
Organizational Commitment 4	27.17	45.489	.839	.934
Organizational Commitment 5	26.75	46.288	.845	.933
Organizational Commitment 6	26.93	47.513	.789	.937
Organizational Commitment 7	26.75	44.902	.848	.933
Organizational Commitment 8	26.72	48.196	.708	.941
Organizational Commitment 9	26.84	46.034	.796	.936

Frequencies

Statistics

		Gender	Age	Race	Marital Status	Highest Education Level	Tenure in current job	Position	Salary Range	How many organization/s have worked in till-to-date
N	Valid	225	225	225	225	225	225	225	225	225
	Missing	0	0	0	0	0	0	0	0	0

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	98	43.6	43.6	43.6
	Female	127	56.4	56.4	100.0
	Total	225	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-25	11	4.9	4.9	4.9
	26-30	35	15.6	15.6	20.4
	31-35	44	19.6	19.6	40.0
	36-40	60	26.7	26.7	66.7
	Above 40	75	33.3	33.3	100.0
	Total	225	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	35	15.6	15.6	15.6
	Chinese	116	51.6	51.6	67.1
	Indian	59	26.2	26.2	93.3
	Others	15	6.7	6.7	100.0
	Total	225	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	68	30.2	30.2	30.2
	Married	157	69.8	69.8	100.0
	Total	225	100.0	100.0	

Highest Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	16	7.1	7.1	7.1
	Master Degree	117	52.0	52.0	59.1
	Doctorate Degree	92	40.9	40.9	100.0
	Total	225	100.0	100.0	

Tenure in current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1 year	19	8.4	8.4	8.4
	2 - 3 years	69	30.7	30.7	39.1
	4 - 5 years	65	28.9	28.9	68.0
	6 -7 years	46	20.4	20.4	88.4
	> 7 years	26	11.6	11.6	100.0
	Total	225	100.0	100.0	

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tutor	12	5.3	5.3	5.3
	Assistant Lecturer	16	7.1	7.1	12.4
	Lecturer	67	29.8	29.8	42.2
	Senior Lecturer	36	16.0	16.0	58.2
	Assistant Professor	31	13.8	13.8	72.0
	Associate Professor	18	8.0	8.0	80.0
	Professor	45	20.0	20.0	100.0
	Total	225	100.0	100.0	

Salary Range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< RM2000	2	.9	.9	.9
	RM 2001 - RM 3000	19	8.4	8.4	9.3
	RM 3001 - RM 4000	32	14.2	14.2	23.6
	RM 4001 - RM 5000	51	22.7	22.7	46.2
	> RM 5000	121	53.8	53.8	100.0
	Total	225	100.0	100.0	

How many organization/s have worked in till-to-date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 2	65	28.9	28.9	28.9
	3 - 4	106	47.1	47.1	76.0
	5	19	8.4	8.4	84.4
	> 5	35	15.6	15.6	100.0
	Total	225	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
HSAVE	225	1.00	4.50	3.1607	.67035
HRAVE	225	1.91	4.55	3.4634	.64213
TDAVE	225	1.29	4.71	3.1124	.75652
WLBAVE	225	1.00	4.57	3.5079	.70178
WDAVE	225	1.00	4.71	3.4533	.69320
Valid N (listwise)	225				

Correlations

Correlations

		HSAVE	HRAVE	TDAVE	WLBAVE	WDAVE	OCAVE
HSAVE	Pearson Correlation	1	.827**	.810**	.761**	.653**	.784**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	225	225	225	225	225	225
HRAVE	Pearson Correlation	.827**	1	.827**	.851**	.738**	.817**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	225	225	225	225	225	225
TDAVE	Pearson Correlation	.810**	.827**	1	.769**	.718**	.853**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	225	225	225	225	225	225
WLBAVE	Pearson Correlation	.761**	.851**	.769**	1	.823**	.824**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	225	225	225	225	225	225
WDAVE	Pearson Correlation	.653**	.738**	.718**	.823**	1	.794**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	225	225	225	225	225	225
OCAVE	Pearson Correlation	.784**	.817**	.853**	.824**	.794**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	225	225	225	225	225	225

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

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
OCAVE	3.3481	.85262	225
HSAVE	3.1607	.67035	225
HRAVE	3.4634	.64213	225
TDAVE	3.1124	.75652	225
WLBAVE	3.5079	.70178	225
WDAVE	3.4533	.69320	225

Correlations

		OCAVE	HSAVE	HRAVE	TDAVE	WLBAVE	WDAVE
Pearson Correlation	OCAVE	1.000	.784	.817	.853	.824	.794
	HSAVE	.784	1.000	.827	.810	.761	.653
	HRAVE	.817	.827	1.000	.827	.851	.738
	TDAVE	.853	.810	.827	1.000	.769	.718
	WLBAVE	.824	.761	.851	.769	1.000	.823
	WDAVE	.794	.653	.738	.718	.823	1.000
Sig. (1-tailed)	OCAVE	.	.000	.000	.000	.000	.000
	HSAVE	.000	.	.000	.000	.000	.000
	HRAVE	.000	.000	.	.000	.000	.000
	TDAVE	.000	.000	.000	.	.000	.000
	WLBAVE	.000	.000	.000	.000	.	.000
	WDAVE	.000	.000	.000	.000	.000	.
N	OCAVE	225	225	225	225	225	225
	HSAVE	225	225	225	225	225	225
	HRAVE	225	225	225	225	225	225
	TDAVE	225	225	225	225	225	225
	WLBAVE	225	225	225	225	225	225
	WDAVE	225	225	225	225	225	225

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	WDAVE, HSAVE, TDAVE, WLBAVE, HRAVE[b]	.	Enter

a. Dependent Variable: OCAVE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905[a]	.819	.815	.36717

a. Predictors: (Constant), WDAVE, HSAVE, TDAVE, WLBAVE, HRAVE

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	133.316	5	26.663	197.782	.000[b]
	Residual	29.524	219	.135		
	Total	162.840	224			

a. Dependent Variable: OCAVE

b. Predictors: (Constant), WDAVE, HSAVE, TDAVE, WLBAVE, HRAVE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.585	.143		-4.085	.000
	HSAVE	.152	.072	.120	2.126	.035
	HRAVE	.084	.090	.063	.933	.352
	TDAVE	.444	.065	.394	6.800	.000
	WLBAVE	.220	.081	.181	2.720	.007
	WDAVE	.292	.064	.237	4.550	.000

a. Dependent Variable: OCAVE