FACTORS THAT AFFECT LECTURERS' TURNOVER INTENTION IN PRIVATE UNIVERSITIES MALAYSIA

BY

KONG THEEN HOY
LAI XIAO JUN
LEE YUEN EE
LING HUI CHIN
LOH LI HOON

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DECLARATION

We hereby declare that:

This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be it printed, electronic, or personal.

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

Equal contribution has been made by each group member in completing the research project.

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	Name of student:	Student ID:	Signature:
1.	KONG THEEN HOY	15ABB06151	_____
2.	LAI XIAO JUN	15ABB06152	_____
3.	LEE YUEN EE	15ABB06193	_____
4.	LING HUI CHIN	15ABB06083	_____
5.	LOH LI HOON	15ABB06082	_____

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TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

LIST OF APPENDICES

Page

LIST OF ABBREVIATIONS

MEF = Malaysian Employers Federation

SAS = Statistical Analysis Software

THE = Times Higher Education

UTAR = University Tunku Abdul Rahman

UTP = University Technology Petronas

PREFACE

Nowadays, education sectors serve as an important tool to increase the human being knowledge and our living standards that able to influence the countries' economy. Thus the education sectors has become more important to the past and this importance has increase the burden and stress of educators which leading them have a turnover mindset. One of the educators that we targeted is lecturers in private university and it is significant to determine the underlying factors that affect their turnover intention.

Usually the turnover issues are very common and there are too many factors that able to influence the turnover intention. As the result, we determine that the four variables are the most important factors that have close relationship with the turnover intention which are organizational commitment, training and development program, job stress and pay and rewards satisfaction. We are going to study either this four factors are significantly affecting lecturers' turnover intention.

This research able to help and assists the academic researchers to realize the significant factors that affect lecturers' turnover intention in private universities. As everyone has different personality, value and mindset, the factors can't be a standard measurement to everyone, so we are trying to find out the most useful information about the factors that influencing lecturers' turnover intention in private universities Malaysia.

ABSTRACT

Many researchers have found that recently the turnover intention of the lecturers in private university is increasing. However, there are a lot of the factors that may affect the turnover intention of the lecturers in the private university. Thus, the main objective of our study is to observe the factors that affecting the turnover intention of the lecturers in the private university in Malaysia. Our researcher study however will mainly focus on the four factors that affect the turnover intention of lecturers which are organizational commitment, training and development program, job stress and pay and reward satisfaction. Statistical Analysis System has been used in our research. A Cronbach's Alpha has been used to test the reliability of the independent variable and also dependent variable. Besides that, the Pearson Correlation Coefficient and Multiple Linear Regression Analysis have been used in our research in order to observe the relationship between both dependent and independent variables. Our research was concluded with the implication and limitation of the study, discussion of the finding and recommendation for the future research.

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter outlines description of the research conducted based on the background of research, problem statement, research objectives and questions, hypotheses, significance of the study and chapter layout. The aim of the research is to study the indicators that affect lecturers' turnover intention in private universities in Malaysia.

1.1Research Background

Grapragasem, Krishnan&Mansor (2014) stated that according from the Ministry of Higher Education in year 2009 showed that the education in Malaysia has gone through dynamic changes and transformational. The education sector gained the highest country development budget which representative the compliance of the Malaysian government regarding to education system (StudyMalaysia.com, 2015). According to Azalea and Lin (2015) mentioned that university in Malaysia have become competitively due to the growing trend in education market with different types of university require different expectation of their lecturer. Knight (2002) said that globalization as the main cause of changes taking place in higher education to face competition among employers worldwide.

According to National Higher Education Action Plan 2007 to 2010 phase one stated that one of the backbone of achieve first-class mentality is teaching and learning. Academic staff should be abound with other experiences professionally and be leaders in the field of teaching and to concentrate on innovative delivery of knowledge. The Malaysian Qualifications Framework has been set up to classify the quality of higher education which implemented in 2009 based on SETARA (Rating System for Higher Education Institutions in Malaysia) to evaluate the performance of undergraduate teaching in private university (StudyMalaysia.com, 2015). According to Grapragasem et al. (2014) found that an effective teaching and learning requires a predominant delivery system.

Universities consider as transmitting higher educated knowledge and contend to promote equality and social fairness which is an essential development cornerstone for the commonwealth (Anantha, Huam and Kanesan, 2013). Based on Malaysian Qualification Agency (2015) stated that there are 30 polytechnics, 33 public universities, 69 private universities, 377 private colleges and 33 university colleges.

1.2 Problem Statement

The education segment practices a colossal role in developing the human capital (Othman & Mohamad, 2014). However, in spite of the yearly spending plan dispensed for education, which is among the highest in the world**,** universities in Malaysia tried to make it to the list as one of (Zahiid, 2014) the world's 100 most prestigious universities but unsuccessful, an international ranking established by the Times Higher Education (THE) under its World Reputation Rankings 2015. To be precise, Malaysia has never been highlighted on the THE list, which is in its fifth year (Shukry, 2015). Lecturers serve as the foundation of any advanced education institution's success (Choong, Keh, Tan, & Tan, 2013). Therefore, in

conjunction with the government's endeavours to advance Malaysia as an educational centre point, the important roles of lecturer ought not to be ignored.

According to Evans and Ingersoll (2001) stated educators who are not satisfied their job display low commitment and stay at higher risk to leave the occupation.Liu and Ramsey (2008) stated stress come from poor working situation had the most grounded impact on educators' job satisfaction and noticed that lacking time for arranging and planning as well as an overwhelming showing workload lower satisfaction from teaching. In addition, teaching bought personal contentment at the same time it also generate stress such as requirement from executives, students, colleagues and parents compounded by heavy task load as well as lack of recognition for achievement (Greenglass& Burke, 2003).

According to Dess& Shaw (2001) stated that high turnover caused by training cost and pressure on the existing employees are the indirect cost incurred by an organization. Motowidlow (1983) found that the pay satisfaction can influence employees' turnover intention. Lecturers' tasks are challenging whereby they need to adapt to an overwhelming workload, more extensive roles and in additionforming and educating students (Awang, Ahmad, &Zin 2010).According to Dhanapalet, Sueraya, Thanam and Deeparechigi (2013) mentioned that there seems to be dissatisfaction in the teaching profession generally.

Average turnover rate for the non-manufacturing sectors in Malaysia (July 2010 - June 2011)

Non Manufacturing	%
Association/Societies	33
Banking/Finance/Insurance	12.12
Business Services	15.72
Holdings & Investment/Plantation	17.4
Hotel/Restaurant	32.4
IT/Communication	75.72
Medical Services	19.8
Professional/Consultancy/ Education/Training	29.28
Property/Construction	15.6
Transport/Warehouse Services	26.88
Wholesale/Retail/Trading	18
Sub Total	22.44
Total	20.88

Source: Malaysian Employers Federation (MEF)

Malaysian Employers Federation (MEF) showed that the average turnover rate for the education industry was 29.2% in year 2011. According to National Higher Education Research Institute (2004) also mentioned that the turnover rate of lecturers in public universities and private universities/colleges was 18.18% and 45.45% respectively in 2004. This statistic showed that turnover ratio in private universities/colleges higher than public universities in Malaysia.Khan, Ahmed and Sarker (2010) argue that dissatisfaction among lecturers is the reason behind the high turnover rate among lecturers. Their dissatisfaction is usually related to the effect of job stress, training and development, organization commitment, and pay and rewards system. Researchers would like to determine whether there any significant connection between these variables and turnover intention of lecturer.

1.3 Research Objectives

1.3.1 General Objective

- To determine the factors affect turnover intention in education sector.

1.3.2 Specific Objective

- To investigate the relationship between organizational commitment and turnover intention.
- To identify the relationship between training and development program and turnover intention.
- To identify how job stress affect turnover intention.
- To determine turnover intention influenced by pay and rewards satisfaction.

1.4 Research Questions

The research questions that indicated from current research were:

1. What is the relationship between organization commitment and turnover intention?

2. What is the relationship between training and development program and turnover intention?

3. What is the relationship between job stress with turnover intention?

4. What is the relationship between pay and rewards satisfaction and turnover intention?

1.5 Hypotheses of the study

Hypothese 1:

Ho: There is no significant relationship between organizational commitment and turnover intention.

H_1: There is a significant relationship between organizational commitment and turnover intention.

Hypothese 2:

Ho: There is no significant relationship between training and development program and turnover intention.

H_1: There is a significant relationship between training and development program and turnover intention.

Hypothesis 3:

Ho: There is no significant relationship between job stress and turnover intention.

H_1: There is a significant relationship between job stress and turnover intention.

Hypothese 4:

Ho: There is no significant relationship between pay and rewards satisfaction and turnover intention.

H_1: There is a significant relationship between pay and rewards satisfaction and turnover intention.

1.6 Significance of the study

This research paper would like to determine what are the indicators affect lecturers' turnover intention in education sector. Higher education in Malaysia becomes competitively due to increase the number of institutions especially private university. Employers may looking for fresh graduated from high quality university or college. In short, university stress on the qualification of academic staff in order to provide valuable knowledge to students. In addition, it is very important to understand what causes may lead to turnover intention in private universities. Other than that, this research provide a insight for employers of the reason of intention to stay or leave the institution in academic staff's minds so that can make improvement and retain talent or potential staff. Based on the research study, researchers would like to further study on the indicators such as organizational commitment, training and development program, job stress as well as pay and rewards satisfaction to carry out the outcome of lecturers' turnover intention.

1.7 Chapter Layout

This research paper has consisted of five chapters as following:

Chapter 1: Introduction

Chapter one is a general overview of the thesis for the readers. It has covered research outlines, statement of the problem, objectives, hypothesis and significance of the study.

Chapter 2: Literature Review

This chapter talks about the related literature reviews that provide the basic discussion to support the theoretical framework in order to proceed with further study as well as hypotheses testing.

Chapter 3: Research Methodology

It is about the how research methodology used to examine the research questions in collecting data. Through this chapter we able to identify research design, methods of collecting those primary and secondary data, research instrument, sampling design, data processing and analysis, scale of measurement.

Chapter 4: Research Results

Chapter Four presents the research results and the analysis which are related to the research study questions and hypotheses by using scale measurement and inferential analysis to generate the overall results.

Chapter 5: Discussion and Conclusion

Last section of the research paper, it summarize and covers all statistical analyses, discussion whole findings, implication and shortcomings of research. Other than that, this chapter point out the recommendations for the researchers future used of the research.

1.8 Conclusion

As a conclusion, our research has been clearly illustrated detail in research background, problem statement found in the journal articles and identified research objective. This chapter also has admitted the research study questions, hypothesis and significance of the study followed by the organization of the research paper. Last but not least, this chapter is to assist us to form a general direction and guideline to determine what are the indicators influence lecturers' turnover intention in private universities Malaysia. Next chapter we will discuss on more specific about literature reviews and some theoretical models to make our research comprehensively.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter talk about the literature review. Secondary data have been used to study and evaluate to support the research conducted such as published and unpublished journals and articles applied in our research paper. We can determine the relationship between those independent variables and dependent variable through this chapter.

2.1 Review of the Literature

This topic access the relationship of various indicators (organizational commitment, training and development program, job stress, pay and rewards satisfaction) and the dependent variable employee turnover intention at workplace. Next, literatures are studied and examined thoroughly to illustrate how these factors influence the employee turnover intention in various industries.

2.1.1 Dependent Variable: Employees Turnover Intention

Turnover intention is explained as a thought within a foreseeable future of deliberate and conscious caprice to leave the organization (Ertureten, Cemalcilar, &Aycan, 2013). Turnover intention also can define as the employee's intentions leave the organization voluntary or profession thus it is significantly to further study as how predict an individual's perception and judgement at workplace (Mobley, Griffeth, Hand and Meglino, 1979). Turnover intention appears to be a several processes included psychological, cognitive, and behavioural components and has been found to estimate the actual decision to leave the job occupation (Takase, 2009).

According to the study by Hasselhorn, Muller, Tackenberg stated that the majority of leavers in year 2005 from the current company began the process with critical consideration in the last year preceding leaving, and the final option to leave was then made within the half year prior to determination (Flinkman, Ulpukka and Salantera, 2005). Kim (2015) said that job conditions at workplace relative to job pressure and heavy task are correlatively with workers' turnover intention thus employees with low levels of burnout tend not to leave their jobs. Thereby, turnover intention may depend on the method in which organizational and individual indicators affect workers' physical and mentality condition.

According to Globerson and Malki stated internal turnover referred as employees may get a promotion or job rotate to another position within the organisation while external turnover as they may quit the organisation entirely (Collini, Guidroz, Lisa, 2015). Employee turnover intention defined from the research of Udechukwu and Mujtaba (2007) stated that the employee leaving interdisciplinary and multidimensional construct from the organization or profession voluntarily.

According to Tett& Meyer (1993) mentioned that job turnover intention defined as the final option in an array concept of withdrawal which thinking of leaving and intent looking for optional employment also belongs. Turnover intention is a simple binary variable that determine either intending to quit the organization or to stay by express different kinds of turnover intention (Sun and Fernandez, 2015). Based on Lee and Mowday (1978) found that past findings have showed that turnover intention is a good predictor of turnover in real situation because of the importance of inspecting the potential indicators of principal turnover intentions.

Moreover, Lam, Baum and Pine (2003) mentioned that there consist two types of turnover intention which are voluntary turnover is the option of a worker to quit the organization and involuntary is the final choice of an employee provided by the employer. Mitchell, Holtom, Lee, Sablynski and Erez (2001) proposed a construct measurement as job embedded to explain the reason of employees stay in an organization although they have developed the motive to leave the organization. According to Jain (2013) said that it is very important to understand the employee turnover cause the turnover intention in education institute to minimize attrition with the growing in education field.

2.1.2 1st Independent Variable: Organizational Commitment

Organizational commitment is a theory of management, behavioral sciences and organizational crossing over 50 years, being generally advanced by the seminal research conducted (Lyman, Richard, Mowday, & Paul, 1974). Organizational Commitment is a leading driver of many

organizational behaviours including turnover intention (Meng, Benjamin, Kyle, Erin, & Russell, 2011). Besides that, according to the Mashal, Nosheen, (2015), organizational commitment states as the recognition or emotion or with the organization. Organizational commitment defined as the belief of the worker towards the objectives of the organisation that they classification with, which dive them to make an effort for the capability of the organization as a profitable individual from the organization (Richard, Richard, & Lyman, 1979). Moreover, organizational commitment defined as the worker group with the organization or join feelingly with the organization or the collection of the beliefs and the feeling to the organization (Iqra, Momina, Sidra, & Muhammad, 2014)

Next, according to the Ingle (2015) described the continuance commitment, normative commitment and affective commitment. Affective commitment describe as the feeling desire on the part of the worker operation in the organisation to carry their task in the organisation due to the purpose of the recognizing themselves in the organization. Continuance commitment defined as the standard where individuals want to stay in the organization with reflection that if the workers quit the job, they will go through financial crisis and the opportunity of work will be limited for them. Normative commitment defined as the condition where individuals have the moral responsibility to their work; they will not quit the job.

Furthermore, John, David, Lynne, &Laryssa(2002) stated that the organizational commitment has been use by them to forecast the important worker outcomes, such as turnover. According to the researchers, the affective commitment is a feeling that pushes employees staying with the organization by the psychological state. Besides that, according to the Lumley, Coetzee, Tlasinyane& Ferreira, (2011), people who are devoted at the emotional level generally stay with the company since their individual business relationship as being in consistency with the objectives of the

organization. Thus, the employees based on their emotionally to stay with the organization.

In addition, according to the John et.al (2002), continuance commitment defined as the employees decide staying with the organization by measuring the value that related with leave the organization. The researchers stated that the employees who stay in the organization support on continuance commitment can possibility influence the work group (McMahon, 2007).

Next, commitment organization also has normative commitment. According to the John et.al (2002), the employee will stays with the company when feeling the duty and obligation, and the employees feel that holding membership of a specific organization is the correct thing to do when happens normative commitment. Therefore, the employees will have a tendency to build up the feeling that they should remain with the organization when the company offer the special treatment such as advanced payment, training and paying for child tuition.

Besides that, organizational commitment is established as an important variable in the literature related with turnover intention (Omar, Anuar, Majid, &Johari, 2012). Organizational commitment includes the idea of individual's connection to the organization, which emphasize the inner side of individuals (Yoshitaka &Sorasit, 2015). According to Lin, & Chen, (2014), the workers will try to leave the organization when the organizational commitment is lower than the individuals with the high organizational commitment. In contrast, the employees have strong organizational commitment will have low average to develop the turnover intention and leaving the company.

2.1.3 2nd Independent Variable: Training and Development Program

According to (Armstrong, 2001; Craig, 1987), the researchers emphasize that training and development of employees has arisenas a major educational venture on the recent decades.Armstrong (2006) defined training as a precise modification of behaviour through events, learning, programs and instructions in order for individuals to accomplish the levels of knowledge, skills and competence required to make their work more productive and efficiently.

Armstrong, 2001 and Craig, 1987 said that there is an associated increase with a demand in the working environment for employee in all levels to enhance their ability in performing their current jobs to procure skills and knowledge to do new jobs, and to proceed with their vocation advance in a changing world of work. Continuous giving employees training and development is the key factor for successful business no matter in long or short term and business profit or non-profit (Becker, 1962; Pittam, 1987).

Training is a learning experience in that it looks for a generally perpetual change in a person that will enhance his or her capacity to perform at work (David and Stephen 1989). Staff training and development is a work action that can make an extremely critical commitment to the overall profitability and effectiveness of an organization (Adeniyi 1995). The consistent changing scenario of business world, training is aviable measurement applies by employers to enhance employees' skills, behavior and knowledge(Seyler, Holton III, Bates, Burnett and Carvalho 1998).

There is constant in the processing phase of training and development. The importance to play out one's job proficiently and the importance to know how to lead others are enough reasons for training and development and the desire to achieve organizations' goals of higher productivity, makes it completely obligatory. (Akinpeju 1999)

For the researchers (Colarelli&Montei, 1996; Becker, 1993) came out with an argument that training and development might cause an increase in turnover while the others said that training and development is a way to increase the level of employee retention. According to Mullins (1995) recommended 'an organization can hypothetically impact on turnover by different intervention processes that include training and development, promotional chances, management leadership style and job security. Besides that, Hogan (1992) stated training and development opportunities have some influences on turnover intention while Bonn and Forbringer (1992) state that job satisfaction also will have influences on turnover intention.

Riley(1991) stated that operative and talented employees involves up to 64 percent of the whole staff population. This means that there might be difficult for lower-level employees to get promotional and developmental opportunities, bringing about a development of staff out of that organization to one that gives better vocation choices**.**The greater part of the past research papers have concentrated on the part of training and development programs in enhancing the employees "skills, neglect the conceivable effect of training and development on the intentions of an employee to leave the organization if has a weak system to hold the loyalty and retain its employees(Wong,Wong& Law, 2009).

Blau(1964) come out with a theory of social exchange which stated that most of the organization which keep on providing training and development activity to their employees for enhancement of skills,

knowledge and abilities have higher rate of turnover because this can be an obstruction for an organization in gaining a manageable competitive advantage. As a result, the changing behaviours of employees have likewise changed the traditional role of HR department in the organization.

Besides, according to Senge (1990), organization which train and develop their employees thoroughly create higher turnover mostly because of employees who trained well might leave the organization for another job which have better paid and benefitswhere they can use the skills and knowledge they have obtained. In fact, training and development programs increment the value of the employees and improve their career growth, and build the likelihood of their being 'poached' by competitor. According to McConnell (1999) he mentioned that good training and development activities to the employees have impact on their turnover.

2.1.4 3rd Independent Variable: Job Stress

Miche (2002) said that over the years, stress has been interpreted into different ways. At first, stress was assumed as the pressure from environment and then as the strain within an individual. Usually, stress is defines as 'the physical and psychological declares the outcome when the capital of a person is not enough to deal along with the demand and pressure of the condition'. According to Ullrich and Fitzgerald (1990), they think that 'an imbalance between the ability to deal of an individual and demands of the workshop' will result to job stress. Coleman (1976) said that stress is a terminology with which everybody is well-known in certainty present day times have been known as 'age of anxiety and stress'. Moreover, Beehr (1976) defined that stress is a circumstances that will compel an individual to break away from the normal functioning because

of the changes such as enhance an disturb in his or her physical as well as mental condition, with the end of the goal that an individual is compelled to break away from normal functioning. According to Cote and Morgan (2002), they defined that the outcomes of strain is stress and it can worsen the turnover of employees.

Stress is an adaptive responds to a stimulus of an individual that locate the mental and physical prerequisite on an individual (Griffen and Moorhead, 1998). Besides that, with the changes of financial environment and external economic in different societies, stress is an exchange that keeps on changing based to the character played by it (Lazarus, 1991). Cohen, Kamarck and Mermelstein (1983) said that process of stress is that when there is a change of the demand of environment, which the individuals may suffer from diseases because of the changes of outcomes. In addition, the interaction between environment and individuals that affect the mental and physical status of an individual and produces the strain of feeling of an individual might causes the stress to appear (Bowing and Harvey, 2011). Researchers had recognized that the stress that related to the experience of job which is stressors make the employees to leave the organization (Muhammad, Mehwish, Syed, Umar, Khalid, and Khalid, 2013).

Ali, Ewan, Duska (2016) stated that job stress has negative mental state of outcomes from the communication between individual and his working environment. In this day and age, the working life of an individual has extended. Thus, job stress has become one of the significant elements that influence performance of an individual. Certainly, the effect of stress and workload on turnover intention has continuously become wider for the researcher to study. Muhammad et al (2013) stated that work overload is the amount of the work that allocates to the employees to complete. Somer (2009) has stated that a stressful working environment will causes serious feeling and physical harmful effects on the employees. Certainly, with

evidence said that the employees have more intention to leave their work if they go through a lot of job stress.

According to Ullrich et al (1990), they said that job stress might have injurious results on mental as well as well-being and physical of an individual. Besides that high levels of job stress will linked to high absenteeism of employees as well as decreasing in the levels of productivity. Furthermore, job stress will decrease the decision making, judgement skills as well as attention and concentration of an individual. Rehman, Irum, Tahir, Ijaz, Noor, and Salma (2012) said that most of the staff are unhappy or unsatisfied when they were required to extend their working hour and to finish heavy workloads. Meanwhile, they have to achieve or reach the target within the deadlines. Usually, stress will appears in those people who are intrinsic to their job which including work overload, long hours of working, complex or difficult task, poor physical work environment like light, temperature and space together with time limitation and lack of variety (Miche, 2002).

Moreover, stress between the employees and turnover intention of the employees is always an important issue for manager (Muhammad et al, 2013). Diane, Teta, Peter, Andre, Joe (2007) have upheld a positive connection between stress, workload and intention of turnover. Researchers found that there is a significant relationship between stress as well as workload and turnover. This study supposes that there is an arbiter role that will play by stress between turnover intentions and workload (Muhammad et al, 2013).

2.1.5 4th Independent Variable: Pay and Rewards Satisfaction

According to Chiang and Birtch (2006), the researcher stated that the generic reward plans is offers reward in the return for the employee's contributions but tend to generate a weak result. Fair organizational rewards was the aware of the fairness from the different job outcomes such as compensation, job assignment and performance evaluations. A great perceived equity to signal the employees about the organization is caring their welfare and supporting them as describe in (Eisenberger, Huntington, Hutchinson, & Sowa, 1986 and Lawler, 1986). According to (Allen, Shore, &Griffeth, 2003; Cohen-Charash& Spector, 2001; Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Kerman &Hanges, 2002), researchers suggested that the employees' feeling are able to enhance and being treated as a family through fair rewards, thus they are more likely to illustrate the beneficial behaviours and attitudes to the organization.

The financial reward and non-financial reward fall under extrinsic reward, and both of them could bring positive impact toward the improvement of the employees' performance in the workplace (Luthans, 2000). Financial rewards are the monetary reward such as salary, bonus, allowance and gratuity that evaluate by performance. On the other hand, non-financial rewards like job security, status symbol and career growth are non-monetary reward that approval by the organization.

Apart from that, the financial rewards can be separate into membership and performance based compensation. Performance-based compensations like salary, incentive and others are directly link to evaluated performance. Another name for membership based compensation is fringe benefits which was indirect compensation method that distributes the reward

according to the employees' seniority or education levels. Although it is based on seniority and education levels, but it also benefits employees in different form of cash pay (Armstrong 2009). Most of the organizations try to avoid and reduce employees' dissatisfaction by providing financial rewards regularly. Nevertheless, it could not last for longer period and just motivate employees for a short term basis (Mossbarger and Eddington, 2003).

Ishak and Abdul Aziz (2014) state that although the salaries receive in Malaysia was keep on increasing, but the living cost was increased much more higher compare to the increased rate of salaries. As the result, the monetary compensation is the most important variables to retain the employees (London, Larsen, Leonard, 1987; Utgoff, 1983). (Mill, 2001) and (Battey, 2000) both of them state that the employee retention able to increase through job accomplishments rewards and timely recognition. In addition, (Bergmann, Bergmann, Grahn, 1994) found that the benefit packages with well-design also can be effective tools to retain employees. Thus, the reality rewards become the factors that able to influence employees' intention to leave and join an organization (Harter, 2002). As the result, financial rewards are very important to retain employees as they are seeking better living quality. Jauhar and Yusoff (2011) identified that between the good salary and compensation have positive relationship toward the working intention. Furthermore, researcher also found that the fair reward system able to lessening roles on employees' turnover intention (Allen et al., 2003; Colquitt et al., 2001; Kerman &Hanges, 2002).

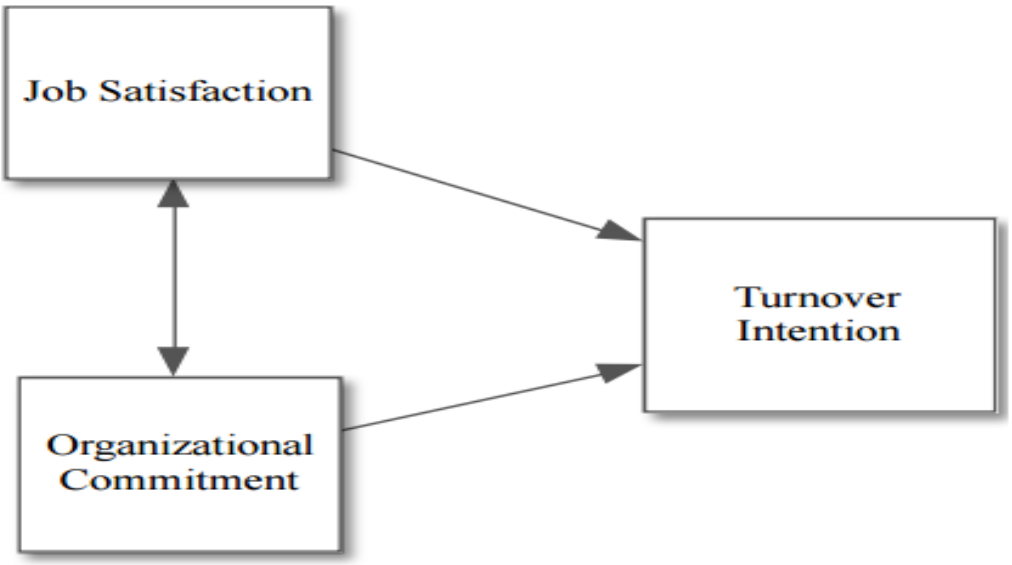
Next, (Motowidlow, 1983) also found that the pay satisfaction can influence employees' turnover intention. Workers will be dissatisfaction of their pay when they feel unfairness to receive less pay although same level of input with others (DeConink and Bachmann, 2007), thus it would influence their intention to leave the organization. Moreover, (Hoppock, 1935) found that most of the occupations were voluntary resigned is

because of dissatisfaction with the wages. While in Belgium, the dissatisfaction of paid was an important factors that able to affect the employees to have leaving intention for better alternative of salary and compensation jobs (Estryn-Behar, Van der Heijden, Ogniska, Camerino, Nézet, Conway, Hasselhorn, 2007).Last but not lease, consciousness of distributive policies and positive procedure are negatively associated toward turnover intentions in an organizations (Lum et al. 1998; Hnedrix et al. 1999). As an example, employees are less likely to resign when they perceive their organization's pay procedures are fair (Jones, 1998).

2.2 Review of relevant theoretical models

2.2.1 Ingle (2015)

Figure 2.1: Research model of organizational commitment towards turnover intention



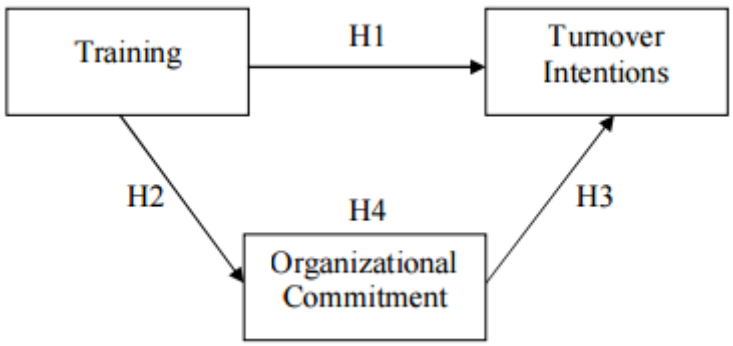
Adapted from: Ingle M. Larkin, (2015).Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 setting.

(Kennesaw State University).Dissertation Doctor of Education in Instructional Technology.

The diagram above showed the result that the variables are related significantly with each other. The purpose of the researcher is to investigate the aspects that influencing the K-12 online teacher organizational commitment, job satisfaction, and turnover intention on K-12 online education. There have some relationship between the turnover intention, job satisfaction, and organizational commitment. The researcher used the progressive descriptive design by collecting and analyzing the qualitative data and quantitative data in two continuous phases. The researcher using the quantitative survey design to conduct the research and there have 105 participants responses on the research. Besides that, 8 qualitative focus on the group interviews were conducted and analyses using the constant comparative method.

2.2.2 Raushan (2015)

Figure 2.2: Research model of training and development program towards turnover intention



Source:Raushan Gross (2015) School of Business and Economics, Greensboro College, Greensboro, USA Raushan.Gross@Greensboro.edu. human capital investment theory and theory of reasoned action: the

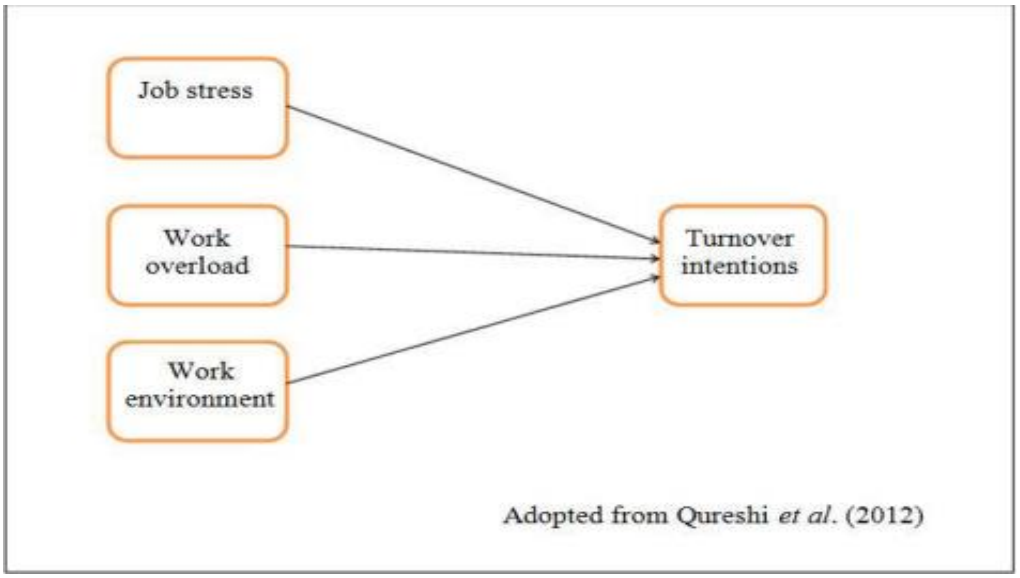
influence of organizational training on employee turnover. international journal of economics, commerce and management

According to Becker (1962) which is a famous and alwaysstudy and identify the relationship between the effects of training on turnover intentions with the theory of human capital investment theory which shows that an organization invest in training and development activity to stimulate the employees' productivity. The researcher also identified two types of training which is general training and specific training. Employees can be help by general training not only in their current organization but also included in others organizations. There is a risk for this kind of training which the employee is will be more capable and employable not only in their current firms but also others firms and the turnover intention will increase. At the point when this leads to turnover, general training acquires no return. Besides general training, specific training is a training focus on the effectiveness of the productivity on the particular firm. Specific training will not affect the employees' intention to leave because this training for employees is not employable in other firm.

According to Loewenstein and Spletzer (1999) giving out opinion with their research and study on the general training and specific training, it is complicated to study the differentiation of training. At work training is usually focus on general and the knowledge and ability trained is useful to other organization**.** In fact, general training is strongly corresponding with efficiently growth while specific training has no critical association with productivity, stated in the study of Barrett and O'Connell (2001).

2.2.3 Muhammad, Syed, Umar, Khalid and Khalid (2013)

Figure 2.3: Research model for job stress toward turnover intention

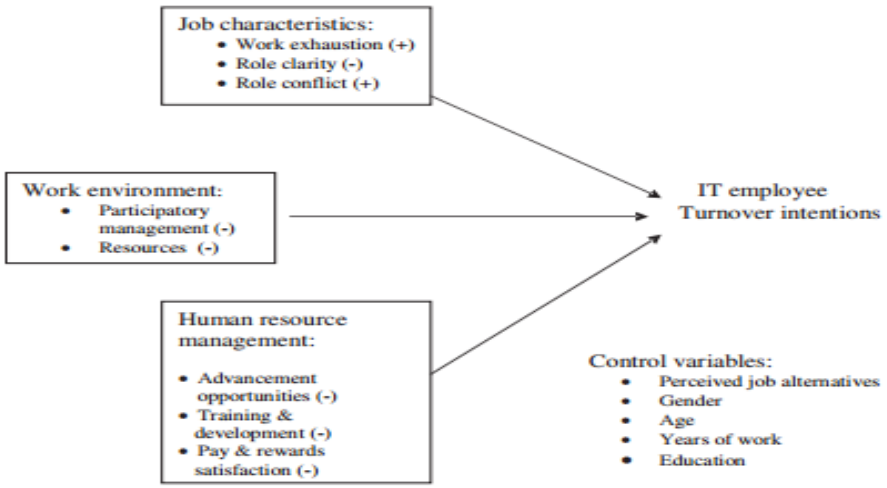


Source:Muhammad, I. Q., Mehwish, I., Syed, G. A., Umar, H., Khalid, K., and Khalid, Z., (2013). Relationship between job stress, workload, environment and employees turnover intentions: what we know, what should we know. (COMSATS Institute of Information Technology, Pakistan, 2013.) Journal of World Applied Journal, 23(6), 764-770.

The results from the diagram above showed the variables that are related significantly with each other. The research recognized the affection of job stress, as well as work overload and work environment on intention of turnover. The researcher collected the data from a textile sector of Pakistan through a mail survey. Furthermore, for those respondents who do not reply in a month then the researcher has posted the questionnaire, telephonic interview was used by the research to follow up those respondents. 250 potential respondents has been randomly chosen from the textile sector. 109 of the potential respondents have replied the mail which has composed a rate of respond of 43.6 percent.

2.2.4 Kim (2005)

Figure 2.4: Research model for pay and rewards satisfaction toward turnover intention.



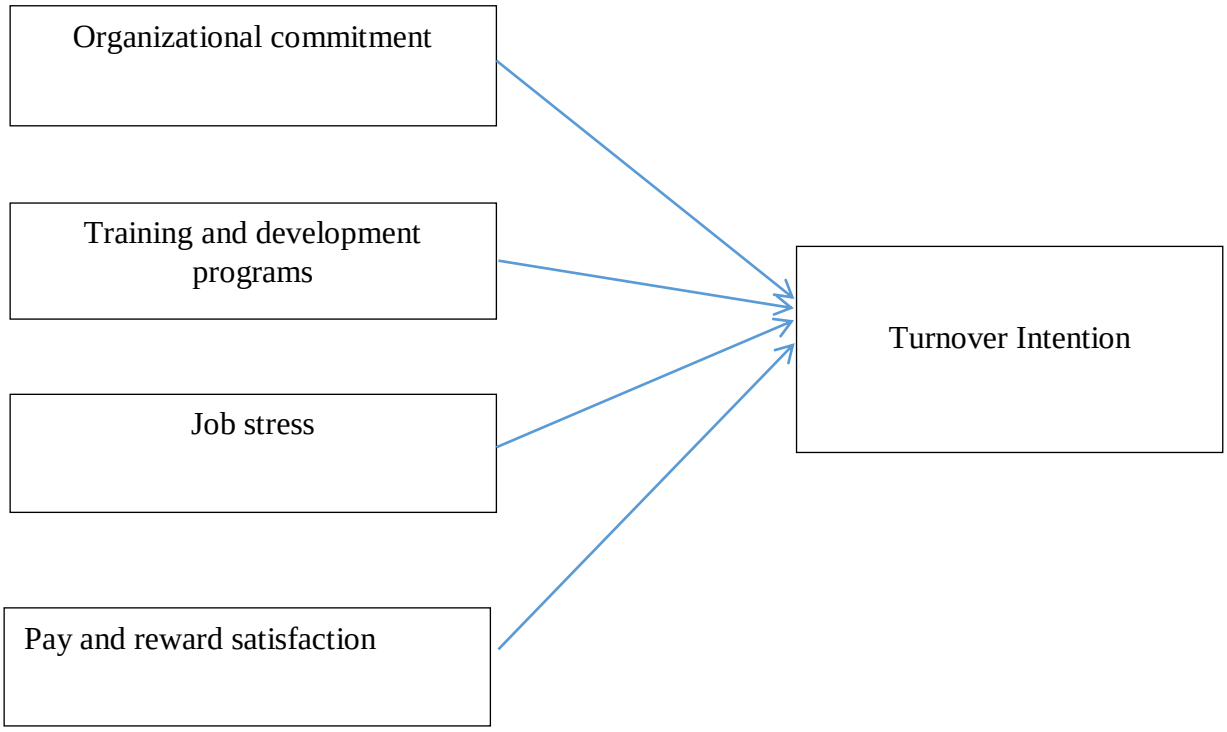
Source: Kim. S. H. (2005). Factors affecting state government information technology employee turnover intentions. *American review of public administration*, 35(2), 137-156. doi: 10.1177/0275074004273150

For the Human Resource Management independent variable, Selden and Moynihanm (2000) found that both turnover intentions and higher wages have a significant negative relationship. Moreover, the employee benefit packages with well-designed can be an effective tool to attract, retain and motivate the employees (Bergmann, Bergmann, and Grahn, 1994). For the advancement opportunities, (Mill, 2001) and (Battey, 2000) both have determine reward and timely promotion able to increase employees' retention. The reason as the lack of recognition and limited advancement opportunities will tend to lose qualified employees. Apart from that, the availability for skill training and development do play an important activity to reduce their skill-related impediments and work stress. As the result, the turnover intention able to reduce through development programs by increasing successful task completion and realize the connection with

the organizations' future (Sherman &Bohlander, 1992; Wright & Davis, 2003).

2.3 Proposed Theoretical/ Conceptual Framework

Figure 2.5: Model of Proposed Framework



Source: Developed for the research

From the four basic theoretical models mentioned above, the independent variables (organizational commitment, training and development programs, job stress, pay and reward satisfaction) influence on employee turnover intention. Therefore, this research displays a proposed theoretical framework to examine the

relationship between these four indicators how to affect employee turnover intention at workplace.

2.4 Hypotheses Development

2.4.1 The relationship between organizational commitment and turnover intention

Yoshikata&Sorasit (2015) have proved that there was a significantly relationship between organizational commitment and employees turnover. Besides that, the organizational commitment was negatively influences the employee turnover. The employee who does not have strong organizational commitment is possibly developing a desire to leave the organization. On the other hand, when the employees having a strong organizational commitment will have low average to develop the turnover and leave the organization. The organizational commitment are negatively related to employees turnover, the affective commitment show the strongest negative correlation because the affective commitment increase the employees turnover and leave the organization (Ingle, 2015).

Thus, the following hypothesis has presented:

H0: There is no significant relationship between organizational commitment and employee turnover intention.

H1: There is significant relationship between organizational commitment and employee turnover intention.

2.4.2 The relationship between training and development and turnover intention

According to Kalleberge and Rognes (2000) , there is positive relationship between spending in employee training and development program and turnover intentions. This statement shows that if there is more training on employees from their company, it leads to lesser intention of turnover. When a company spend a lot in training employees, it can enhance their skill and make them appreciate on what the company did to them and willing to stay and be loyal to the company.

The following hypotheses presented:

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

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

2.4.3 The relationship between job stress and turnover intention.

Muhammad et al. (2013) have proved that there was a significant relationship between job stress and work intention and they are positively related. It means that when there is an increasing of job stress, the turnover of employees also increases. When an employee is giving too much of work, it will caused the employee become stressed at their organization as well as their work. Gradually, the intention to leave the organization will

become high and at the same time it will cause decreases in their productivity. Rannia and Malanie (2002) also stated that there is a relationship between stress level and the intention of employees to leave the organization. Besides that, Williams (2003) has proved that job stress is immediately related to the turnover intentions of employees. Moreover, the ratio of intention to leave the organization employees increases when there is a greater stress faced by the employees (Kavanagh, 2005).

Thus, the following hypotheses have been presented:

H0: There is no significant relationship between job stress and employees turnover intentions.

H1: There is a significant relationship between job stress and employees turnover intentions.

2.4.4 The relationship between pay and reward satisfaction and turnover intention.

According to (Leonard, 1987; Shaw et al., 1998; Utgoff, 1983), the researcher said that the most important variable to retain employees is monetary compensation. In addition, voluntary turnover rate and the higher average wages found by (Selden and Moynihan, 2000) has proven that there is a significant negative relationship between both of them.

H0: There is no significant relationship between pay and reward satisfaction and employees turnover intentions.

H1: There is a significant relationship between pay and reward satisfaction and employees turnover intentions.

2.5 Conclusion

Chapter two provide a general guideline of the literature review for the research study. This chapter illustrate the relationship between employee turnover intention and the four independent. Other than that, this chapter also cover the literatures which support for the findings and let the reader more comprehensive of the research. Furthermore, conceptual framework is established for further study of those variables through the research.

CHAPTER 3 RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes how researchers carried out the research study in term of research design, the ways of information collection, overview of the sampling design, types of questionnaires that used for conduct the research, constructs measurement as well as describe the process and analysis of the data received.

3.1 Research Design

It is very important for any researchers to use research design in any research because research design convey data about key components of the study in order to differentiate for qualitative and quantitative research or mixed methods. Research design shows an important step for us to understand the relationship between job stress, organization commitment, training and development, reward and pay system and employees turnover intention of lecturers in private Universities Malaysia. On the other hand, research design also consists of three types of research which is exploratory, descriptive, and causal research.

According to Leedy and Ormrod (2001) stated there are five different methods in conducting a qualitative research which is phenomenological, case studies, grounded theory, ethnography, and content analysis. In our research, we did not use any of these methods because we chose quantitative research instead of qualitative. The data of qualitative research is more on verbal and visual which does not match with our research which is more on numerical and statistic.

We selected quantitative method for our research because our research take part in the collection of data in order to let the information to be measured and subjected to statistical treatment so that it can support or deny different knowledge claims (Creswell 2003). In our research, quantitative research is more accurate and reliable in estimation of cause-and-effect relationship. Besides that, we also did use causal comparative research to conduct our research. By using this method, we determine how the independent variables we chosen are related or affected to the dependent variable and include the causes and effects relationships between the variables. According to Vogt (1999) the factorial plan concentrate on at least twoclassifications with the independent variables as compared to the dependent variable. We also gain the chances to inspect the relationship between our independent variable and their effects on the dependent variables.

3.2 Data Collection Methods

Data collection is the process of collecting and estimating information on selected factors or variables in a set up systematic fashion, which allow individuals to answer the related questions and identify the results. There are two ways of data collection which is primary and secondary data collection. Primary data is the first hand data collected by researchers by distributing questionnaire or others survey method to get the information directly from the respondents. Secondary data is the data which exists or done by previous researcher, these data can be getting from journals, articles, textbook, or any others materials.

3.2.1 Primary Data

Primary data are the information that collected through survey which is the method we using to get information. We created a questionnaire by going through a few journals which related to our topic and distributed to the related respondents to get the information from their perception. The questionnaire that we created come out with simple and easy understands sentences for our respondents to answer it without any pressure. By using primary data on our research, it is more accurate and less difficulty to identify and analyze the data because the data is collected by us. We will be able to get more understanding on the data we collect and analyze by us.

3.2.2 Secondary Data

In this research, we also used secondary data to look for the data for our literature review. We go through World Wide Web to look for related journals to get secondary data. Besides that, we also provided the authority go through library online resources in University Tunku Abdul Rahman to collect some related information for our research such as E-Database. E-Database provide different field of topic for us to search through such as science, business, academic, and others. We able find out some useful and related data by using E-Database. It is a convenient way and able to proceed to our research effectively and efficiency.

3.3 Sampling Design

3.3.1 Target Population

Sekaran and Bougie (2012) defined target population as the specific entire group of people which are interested by the researchers to observed and investigate for developing their research. In this research, we are investigating about the factors that affects lecturer turnover in private university in Malaysia. This study would allow us to understand how the factors affect towards the turnover of lecturers in private university in Malaysia. According to Krejcie and Morgan (1970) stated in order to save cost and time, we should fix our sample size by using the table of sample size.

3.3.2 Sampling Location and Sampling Frame

Sampling frame is a set of the source materials which is from the sample that is selected (Anthony, 2003). In our study, our target respondents are lecturers who work in the top five private universities in Malaysia. The reason we choose the top five private universities as our research is a representative the group of lecturers' turnover intention in whole Malaysia. Other than that, the number of private universities in Malaysia is too huge and we not able to conduct the research on all of the private university in the period due to time constraint. Thus, we decided choose to take the top five private universities that able to represent the private university in

Malaysia for our research study purpose. According to Ranking Web of Universities (2017) showed that the top five universities are Multimedia University, University of Nottingham, University Tunku Abdul Rahman (UTAR), University Technology Petronas (UTP) and Monash University respectively. By target these universities, we are able to conduct our research and getting data from the lecturers in targeted universities within the dateline.

3.3.3 Sampling Elements

In our research, we have stated that our target respondents are the lectures in top five private universities in Malaysia. Our questionnaire design for the lecturers only and exclude others staff or administrative staff in the university. We choose lecturers only because they play an important role in our research and as well in the high education field. We distributed our questionnaire according to their age, gender, ethnic group, years of their experience in teaching, education level and the university that they currently stay.

3.3.4 Sampling Technique

According to Surbhi (2016) mentioned sampling method are mainly classify into two classifications which is probability and non-probability sampling. Probability sampling is a sampling method which all of the

individual of the population get a fair and pre-specified opportunity to be a representative or part of sample. It is also alternatively known as random sampling. There are four method of sampling in probability sampling which are simple random sampling, stratified sampling, cluster sampling and systematic sampling. However, non-probability sampling is a sampling method where the individuals of the population are not given a fair chance to become part of sample. In non-probability sampling, it has four type of sampling. There are convenience sampling, quota sampling, judgement sampling and also snowball sampling. In our research, convenience sampling is conducted by us. Convenience sampling is a sampling method which relies on the data that collect from the individuals of population who are most conveniently available to take part in the study. Moreover, it is also a sampling method which used the primary data that are first available for our study without additional requirements. We usually conduct our questionnaire during the break or free time of lecturers by asks for their help to answer the questionnaire.

3.3.5 Sampling Size

According to QS Limited (2017) it stated that there are total numbers of 1115 of lecturers in University Tunku Abdul Rahman (UTAR). Since UTAR is ranked in top five private university in Malaysia, we estimated that the other top four private universities which are Monash University, University Nottingham, Multimedia University and University Technology Petronas has a total number of lecturer in the range between 1200 in each university. Thus, the estimated population of the lecturers in the top five private universities are 5915. Sekaran and Bougie (2009) suggested a distributing sample size should according to the population size which we required to distribute a total of 374 sets of questionnaire, but in our

research, we are using google form to distribute our questionnaires to our respondents.

3.4 Research Instrument

3.4.1 Questionnaire Survey

The instrument that we used in our research is questionnaire method. According to Stefan (2016) stated that by using questionnaire to conduct research, we able to reach a huge amount of people relatively economically and easily. Furthermore, by using questionnaire, we able to collect the data in a short time even we have a huge amount of respondents. Moreover, questionnaire is easy for us to analyze the result. It means that we are able to move forward quickly to turn our data into result.

3.4.2 Questionnaire Design

In this part, the questions in the questionnaire are fixed-alternative questions. In each of the fixed-alternative questions, there will provided some suggested answer for the respondents to choose the one which is closest to their view-point. Fixed-alternative questions are easier for the respondents to answer as compared with open-ended questions. Besides that, fixed-alternative questions take shorter time and it save time for the respondents while answer the questionnaire.

Our questionnaire involves of two main sections which are Section A and Section B. Section A which consists of the demographic and personal question of respondents which helps us to understand our respondents. In Section A, it has total 7 questions provided. The questions included are gender, age, race, level of education, experiences which is years of their employment, monthly income and which current university are they in. Furthermore, in Section B, it included four independent variables and a dependent variable. We designed the question based on five point likert scale in order to measure the opinion of the respondent. We interpreted the result by ranging from strongly disagree to disagree, neutral and from strongly agree to agree.

3.4.3 Pilot Study

Before intends study, a research study will be conduct is called a pilot study (Tracy, 2017). Pilot study is to check the accuracy, validity and the reliability of the questionnaire in order to improve the questionnaire's quality. In order to check the variability of the questionnaire, we have prepared 30 sets of questionnaire. A total of 30 sets of questionnaires are randomly distributed to the lecturers in University Tunku Abdul Rahman (UTAR) in order to check the reliable of the questionnaire. Besides that, we are able to collect all the 30 sets questionnaires from our respondents after few days.

Table 3.1: Reliability Analysis Cronbach's Alpha

Variables	Dimension	Number of items	Cronbach's Alpha

Dependent Variable (DV)	Turnover Intention	6	0.884341
Independent Variable (IV)	Organizational Commitment	5	0.844268
	Training and Development Program	5	0.806402
	Job Stress	5	0.709226
	Pay and Reward Satisfaction	5	0.607440

According to the table above, it showed that organizational commitment, training and development program, job stress and pay and reward satisfaction with a coefficient alpha value of 0.844268, 0.806402, 0.709226, 0.607440 in respectively. It also showed that independent variable and dependent variable had fair and good reliability. Hence, this questionnaire is ready to conduct the full study since the pilot test had shown the reliability of this set of questionnaire.

3.5 Constructs Measurement (Scale and Operational Definitions)

3.5.1 Origins of Constructs

Table 3.2: Origin of Constructs

Dimension	Resources Used	Scale of Measurement
Organizational Commitment (Independent Variable)	Mouhamadou (2015)	Interval Scale
Training and Development (Independent Variable)	Afzaal , Mehkar , Adnan (2015)	Interval Scale
Job Stress (Independent Variable)	Muhammad, Raja A, Mehwish, Sadia, Saeed, Imran, Khalid (2012).	Interval Scale
Pay and Reward Satisfaction (Independent Variable)	Chin, Chua, Ong, Tan, Wong (2016)	Interval Scale
Employee Turnover Intention (Dependent Variable)	Yeoh, Lim, Syuhail (2010)	Interval Scale

3.5.2 Scale of Measurement

According to the Stat Trek (2017), the scale of measurement is use for quantify the variables. There are four types of measurement use to measure the variables are ordinal scale, nominal scale, interval scale, and ratio scale. Besides that, in our research, we only apply the nominal scale, ordinary scale, and interval scale the measure the variables. In part A, we use the nominal scale and ordinary scale for the demographic question that ask to the respondents. Besides that, in part B, we use the interval scale to measure the organizational commitment, training and development, job stress, pay and reward satisfaction, and employee turnover intention.

3.5.2.1 Nominal Scale

Nominal scale is using for the label the variables and without consists of quantitative value (Market Research Guy, 2017). In our research, there are two questions using the nominal scale in part A. The questions that we use the nominal scale to measure are gender and race. The both questions consist of gender and race just the labelling and there do not have any ranking or quantitative value involved in the question.

The example shown in below:

Figure 3.1: Example of Nominal Scale

1.) Gender:

☐ Male

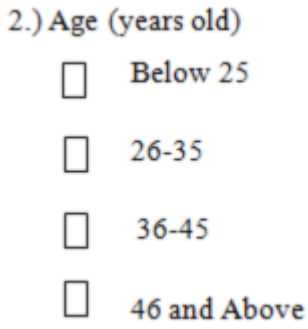
☐ Female

3.5.2.2 Ordinal Scale

Ordinal scale has the characteristic of the nominal scale. Ordinal scale is using to measure the value that has the unique meaning. Ordinal scale has an ordered relationship between each value. According to M&E Studies (2016), ordinal scale is using the ranking and allow the value arrange based on some concept. In our research, there are 4 questions using the ordinal scale in part A. The questions that we use the ordinal scale are age, level of education, experience and monthly income.

The example shown in below:

Figure 3.2: Example of Ordinal Scale



3.5.2.3 Interval Scale

Interval scale has the characteristic of ordinal scale and nominal scale. Interval scale also consider as a Likert scale. According to Rahul (2014), interval scale is the difference between the objects and it can be compared. The zero point in the interval scale is arbitrary. We have used the interval scale in part B to measure the all of the independent variables and dependent variable. The five interval scales that we use in the questionnaires allow the respondent to select the answer based on which they are agreed or disagree from the questions.

The example shown in below:

Figure 3.3: Example of Interval Scale

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

JOB STRESS	SD	D	N	A	SA
1. I often feel stress at work.	1	2	3	4	5
2. The job difficulty usually brings me sleeplessness.	1	2	3	4	5
3. I feel exhausted after daily work.	1	2	3	4	5
4. I feel depressed and unhappy at work.	1	2	3	4	5
5. I experience excessive work pressure.	1	2	3	4	5

3.6 Data Processing

Data processing is the important part for the researcher to complete their research. Data processing have four steps which are data coding, data editing, data checking, and data transcribing to collect the data. The data that collected from the questionnaires that distribute to the respondents can transfer into the valuable information. The researcher will use the information that collect to do the analysis by using the research tools: Statistical Analysis System (SAS) Enterprise Guide.

3.6.1 Data Checking

The first step in the data processing is data checking. We required to check the questionnaires before distribute to the target respondents. In order to reduce mistakes, we make sure that the questionnaire distributed able to collect back with a complete set of data without missing a single question and answer from the respondents. The aim of doing the data checking is to complete the research with a precision data for future study.

3.6.2 Data Editing

Data editing is the next step after the data checking in the data processing. In the data editing, we need to review the questionnaire that is there any ambiguous, omission, and missing answer or not (Shakeel, 2013). We need to adjust the data that missing or omissions to make the data more accurate and completely. Besides that, we will choose the data based on the answerer's patterns that answer to the question. We will ignore the particular questionnaire if there have too many incomplete questions.

3.6.3 Data Coding

The third step in data processing is data coding. Data coding is the step for the researcher to group the respondents by entry the data into the research tool: Statistical Analysis System (SAS) Enterprise Guide. It can assign the number to the participant's responses and entered into the database. For example, the question in the part A of questionnaire that distribute to the

respondents, the demographic question: gender. The gender of respondents will code as 1 for male and 2 for female. Besides that, the question in part B of the questionnaire will use the 5-point Likert Scale to code: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree and 99=Missing Data.

3.6.4 Data Transcribing

The last step in the data processing is data transcribing. Data transcribing is the process that transfer the data and enter the data after coding by using the Statistical Analysis System (SAS) Enterprise Guide. Before conducting the reliability test, the reverse scoring for the negative question in the questionnaire is produce to remain the consistency of the response (Chin et al. 2016).

3.7 Data Analysis

Data analysis include summarizes the data, ordering, rearranging the data and manipulating the data. After collecting the data, SAS Enterprise Guide which is a computer software system is apply to interpret and analyses the data. In our research, it consists of several statistical techniques which are inferential analysis, descriptive analysis and scale measurement (i.e. reliability test).

3.7.1 Descriptive Analysis

Descriptive analysis is referring to the analysis that helps to characterize, summarize and show the data about the sample or population in meaningful way (William, 2008). This method allowed us to understand the factors of the non-adopter and as well as adopters with different independent variable in our study. Moreover, this analysis is usually used to measure population factors due to the sample data that have been collected. In our research, descriptive analysis has been conducted by us in order to collect information. In Section A of our questionnaire consists of 7 questions about the demographic information of the respondents.

3.7.2 Scale Measurement (Reliability Test)

According to Christopher (2017) he stated that reliability is synonymous to the unanimously of a survey, observation, test as well as other measuring device. When answering the research question, reliable data is a prior vital data. It is very important to decide whether the data sets that collected by distinct observer shows degree of consistent value. So, Cronbach Alpha Test was used estimate the reliability for every dimension for the purpose of decide the consistency of survey value. Besides that, when the alpha of Cronbach is closer to one, it means that there is a higher internal consistency reliability (Sekaran and Bougie, 2010).

Table 3.3: Cronbach's Coefficient Alpha

Level of Reliability	Coefficient Alpha ranges, α
Poor Reliability	Less than 0.60
Fair Reliability	0.60 to 0.70
Good Reliability	0.70 to 0.80
Very Good Reliability	0.80 to 0.95

Source: Sekaran and Bougie (2010)

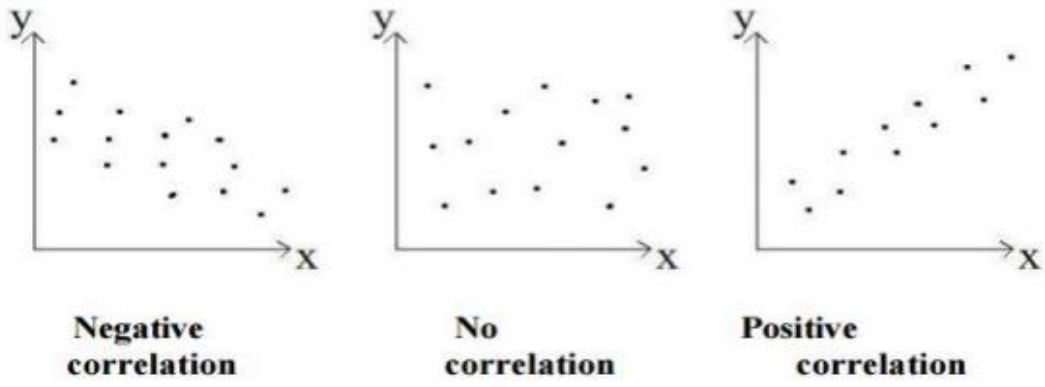
From the table, we can see that when the alpha value between the 0.80 - 0.95, it is very good reliability. However, when the alpha value is between 0.70 – 0.80, it is good reliability. When alpha value is between 0.60 – 0.70 is fair reliability. When alpha value is less than 0.60, is poor reliability.

3.7.3 Inferential Analysis

Inferential analysis used the data that drawn from the population to calculate the statistical. The researcher will use the sample or samples from the millions of respondent and make inferences about the whole population using the sample better than using whole population to gather the data (Descriptive & Inferential Statistics, n. d.). Some of the illustrations of the inferential statistics commonly used in survey data analysis are t-tests that compare the group average, correlation and regression, analyses of variance, and advanced technique.

3.7.3.1 Pearson's Correlation Coefficient

Pearson correlation coefficient is a technique to measure the strengths and the direction of the association between two variables. It is used to measure how the data related. Pearson correlation coefficient also can define how strong the relationship between the dependent variable and independent variable is. According to Jessica (2016), the range of the coefficient value is between -1.0 and +1.0. When the coefficient value is negative range, the relationship between two variables is negatively correlated. While, when the coefficient value is positive range, the relationship between two variables is positively correlated. When the coefficient value is zero, the relationship between two variables is no correlation.



Source: Chee, Goy Leow, Moo, Wong (2016). Creating work-life balance among school teachers in secondary school in Kampar, Perak: A study on job stress.

Table 3.4: Rules of Thumb about Correlation Coefficient Size

Size of Correlation	Interpretation
±0.91- ±1.00	Very Strong
±0.71- ±0.90	High
±0.41- ±0.70	Moderate

±0.21- ±0.40	Small but define relationship
±0.00- ±0.20	Slight, almost negligible

Source: Chin, Chua, Ong, Tan, Wong (2016). The impact of motivation on employees' job performance at prudential assurance Malaysia Berhad in Seberang Jaya, Penang.

The table shows that when the size of correlation is ±0.91- ±1.00, the interpretation is very strong. However when the size of correlation is ±0.71- ±0.90, the interpretation is high. When the size of correlation is ±0.41- ±0.70, the interpretation is moderate. Besides that, when the size of correlation is ±0.21- ±0.40, the interpretation is small but define relationship. When the size of correlation is ±0.00- ±0.20, the interpretation is slight and almost negligible.

3.7.3.2 Multiple Linear Regression

Multiple linear regression is the most frequent form of linear regression analysis. Multiple linear regression is a statistical tool to evaluate the relationship of independent variables to justify the dependent variables (Multiple linear regression, n. d.). It can be used when the independent is two or more and collect all the data that needed.

Below is the formula of the linear equation:

$$\mathbf{Y' = a + b_1X_1 + b_2X_2}$$

Y'= a + b1X1 + b2X2 + b3X3 + b4X4

Where

Y' = Dependent variable

a = Constant, "Y intercept"

b = Coefficient of each independent variable

X1 = Organizational Commitment

X2 = Training and Development

X3 = Job Stress

X4 = Pay and Reward Satisfaction

3.8 Conclusion

Chapter three is guiding researchers how to collect the data by using research design, data collection methods, sampling design. In addition, researchers would like to determine the collected data in term of research instrument, construct measurement, data processing and analysis. We would like to interpret the result in the following chapter.

CHAPTER 4 RESEARCH RESULTS

4.0 Introduction

This chapter outlines how researchers analysed and interpreted the data by applying Statistical Analysis System (SAS) Enterprise Guide. This study has collected 315 set of questionnaires from all top five private universities in Malaysia. This chapter further explain in term of descriptive analysis, scale measurement and inferential analyses.

4.1 Descriptive Analysis

In descriptive analysis the seven demographic questions about the respondents in the questionnaire will be analyses. The questions are including the gender, age, races, level of education, monthly income, and university.

4.1.1 Respondents Demographic Profile

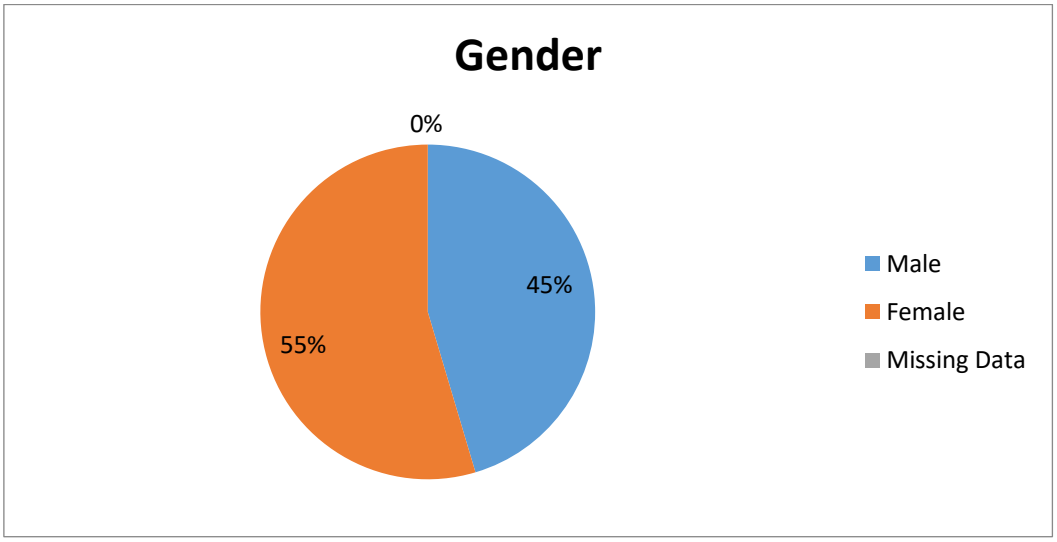
4.1.1.1 Gender

Table 4.1: Respondent's Gender

Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	143	45.40	143	45.40
Female	172	54.60	315	100.00
Missing Data	0	0	315	100.00

Source: Developed for the research

Figure 4.1: Respondent's Gender



Source: Develop for the research

The pie chart shows that the gender of the respondent who participate in the questionnaire that we distribute. There have 143 male respondents participate in the questionnaire with around 45%, while there have 172 female respondents participate in the questionnaire with around 55%. In our research we found that the most of the respondent are female. Besides that, there have no missing data in this research.

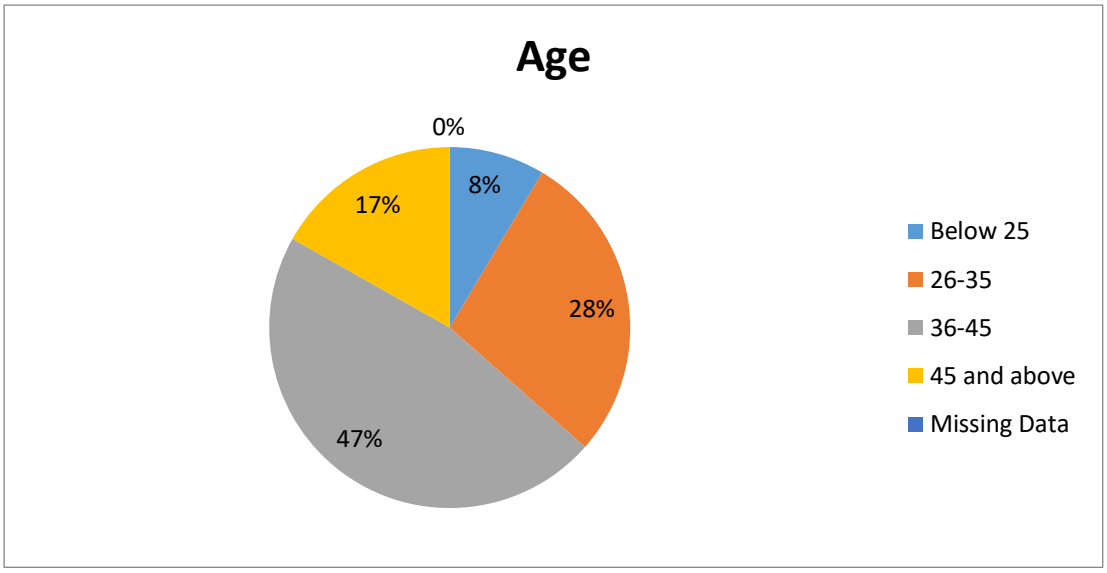
4.1.1.2 Age

Table 4.2: Respondent's Age

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Below 25	27	8.57	27	8.57
26-35	88	27.94	115	36.51
36-45	147	46.67	262	83.17
46 and above	53	16.83	315	100.00
Missing Data	0	0	315	100.00

Source: Develop for the research

Figure 4.2: Respondent's Age



Source: Develop for the research

The pie chart is about the age of the respondents. The age of 27 respondents that out of 315 is below 25 and it is the lowest percent by around 8%. The highest age of the respondent is between 36 to 45 years old, this is because there have 147 respondents with around 47%. The numbers of the respondent participate in the age 26-35, 46 and above are 88 and 53 respectively.

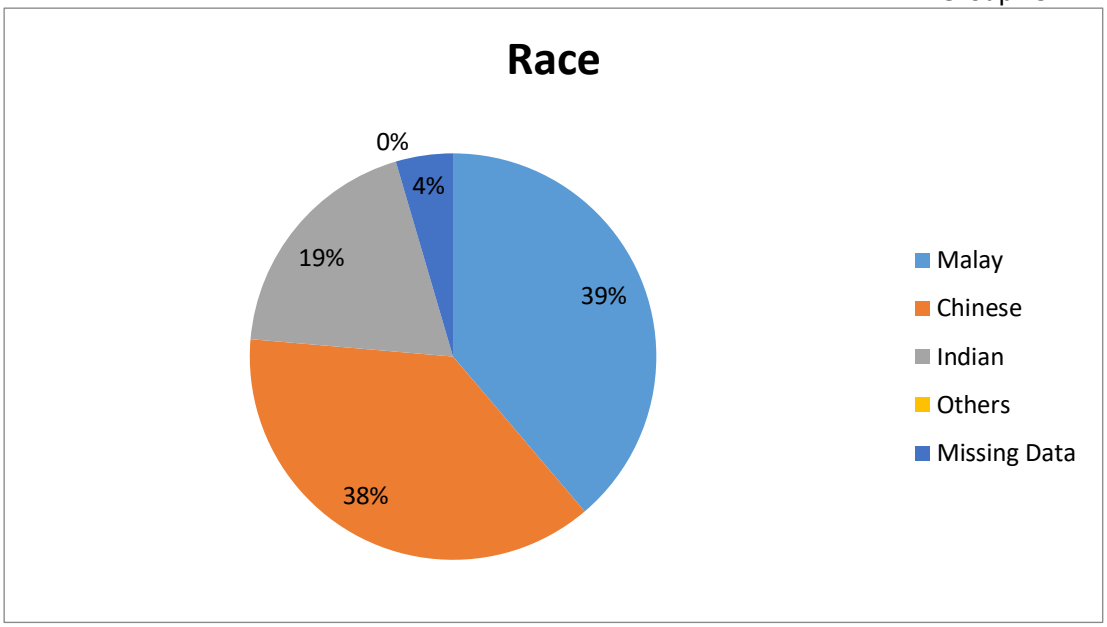
4.1.1.3 Race

Table 4.3: Respondent's Race

Race	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Malay	128	40.63	128	40.63
Chinese	124	39.37	252	80.00
Indian	63	20.00	315	100.00
Others	0	0	315	100.00
Missing Data	0	0	315	100.00

Source: Develop for the research

Figure 4.3: Respondent's Race



Source: Develop for the research

The pie chart shows the respondent's race that participates in our research. Most of the respondents in our research are Malay. There have around 39% are Malay. Besides that, there have 63 Indian respondents with 19% and 124 Chinese respondents with 38% in our research.

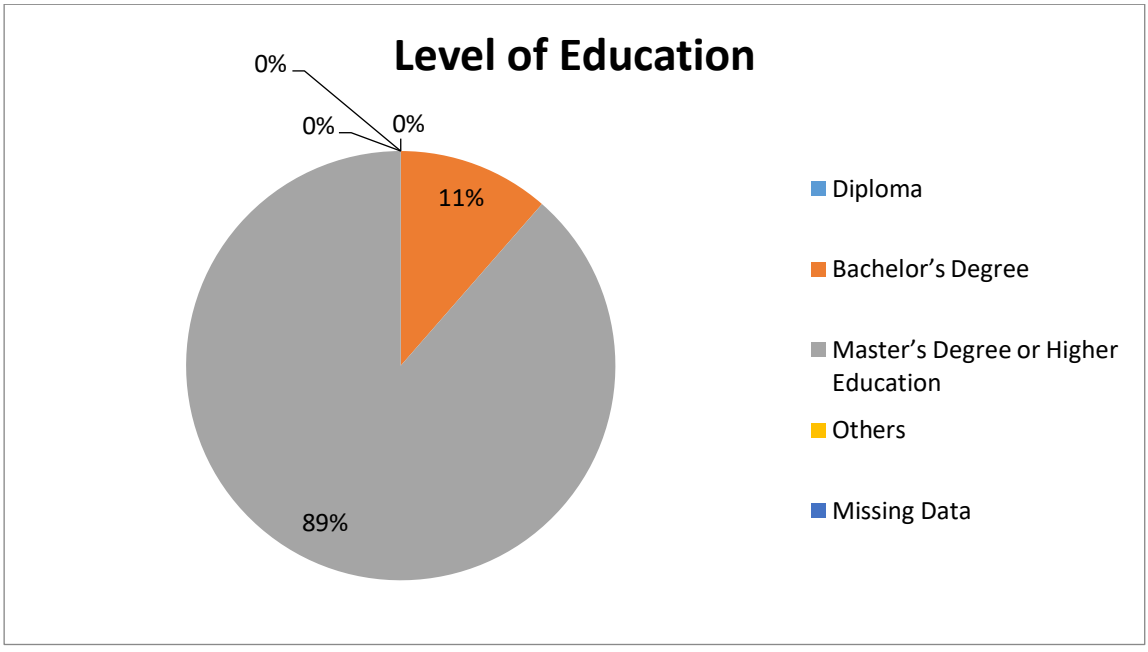
4.1.1.4 Level of education

Table 4.4: Respondent's Level of Education

Level of Education	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Diploma	0	0	0	0
Bachelor's Degree	36	11.43	36	11.43
Master's Degree or Higher Education	279	88.57	315	100.00
Others	0	0	315	100.00
Missing Data	0	0	315	100.00

Source: Develop for the research

Figure 4.4: Respondent's level of education



Source: Develop for the research

The pie chart shows that the level of education of the respondent. The Bachelor's Degrees have 11% with 36 respondents in our research, while the Master's Degree or Higher Education has 89% with 279 respondents out of the 315 respondents. There are no respondent of the level of education of Diploma in our research.

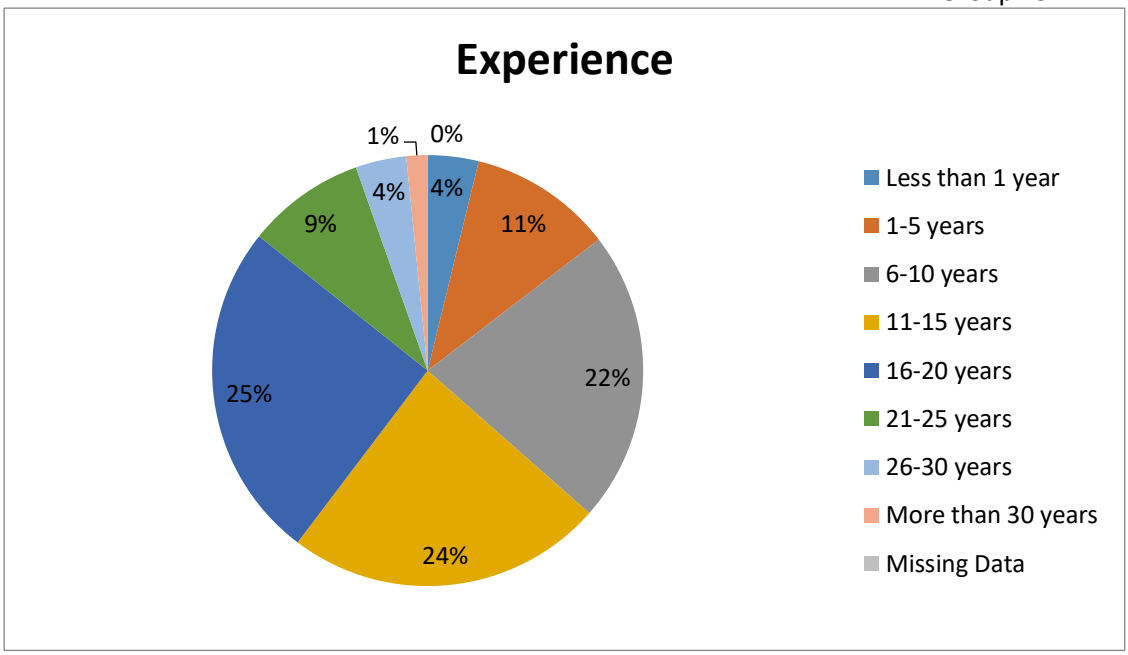
4.1.1.5 Experience

Table 4.5: Respondent's Experience

Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Less than 1 year	12	3.81	12	3.81
1-5 years	34	10.79	46	14.60
6-10 years	69	21.90	115	36.51
11-15 years	75	23.81	190	60.32
16-20 years	80	25.40	270	85.71
21-25 years	28	8.89	298	94.60
26-30 years	12	3.81	310	98.41
More than 30 years	5	1.59	315	100.00
Missing Data	0	0	315	100.00

Source: Develop for the research

Figure 4.5: Respondent's Experience



Source: Develop for the research

The pie chart illustrates the experience of the respondents. The major respondents in our research have 16-20 years' experience in become a lecturer, there have around 25% of respondent with the experience in 16-20 years. Besides that, the second higher is the respondent with 11-15 years' experience in becoming a lecturer, there are 75 respondent with around 24%. There have also had the experience lecturer in our research with more than 30 years teaching experiences. Moreover, there also had the less experience lecturer in our research, they just started become the lecturer in the university.

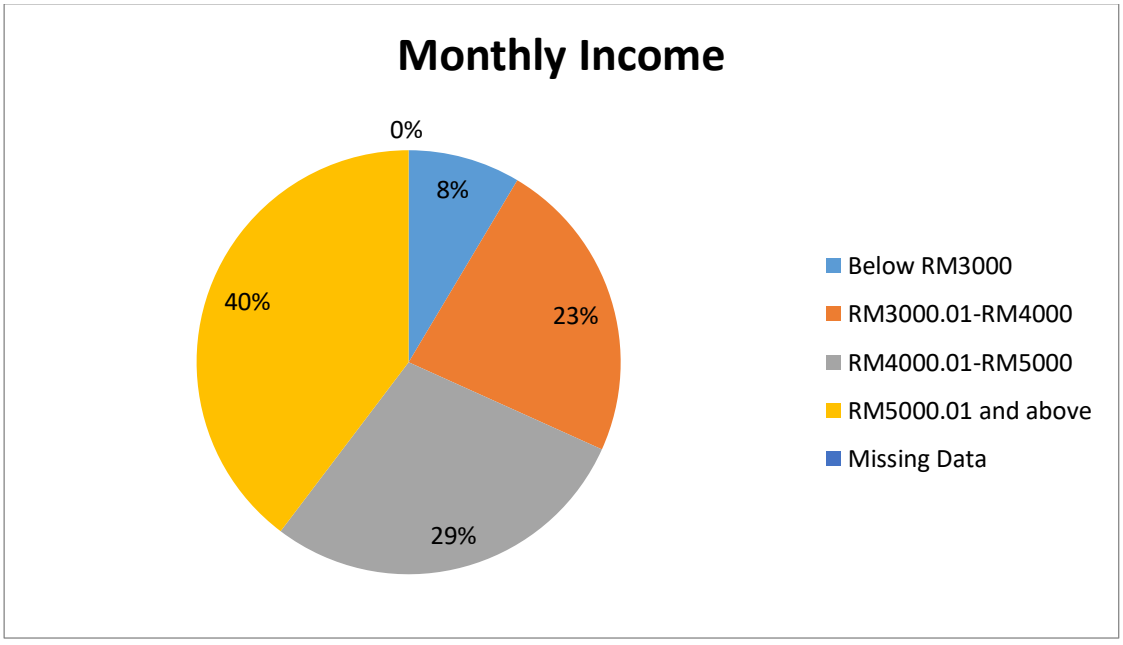
4.1.1.6 Monthly Income

Table 4.6: Respondent's Monthly Income

Monthly Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Below RM3000	27	8.57	12	8.57
RM3000.01-RM4000	73	23.17	100	31.75
RM4000.01-RM5000	90	28.57	190	60.32
RM5000.01 and above	125	39.68	315	100.00
Missing Data	0	0	315	100.00

Source: Develop for the research

Figure 4.6: Respondent's Monthly Income



Source: Develop for the research

The pie chart shows the monthly income of the respondent. The monthly incomes of the 29% with 90 respondents are RM4000.01-RM5000. Furthermore, the monthly incomes with below RM3000 and RM3000.01-RM4000 have around 8% and 23% respondents respectively. There also have 40% of the respondent is earning more than RM5000.01 in a month.

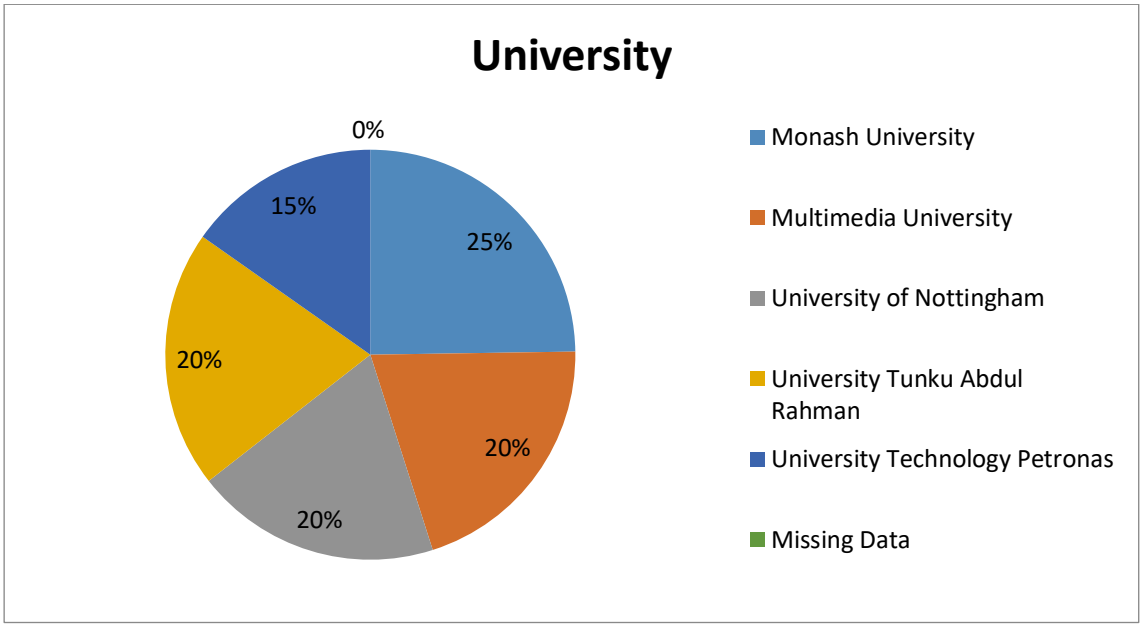
4.1.1.7 Universities

Table 4.7: Respondent's Universities

University	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Monash University	78	24.76	78	24.76
Multimedia University	64	20.32	142	45.08
University of Nottingham	61	19.37	203	64.44
University Tunku Abdul Rahman	64	20.32	267	84.76
University Technology Petronas	48	15.24	315	100.00
Missing Data	0	0	315	100.00

Source: Develop for the research

Figure 4.7: Respondent's University



Source: Develop for the research

The pie chart is about the university that respondents work. There have 25% of the respondents is come from the Monash University. Moreover, each of the Multimedia University, University of Nottingham, and University Tunku Abdul Rahman has 20% of respondent participate in our research. University Technology Petronas also have 15% of respondent in our research.

4.1.2 Central Tendencies Measurement of Constructs

Central tendencies shows all the mean and standard deviation of all of the questions in the questionnaires we prepared by using the SAS Enterprise Guide 7.11.

4.1.2.1 Organizational Commitment

Table 4.8: Central Tendencies Measurement of Organizational Commitment

No.	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard deviation ranking
Organizational Commitment 1	I would be very happy to spend the rest of my career with this organizational.	351	3.810	0.872	3	4
Organizational Commitment 2	I feel a strong sense of "belonging" to my organizational.	351	3.991	1.084	1	3
Organizational Commitment 3	I feel "emotionally attached" to this organizational.	351	3.825	1.191	2	1

Organizational Commitment 4	I do not feel like "part of member" at my organizational	351	3.718	1.170	5	2
Organizational Commitment 5	I would feel guilty if I left my organization now.	351	3.768	1.170	4	2

Source: Data created for the research

The table above shows the mean and standard deviation of each of the statements of Organizational Commitment. Besides that, it also shows the rankings of both mean and standard deviation. The highest value of mean among the statements is Organizational Commitment 2 with value of 3.991 and the highest in standard deviation is Organizational Commitment 3 with value of 1.084. On the other hand, the lowest mean of the statements is Organizational Commitment 4 with value 1.170 where Organizational Commitment 1 has the lowest standard deviation with the value of 0.872. Follow by the highest mean is Organizational commitment 3 with the value of 3.825, Organizational Commitment 1 with mean value 3.810, Organizational Commitment 5 with value 3.768. On the standard deviation side, the second highest value is Organizational Commitment 4 and 5 with value 1.170, follow by Organizational Commitment 2 with value 1.084.

4.1.2.2 Training and development

Table 4.9: Central Tendencies Measurement of Training and development

No.	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard deviation ranking
Training and development 1	Training and development should apply for every employees	351	4.121	0.933	3	4
Training and development 2	Training and development able to increase my loyalty	351	4.235	0.823	1	5
Training and development 3	I feel training and development make me skilful	351	4.175	1.046	2	3
Training and development 4	I feel that training only for talented workers	351	3.746	1.148	4	2
Training and development 5	I feel to leave the company with better paid after well trained	351	3.689	1.156	5	1

Source: Data created for the research

The table above shows the mean and standard deviation of each of the statements of Training and Development. Besides that, it also shows the rankings of both mean and standard deviation. The highest value of mean among the statements is Training and Development 2 with value of 4.235 and the highest in standard deviation is Training and Development 5 with value of 1.156. On the other hand, the lowest mean of the statements is Training and Development 5 with value 3.689 where Training and Development 2 have the lowest standard deviation with the value of 0.823. Follow by the highest mean is Training and Development 3 with the value

of 4.175, Training and Development 1 with mean value 4.121, Training and Development 4 with value 3.746. On the standard deviation side, the second highest value is Training and Development 4 with value 1.148, follow by Training and Development 3 with value 1.046, Training and Development 1 with value 0.933.

4.1.2.3 Job Stress

Table 4.10: Central Tendencies Measurement of Job Stress

No.	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard deviation ranking
Job Stress 1	I often feel stress at work.	351	3.708	1.180	3	1
Job Stress 2	The job difficulty usually brings me sleeplessness.	351	3.819	1.026	2	3
Job Stress 3	I feel exhausted after daily work.	351	3.698	0.948	4	4
Job Stress 4	I feel depressed and unhappy at work.	351	3.533	1.132	5	2
Job Stress 5	I experience excessive work pressure	351	3.892	0.879	1	5

Source: Data created for the research

The table above shows the mean and standard deviation of each of the statements of Job Stress. Besides that, it also shows the rankings of both mean and standard deviation. The highest value of mean among the statements is Job Stress 1 with value of 3.892 and the highest in standard deviation is Job Stress 1 with value of 1.180. On the other hand, the lowest

mean of the statements is Job Stress 4 with value 3.533 where Job Stress 5 have the lowest standard deviation with the value of 0.879. Follow by the highest mean is Job Stress 2 with the value of 3.819, Job Stress 1 with mean value 3.708, Job Stress 3 with value 3.698. On the standard deviation side, the second highest value is Job Stress 4 with value 1.132, follow by Job Stress 2 with value 1.026, Job Stress 3 with value 0.948.

4.1.2.4 Pay and reward satisfaction

Table 4.11: Central Tendencies Measurement of Pay and reward satisfaction

No.	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard deviation ranking
Pay and reward satisfaction 1	I believe financial rewards (salary, bonus and other perks) could increase motivation at work place.	351	4.305	0.779	1	5
Pay and reward satisfaction 2	I am satisfied with the company pay structure.	351	3.987	0.994	3	1
Pay and reward satisfaction 3	I believe rewards should be based on performance	351	3.921	0.894	4	4
Pay and reward satisfaction 4	My superior recognizes the extra effort that I put at workplace.	351	4.076	0.941	2	2
Pay and reward satisfaction 5	My company provides fair promotion opportunities to the employees.	351	3.886	0.940	5	3

Source: Data created for the research

The table above shows the mean and standard deviation of each of the statements of Pay and Reward Satisfaction. Besides that, it also shows the rankings of both mean and standard deviation. The highest value of mean among the statements is Pay and Reward Satisfaction 1 with value of 4.305 and the highest in standard deviation is Pay and Reward Satisfaction 2 with value of 0.994. On the other hand, the lowest mean of the statements is Pay and Reward Satisfaction 5 with value 3.886 where Pay and Reward Satisfaction 1 have the lowest standard deviation with the value of 0.779. Follow by the highest mean is Pay and Reward Satisfaction 4 with the value of 4.076, Pay and Reward Satisfaction 2 with mean value 3.987, Pay and Reward Satisfaction 3 3.921. On the standard deviation side, the second highest value is Pay and Reward Satisfaction 4 with value 0.941, follow by Pay and Reward Satisfaction 5 with value 0.940, Pay and Reward Satisfaction 3 with value 0.894.

4.1.2.5 Turnover Intention

Table 4.12: Central Tendencies Measurement of Turnover Intention

No.	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard deviation ranking
Turnover Intention 1	I would like to resign myself from the job	351	2.898	1.036	4	5
Turnover Intention 2	I will probably resign the job within a year	351	2.797	1.238	5	1
Turnover Intention 3	I often think about quitting current job.	351	2.911	1.199	3	2
Turnover Intention 4	I want to look for a new job next year..	351	2.673	0.999	6	6

Turnover Intention 5	I think this is the best company for me work for.	351	3.781	1.065	1	4
Turnover Intention 6	I like to work for some other company but in the same sector that I am currently working.	351	3.197	1.156	2	3

Source: Data created for the research

The table above shows the mean and standard deviation of each of the statements of Turnover Intention. Besides that, it also shows the rankings of both mean and standard deviation. The highest value of mean among the statements is Turnover Intention 5 with value of 3.781 and the highest in standard deviation is Turnover Intention 2 with value of 1.238. On the other hand, the lowest mean of the statements is Turnover Intention 4 with value 2.673 where Turnover Intention 4 have the lowest standard deviation with the value of 0.999. Follow by the highest mean is Turnover Intention 6 with the value of 3.197, Turnover Intention 3 with mean value 2.911, Turnover Intention 1 with value 2.898, Turnover Intention 2 with value 2.797. On the standard deviation side, the second highest value is Turnover Intention 3 with value 1.199, follow by Turnover Intention 6 with value 1.156, Turnover Intention 5 with value 1.065 and Turnover Intention 1 with value 1.036.

Table 4.13: Summary of Central Tendencies Measurement

Variables	Dimension	Mean	Standard Deviation
Independent Variables	Organization Commitment	3.822	1.097
	Training and Development	3.993	1.021
	Job Stress	3.730	1.033

	Pay and reward satisfaction	4.035	0.910
Dependent variable	Turnover Intention	3.043	1.116

Source: Data created for the research

Table shows the mean and standard deviation of all the independent variables and dependent variable. According to the table, pay and reward satisfaction have the highest value of mean with value of 4.035 while turnover intention have the highest value of standard deviation with value of 1.116. On the other hand, turnover intention has the lowest value of mean with 3.043 and pay and reward satisfaction also has the lowest value of standard deviation with 0.910.

4.2 Scale Measurement

4.2.1 Reliability Test

Variables	Dimension	Number of items	Cronbach's Alpha
Dependent Variable (DV)	Turnover Intention	6	0.802215
	Organizational Commitment	5	0.823256

Independent Variable (IV)	Training and Development Program	5	0.618039
	Job Stress	5	0.783917
	Pay and Reward Satisfaction	5	0.860728

Table 4.14: Summary of reliability test

Source: Developed for the research

Cronbach's Alpha analysis is used to determine the reliability of the independent and dependent variables. The reliability of variables can be explained by using Alpha coefficient ranging in value from 0 to 1 meaning complete consistency of the test. According to the table above, it showed the result of six variables in reliability test. The results of employee turnover intention, organizational commitment and pay and reward satisfaction showed Cronbach's Alpha are 0.802215, 0.82326, 0.860728 which fall under the range of α=0.80 to 0.95 very good reliability from the test. Next, Job stress obtained a Cronbach's alpha of 0.783917 indicate a good reliability in the result and followed by the training and development alpha value of 0.618039 which interpreted as fair reliability. The minimum requirement 0.60 of full scale of the research implemented for each of the constructs. Since all the variables showed the Cronbach's alpha above 0.60, it can conclude that the overall reliability of questionnaire used in this research study is consider good.

4.3 Inferential Analyses

4.3.1 Pearson's Correlation Coefficient

The person correlation analysis is used to measure the direction, strength and significances of linear relationship between the variables which divided into dependent and independent variables. In this research, we are using Pearson's Correlation Analysis to test four independent variables which are organization commitment, training and development program, job stress and pay and rewards satisfaction.

Table 4.15: Coefficient Range that Shows the Strengths of Association of Pearson Correlation Coefficient

Coefficient Range	Strength of Association
±0.91 to ±1.00	Very strong
±0.71 to ±0.90	High
±0.41 to ±0.70	Moderate
±0.21 to ±0.40	Small but definite relationship
±0.01 to ±0.20	Slight, almost negligible

Source: Hair, J., Money, A., Samouel, P., & Page, M. (2007). *Research Methods for Business*. New York: John Wiley & Sons, Inc.

4.3.1.1 Hypotheses 1

Table 4.16: Correlations between Organizational Commitment and Turnover Intention

		Organization Commitment	Turnover Intention
Organization	Pearson	1	-0.54766

Commitment	Correlations		
	Sig. (2-tailed)		<0.0001
Turnover Intention	Pearson Correlations	-0.54766	1
	Sig. (2-tailed)	<0.0001	

Source: Developed from the research

H0: There is no significant relationship between organizational commitment and lecturers' turnover intention.

H1: There is significant relationship between organizational commitment and lecturers' turnover intention.

The result in table 4.16 shows a negative relationship between organization commitment and turnover intention. The variable of organization commitment has a -0.54766 correlations with the variable of turnover intention. Therefore, when organization commitment increase, the turnover intention also will decrease. The correlation coefficient value 0.54766 is fall within the range of ±0.41 to ±0.70. Thus, the relationship between organization commitment and turnover intention is moderate relationship. The relationship between both of them is significant as the p-value <0.0001 is lower than alpha value which is 0.01.

4.3.1.2 Hypotheses 2

Table 4.17: Correlations between Training and Development and Turnover Intention

		Training and	Turnover

		Development	Intention
Training and Development	Pearson Correlations	1	0.19746
	Sig. (2-tailed)		0.0004
Turnover Intention	Pearson Correlations	0.19746	1
	Sig. (2-tailed)	0.0004	

Source: Developed from the research

H0: There is no significant relationship between training and development program and lecturers' turnover intention.

H1: There is significant relationship between training and development program and lecturers' turnover intention.

Based on the table 4.17 indicated that there is a significant positive relationship between training and development program and turnover intention due to the positive correlation coefficient value. The training and development variable has 0.19746 correlations with the turnover intention variable. Therefore, when training and development increase, the turnover intention will increase. The correlation coefficient value is 0.19746, within the range from ±0.01 to ±0.20. Therefore, the relationship between training and development program and turnover intention is consider as low relationship and significant due to the p-value 0.0004 which is lower than the alpha value 0.01.

4.3.1.3 Hypotheses 3

Table 4.18: Correlations between Job Stress and Turnover Intention

		Job Stress	Turnover Intention
Job Stress	Pearson Correlations	1	0.18870
	Sig. (2-tailed)		0.0008
Turnover Intention	Pearson Correlations	0.18870	1
	Sig. (2-tailed)	0.0008	

Source: Developed from the research

H0: There is no significant relationship between job stress and lecturers' turnover intention.

H1: There is significant relationship between job stress and lecturers' turnover intention.

As shown in the table 4.18, the positive value of correlation indicates a positive relationship between job stress and turnover intention because of the job stress variable has a 0.18870 correlations towards the turnover intention variable. Thus, the turnover intention will decrease when the job stress decrease. The correlation coefficient value 0.18870 is within the range from ±0.01 to ±0.20. Thus the relationship between turnover intention and job stress variables is low relationship and significant due to the p-value 0.0008 is lower than alpha value 0.01.

4.3.1.4 Hypotheses 4

Table 4.19: Correlations between Pay and Rewards Satisfaction and Turnover Intention

		Pay and Rewards Satisfaction	Turnover Intention

Pay and Rewards Satisfaction	Pearson Correlations	1	-0.81417
	Sig. (2-tailed)		<0.0001
Turnover Intention	Pearson Correlations	-0.81417	1
	Sig. (2-tailed)	<0.0001	

Source: Developed from the research

H0: There is no significant relationship between pay and rewards satisfaction and lecturers' turnover intention.

H1: There is significant relationship between pay and rewards satisfaction and lecturers' turnover intention.

Table 4.19 shows that there is a negative relationship between pay and rewards satisfaction and turnover intention. The variable of pay and rewards satisfaction has a negative 0.81417 correlations with the variable of turnover intention. This mean that when the pay and rewards satisfaction increase, the turnover intention also will decrease. The correlation coefficient value is 0.81417 and it is fall under ±0.71 to ±0.90. This shows that there is a high relationship between turnover intention and pay and rewards satisfaction variables. The p-value with <0.0001 is lower than alpha value 0.01 has proven that a significant relationship between both of them.

4.3.2 Multiple Regression Analysis

Table 4.20: R square's Model Summary

Root MSE	2.72750	R-Square	0.7043
Dependent Mean	18.41429	Adjusted R-Square	0.7004
Coefficient Variance	14.81189		

Source: Developed from the research

The R square value demonstrated that the variations in the dependent variable can be interpreted by the independent variables' percentage. From the table 4.3.2.1, 0.7043 is the generated R square result which independent variable included training and development program, organization commitment, job stress and pay and rewards satisfaction can explain 70.43% of the variation in turnover intention (dependent variable) in this research.

Table 4.21: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr>F
Model	4	5491.62019	1372.90505	184.55	<0.0001
Error	310	2306.17663	7.43928		
Corrected Total	314	7797.79683			

Source: Developed form the research

Based on the table 4.21, the p-value is <0.0001 which is less than alpha value 0.05 and the F-statistic is significant with the value of 184.55. The model is a good descriptor of relation between the dependent and predictor variables for this study. Therefore, the independent variables including training and development program, organization commitment, job stress

and pay and rewards satisfaction are significantly explain the variance in turnover intention.

Table 4.22: Parameter Estimates

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t value	Pr>|t|
Intercept	1	21.32412	1.09751	19.43	<0.001
Organization commitment	1	-0.13724	0.05637	-2.43	0.0155
Training and Development Program	1	0.22958	0.08144	2.82	0.0051
Job stress	1	0.13460	0.06130	2.2	0.0289
Pay and rewards satisfaction	1	-0.81985	0.04295	-19.09	<0.0001

Source: Developed form the research

Table 4.23: Parameter Estimates for Organization Commitment

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t value	Pr>|t|
Organizational Commitment	1	-0.13724	0.05637	-2.43	0.0155

Source: Developed from the research

Hypotheses 1:

H1: There is significant relationship between organizational commitment and lecturers' turnover intention.

Based on the result in the table 4.23, the variable of organization commitment is significant to the predictions of dependent variable (turnover intention). It has significant value of 0.0155 which is lower than the alpha value of 0.05. Thus, alternate hypothesis 2 was supported.

Table 4.24: Parameter Estimates for Training and Development Program

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t value	Pr>|t|
Training and Development Program	1	0.22958	0.08144	2.82	0.0051

Source: Developed from the research

Hypotheses 2:

H1: There is significant relationship between training and development program and lecturers' turnover intention.

Based on the result in the table 4.24, the variable of training and development program is significant to the predictions of dependent variable (turnover intention). It has significant value of 0.0051 which is lower than the alpha value of 0.05. Thus, alternate hypothesis 1 was supported.

Table 4.25: Parameter Estimates for Job Stress

Parameter Estimates					
Variable	DF	Parameter	Standard	t value	Pr>|t|

		Estimate	Error		
Job Stress	1	0.13460	0.06130	2.2	0.0289

Source: Developed from the research

Hypotheses 3:

H1: There is significant relationship between job stress and lecturers' turnover intention.

Based on the result in the table 4.25, the variable of job stress is significant to the predictions of dependent variable (turnover intention). It has significant value of 0.0289 which is lower than the alpha value of 0.05. Thus, alternate hypothesis 3 was supported.

Table 4.26: Parameter Estimates for Pay and Rewards Satisfaction

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t value	Pr>|t|
Pay and Rewards Satisfaction	1	-0.81985	0.04295	-19.09	<0.0001

Source: Developed from the research

Hypotheses 4:

H1: There is significant relationship between pay and rewards satisfaction and lecturers' turnover intention.

Based on the result in the table 4.26, the variable of pay and rewards satisfaction is significant to the predictions of dependent variable (turnover intention). It has significant value of 0.0001 which is lower than the alpha value of 0.05. Thus, alternate hypothesis 4 was supported.

Regression Equation

Turnover intention = 21.32412 + 0.22958 (Training and development program) - 0.13724 (organization commitment) + 0.13460 (job stress) – 0.81985 (pay and rewards satisfaction)

21.32412
0.22958
-0.13724
0.13460
-0.81985

According to the regression equation,

Increasing of one unit of Training and Development Program will decrease 1.09416 unit of turnover intention;

Increasing of one unit of Organization Commitment will decrease -0.13724 unit of turnover intention;

Increasing of one unit of Job Stress will increase 0.13460 unit of turnover intention;

Increasing of one unit of pay and rewards satisfaction will decrease 0.81985 unit of turnover intention;

From the equation, the variable of predictor which has the highest contribution is pay and rewards satisfaction to the turnover intention's deviation which has the highest beta value of 0.81985. However, the one predictor variable which contributes the least is job stress toward the turnover intention's deviation with the beta value of 0.13460.

4.4 Conclusion

End of the chapter, researchers had interpreted the result from the data collected in term of descriptive analysis, scale measurement, reliability test, Pearson correlation Coefficient and also Multiple Regression test by using SAS Enterprise Guide. The remaining chapter will discuss more on major findings and discussion.

CHAPTER 5 DISCUSSION AND CONCLUSION

5.0 Introduction

Last chapter from the research study, researchers would like to discuss the findings of the result obtained from previous chapter, implication of the study for practitioners, limitation as well as recommendation for future studies related to this topic and summarize of this chapter.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

5.1.1.1 Respondents Demographic Profile

From the demographic analysis we found that in the chapter 4.1.1, there are 315 respondents participated in the research. The majority of the respondents in our research is female that consists of 172 (54.60%) while the rest of the 143 respondents (45.40%) are male.

Besides that, the majority of the age group of the respondents in our research is between 36 to 45 years old which included 147 respondents and occupied 46.67%. Next, the second highest age group is the range of 26 to 35 years old which consists 88 of respondents (27.94%) in the research.

Follow by the third highest group from the research is 46 years old and above that have 53 respondents (16.83%). Lastly, the remaining 27 of the respondents (8.57%) in our research is below 25 years old.

Moreover, the Malay respondents are consists of 128 respondent (40.63%) which is the majority race group in our research. The following would be Chinese which involved 124 respondents (39.37%) to participate the research study. Indian only has 63 respondents (20.00%) and which is the smaller group in our research.

Furthermore, there have 279 respondents (88.57%) in our research are holding the Master's Degree or Higher Education Certification that consists in the questionnaire. Next, 36 respondents (11.43%) involved which are holdings the Bachelor's Degree Certificate.

In addition, there are 12 respondents (3.81%) who have working experience less than 1 year. There consist of 34 respondents (10.79%) working experiences are between the range of 1 to 5 years. Next, the working experience between 6 to 10 years are 69 respondents (21.90%) involved and 75 respondents (23.81%) are between 11-15 years. The 80 respondents (25.40%) are having working experience between 16-20 years is the largest group in our research. The working experiences between 21-25 years are 28 respondents (8.89%) while the working experience between 26-30 years are 12 respondents (3.81%). The smallest group in our research is working experience more than 30 years that have 5 respondents (1.59%) only.

For the monthly income, there are 27 respondents (8.57%) who have the earning that below RM3000 which participated for the questionnaire. There are 73 respondents (23.17%) have the monthly income between

RM3000.01 to RM4000. Based on the research, the monthly income group between RM4000.01-RM5000 included 90 respondents (28.57%). The monthly incomes that more than RM5000 has 125 respondents (39.68%) participated in our research.

Lastly, we conduct the research based on the top five private universities in Malaysia which are Monash University, Multimedia University, University of Nottingham, University Tunku Abdul Rahman and University Technology Petronas. The number of participants in the research are 78 (24.76%), 64 (20.32%), 61 (19.37%), 64 (20.32%) and 48 (15.24%) in respectively.

5.1.2 Central Tendencies Measurement of Constructs

Table 5.1: Central Tendencies Measurement of Constructs

Variables	Mean		Standard Deviation	
	Highest	Lowest	Highest	Lowest
Organizational Commitment	3.991	3.718	1.191	0.872
Training and Development Program	4.235	3.689	1.156	0.823
Job Stress	3.892	3.533	1.180	0.879
Pay and Reward Satisfaction	4.305	3.886	0.994	0.779
Turnover Intention	3.781	2.673	1.238	0.999

5.1.3 Reliability Test

Toward the reliability test from 315 respondents that conducted in the full study, all of the variables are having the reliability that above 0.6. This will confirms and sure that the questionnaire that we conduct in our research is reliable. The four independents variables that we conduct in our research have ranked by us. The highest rank that we find out is the Pay and Reward Satisfaction that alpha value is 0.860728. The following rank is the Organizational Commitment with alpha value 0.802215 and the alpha value of Job Stress is 0.783917. The lastly is the Training and Development Program with alpha value 0.618039. Besides that, the results that we found illustrate that the Training and Development Program is the fair reliability, while Job stress is the good reliability. The Organizational Commitment, and Pay and Reward Satisfaction are the very good reliability. The dependent variable that we discuss which Turnover Intention, it alpha value is 0.802215 with very good reliability.

5.1.4 Inferential Analyses

5.1.4.1 Pearson's Correlation Analysis

The inferential analysis study that in our research, we are using the Pearson's Correlation Coefficients to study the relationship between the dependent variable (Turnover Intention) and the independent variables (Organizational Commitment, Training and

Development Program, Job Stress, and Pay and Reward Satisfaction).

According to the Table 4.3.1.1, the result of the Pearson Correlation Coefficient is -0.54766 between the organizational commitment and turnover intention which shows the moderate correlation in result. Besides that, the p-value is less than 0.0001 which is less than alpha value 0.01. There is a negative relationship between the organizational commitment and turnover intention.

According to the Table 4.3.1.2, the result of the Pearson Correlation Coefficient is 0.19746 between the training and development and turnover intention which shows the low correlation in strength. Moreover, the p-value is 0.0004 which is lower than the alpha value 0.01. There is a positive relationship between the training and development and turnover intention.

Based on the Table 4.3.1.3, the result of the Pearson Correlation Coefficient is 0.18870 between the job stress and turnover intention which show the low correlation in strength. Furthermore, the p-value is 0.0008 which is lower than the alpha value 0.01. There is a positive relationship between the job stress and turnover intention.

According to the Table 4.3.1.4, the result of the Pearson Correlation Coefficient is -0.81417 between the pay and reward satisfaction and turnover intention which show the moderate correlation in strength. In addition, the p-value is less than 0.0001 which is less than alpha value 0.01. There is negative relationship between the pay and reward satisfaction and turnover intention.

5.1.4.2 Multiple Regression Analysis

According to the Table 4.3.2, R square study, independent variables explain that 70.43% of variation in dependent variable. In our research, 29.57% is unexplained which is still leaves over. Besides that, the p-value of variables as shown in the Table 4.3.2.2 shows that all of the independent variables are less than 0.05. It explained that the independent variables which are organizational commitment, training and development program, job stress, and pay and reward satisfaction are significant to the dependent variable which is turnover intention.

Based on the Table 4.3.2.2, training and development program as predictor variable is highest variation of the dependent variable with 0.22958 which is the highest value in the Parameter Estimate compare to others predictor variables (organizational commitment, job stress, and pay and reward satisfaction). However, the pay and reward satisfaction is the lowest variation of the dependent variable with -0.81985. In the result, the strongest contribution of the variation in dependent variable is training and development program, while the pay and reward satisfaction is the lowest contribution of the variation in dependent variable. Lastly, the multiple regression analysis uses the following equation method to test the results of parameter estimate.

Regression Equation:

Turnover intention = 21.32412 + 0.22958 (Training and Development Program) – 0.13724 (Organizational Commitment) + 0.13460 (Job Stress) – 0.81985 (Pay and Reward Satisfaction)

5.2 Discussion of Major Findings

Table 5.2: The summary of Pearson's Correlation Coefficient and Multiple Regression.

Source: Data created for the research.

Hypotheses	Results (r-value ; p-value)	Conclusion
H1: There is a significant relationship between organizational commitment and lecturers' turnover intention.	r-value = -0.54766 p-value = 0.0155	The hypothesis (H1) is accepted.
H2: There is a significant relationship between training and development program and lecturers' turnover intention.	r-value = 0.19746 p-value = 0.0051	The hypothesis (H2) is accepted.
H3: There is a significant relationship between job stress and lecturers' turnover intention.	r-value = 0.18870 p-value = 0.0289	The hypothesis (H3) is accepted.
H4: There is a significant relationship between pay and reward satisfaction and lecturers' turnover intention.	r-value = -0.81417 p-value = <0.001	The hypothesis (H4) is accepted.

5.2.1 Relationship between Organizational Commitments with Turnover Intention of Lecturers in Private Universities

Based on the results of the Pearson Correlation Coefficient test and the Multiple Regression above it proved that the organizational commitment shows a significant relationship towards lecturers' turnover intention. The r-value of organizational commitment in the results of Pearson Correlation Coefficient is -0.54766. Thus, this result indicates that the relationship between organizational commitment and lecturers' turnover intention is negative. Besides that, the p-value of organizational commitment in the Multiple Regression test is 0.0155, which is lower than the alpha value 0.05. Therefore, the hypothesis H0 is rejected and hypothesis H1 is accepted.

There are some researchers who supported this statement, such as Lin, & Chen, (2014). They have stated that the workers will try to leave the organization when the organizational commitment is lower than the individuals with the high organizational commitment. In contrast, the employees have strong organizational commitment will have low average to develop the turnover intention and leaving the company. Furthermore, according to Yoshikata&Sorasit (2015) stated that organizational commitment has a significant negative relationship with employees' turnover. When the organizational commitment of an individual is strong, thus the turnover intention of the individual will be decreases.

5.2.2Relationship between Training and Development Program and Turnover Intention of Lecturers in Private Universities

The results of the Pearson Correlation Coefficient and Multiple Regression tests showed us there is a significant relationship between training and development program and turnover intention of lecturers in private universities. The Pearson Correlation Coefficient test shows the r-value of training and development program is 0.19746. Thus, it shows that there is a significant positive relationship between training and development program and turnover intention of lecturers in private university. Moreover, the p-value in the Multiple Regression is 0.0051 which is lower than the alpha value 0.05. Thus, the hypothesis H0 is rejected and the hypothesis H1 is accepted.

The results also proved by the study of Kalleberge and Rognes (2000), there is positive relationship between spending in employee training and development program and turnover intentions. Thus, when the training and development program increases, the turnover intention of the lecturers also increases. Researchers Colarelli&Montei, (1996); Becker, (1993) have supported this statement and stated that training and development might causes an increase in turnover. Besides that, Hogan (1992), Mullins (1995), Senge (1990) also supported this statement and argue that training and development program thoroughly create higher turnover because the employees who trained well might leave the organization for another job which have better paid and also benefits.

5.2.3Relationship between Job Stress and Turnover Intention of Lecturers in Private Universities

The results of Pearson Correlation Coefficient and also Multiple Regression test have shown that there is a significant relationship between job stress and turnover intention of lecturers in private universities. The r-value of job stress in the results of Pearson Correlation Coefficient is 0.18870. Thus, it shows a positive relationship between job stress and turnover intention of lecturers in private university. In consequently, when the job stress rise, the turnover intention of an individual also increases.

In addition, the p-value of Multiple Regression is 0.0289 which is smaller than the alpha value 0.05. Therefore, the hypothesis H0 is rejected and hypothesis H1 is accepted. This results confirmed by the study of Muhammad et al. (2013), he has proved that there was a significant relationship between job stress and work intention and there are negatively related. Muhammad, Mehwish, Syed, Umar, Khalid, and Khalid (2013) also said that stress that related to the experience of job which is stressors make the employees to leave the organization.

5.2.4Relationship between Pay and Reward Satisfaction and Turnover Intention of Lecturers in Private Universities

From the results of the Person Correlation Coefficient and also Multiple Regression Test, both of it determined that there is a significant relationship between pay and reward satisfaction and turnover intention of lecturers in private universities. The Pearson Correlation Coefficient test shows us that the r-value is -0.81417. Thus, this proved that there is significant negative relationship between pay and reward satisfaction and turnover intention of lecturers in private university. Which means when

the pay and reward satisfaction of an individual increases, the turnover intention of the individual decreases. Furthermore, the p-value of the Multiple Regression is <0.001 which is lower than the alpha value 0.05. Therefore, the hypothesis H0 is rejected and hypothesis H1 is accepted.

Selden and Moynihanm (2000) supported this result by indicates that both turnover intentions and higher wages have a significant negative relationship. Moreover, Harter (2002) said that the reality rewards become the factors that able to influence employees' intention to leave and join an organization. Other than that, Jauhar and Yusoff (2011) also found that between the satisfy salary and compensation have positive relationship toward the working intention.

5.3 Implication of the Study

From the result analysis, there are some implications that can react for those employers in the education sectors to retain talent and potential employees which are their academics staff in the university in order to minimize the turnover intention ratio.

5.3.1 Managerial Implication

After conducted the analysis, it shows that organizational commitment has an effect on the employees' turnover intention. The higher organizational commitment of the employees, the lower of the turnover intention toward the organization. As we know that there is a negative relationship between

the organizational commitment and turnover intention, organizations should concentrate on the ways to increase the employee's organizational commitment. Organization should take some time and resources to implement strategies that able to recognize the employees publicly for their achievements. Besides, organizations also need to make sure that the employees able to identify what they are valued in order to retain talented employees. Organization also should give some empowerment for their employees. In this research, organization in education industry should provide widely power to their academics staff such as do not set boundaries for their teaching methods. For instant, different staff consist different teaching method and tools so that organization should give them freedom to design their teaching materials. The employees would feeling happiness if the organization can take their opinions as consideration as well as feel more like a big family in the entire organization. Therefore, the employees would be more commit their effort towards the organization and without thinking leave the current organization.

For the relationship between training and development programs and turnover intention of the research study, we identified that when the organization provide more training programs to their employees, they are tend to leave the company in future. The purpose of employees' training and development program is to increase their output and productivity in order to provide better performance to the organization. When the output reached the expectation of the organization, it would translate into higher wages and opportunities for career advancement. If the organization unable to fulfil for their higher career advancement, the employees tend to leave the organization. To solve this factor to reduce turnover intention, organization should create in-house apprenticeships. Organization can stretch the training cost by cultivating an environment of continuous learning instead of send those employees to attend training programs. Employees able to build career advancement within a continuous learning environment so that the turnover intention rate will decline since they

would prefer to work in this kind of organization. In short, employees would feel challenges in such working environment without having intention leave from the organization.

Next, another factor that affects turnover intention in this research study is job stress. Based on the analysis, job stress has impact toward turnover intention in an organization. When the employees feel heavy stress caused by the workload in contrast it will lead to their perception of leave the organization. Organization can reduce workplace pressure by top management should monitor every employee's workload to make sure that it is in line according to their capabilities and resources. Other than that, organization also must state clearly and explicit related to the general expectations and objectives so there is no discrepancy between what the organization expectation and employees trying to achieve. The organization also should have a positive corporate culture without negative issues that generate workplace stress such as bullying or harassment. Pay and reward satisfaction also consider an important factor that linked to employee turnover intention. If the organization able to fulfil employees satisfaction in term of pay and reward satisfaction, the employees turnover intention would be lower. Thus, organization should provide fringe of benefits to employees in order to retain talented workers. For example, organization should offer an attractive, competitive, and comprehensive benefits package with components such as life insurance, disability insurance and flexible working hours. In conclude, organization should focus on these factors (organizational commitment, training and development programs, job stress, pay and reward satisfaction) in order to reduce employees turnover intention.

5.4 Limitations of the study

While conducting this research, we faced a lot of obstacles and limitations that slow down our process in completing our research. Firstly, time and financial constraint is one of the main reason that we faced because we are just students and do not have financial support from anywhere. Besides that, we are given around half of a year to complete this research and we require to distribute around 300-400 survey form to different university. Due to time constraint, we have make Google form and conduct the surveys through email because we unable to travel to every universities we chosen to conduct our survey and we have to attend classes in weekdays and have others assignment to do. In order to save times in conducting survey, we use the email method and also face to face to distribute our questionnaires. However, not every form we sent out able to receive back because some of the respondents might not have time or reject to participate in our survey. We will face insufficient respondents problem and we have to send out more and distribute more questionnaires if we unable to collect enough amount of respondents feedback.

The next limitation that we faced in conducting this research is searching journals and articles that support our research. Most of the good journals and articles nowadays require payment to access to it. As we stated above, we are still student and do not have any financial supports to go through all the journals we needed on the internet. This problem cause lacking of information in our literature review part so we have to burn more time in searching for more journals that are free of charge to support our research.

The third limitation that we faced during our research is that our research is not representing the whole Malaysia although our topic stated in Malaysia. This is because of time and financial constraint, we do not have enough time to travel every university to conduct survey and also the travel expenses we are not able to afford as we still studying. That is why we decided to select 5 best private

universities as representatives to complete our survey, which is University Technology Petronas (UTP), Monash University, Multimedia University, University of Nottingham, and University Tunku Abdul Rahman (UTAR). We faced a problem because of selecting the top five universities in Malaysia which is the data we collect and analyse are not reliable enough because of the mean of turnover intention is 3.043 which is more toward neutral instead of 4.0 and 5.0 which is agree and strongly agree. The reason we get this result is we selected the five best universities while our research is in whole Malaysia involving every universities in Malaysia.

Lastly, the last limitation we faced in our research is the respondents participation and respond is not that ideal because we send through email and we cannot confirm that every respondent able to see our email and fill it for us. Furthermore, our respondents might think that our email is virus or scam and ignore it. This cause us problem in collecting data because we sent out a lot and receive back less. Fortunately, we have friends over the universities we chosen able to help us out in distributing questionnaire to the respondents that we might miss out. In completing this research, we faced different kind of obstacles and limitations but we are glad that we able to encounter it calmly and these problems can be solved on time and did not affect much in completing our research.

5.5Recommendations for the Future Research

Based on the research study, we had several recommendations that can be suggestions to make further improvement for the future research.

In the future research, we will recommend that the researchers may conduct an interview while distributing the questionnaire to the respondents during data collection method. Moreover, the interview method able to eliminate the respondents' confusion for the questionnaires and it also able to collect the data after the interview section ended.

In addition, we would like to recommend the future researchers can expand the sample size of the relevant research. As our research is focus in Malaysia, but our respondents only involve Malaysia top five private universities due to time and financial constraint. As all the private universities that we selected are in west Malaysia, so I suggest that the researchers can enlarge the research to east Malaysia in order to get a more accurate data to represent Malaysia.

Furthermore, we recommend that the future researchers can target the other education categories respondents in their research. They can enlarge the research towards the tuition centers, training course, private schools and others. Future researchers can target different sectors of respondents and examine the turnover intention of different categories of education sectors.

Last but not least, researchers should consider more others variables in future study because there are many variables able to influence turnover intention other than training and development program, job stress, pay and rewards satisfaction, and organization commitment.

5.6 Conclusion

Last but not least, this chapter summarized the entire developmental hypothesis and is supported by the results. This research study indicates that moderate relationship between the independent variables which are organizational commitment, training and development programs, job stress, pay and reward satisfaction and employees turnover intention. Other than that, the study also shows that the validity and reliability of the hypothesis constructed in estimating the determinants affect intention of the employees. There are some implication provided by researchers and limitations should be taken as consideration as well as the recommendation part.

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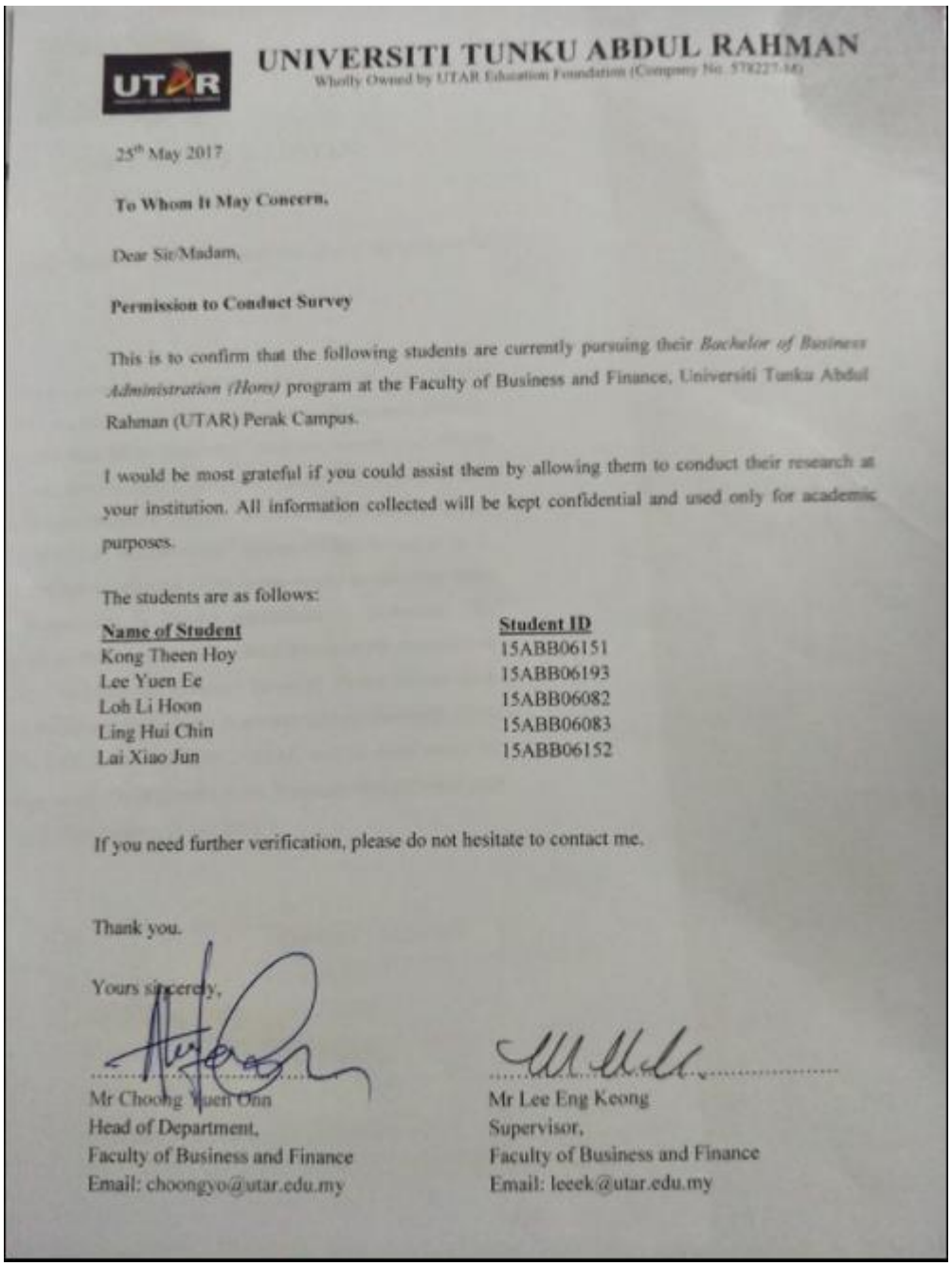
Appendix A: Survey Questionnaire Permission Letter



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

25th May 2017

To Whom It May Concern,

Dear Sir/Madam,

Permission to Conduct Survey

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

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

The students are as follows:

Name of Student	Student ID
Kong Theen Hoy	15ABB06151
Lee Yuen Ee	15ABB06193
Loh Li Hoon	15ABB06082
Ling Hui Chin	15ABB06083
Lai Xiao Jun	15ABB06152

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

Thank you.

Yours sincerely,

Mr Choong Yuen Onn
Head of Department,
Faculty of Business and Finance
Email: choongyo@utar.edu.my

Mr Lee Eng Keong
Supervisor,
Faculty of Business and Finance
Email: leeek@utar.edu.my

Appendix B: Survey Questionnaire

UNIVERSITY TUNKU ABDUL RAHMAN

The Study on the factors that affect lecturers' turnover intention in private university Malaysia.

Dear Respondents:

We are students of Bachelor of Business Administration (Hons) from UniversitiTunku Abdul Rahman (UTAR Perak Campus). We are currently conducting our business research study on the topic "**The Study on the factors that affect lecturers**'' turnover intention in private universities Malaysia" in order to complete our honours degree program. The purpose of this research study is to determine the factors influencelecturers' turnover in private universities Malaysia. This research will provide a clear insight to the community and management in private university in order to know the job satisfaction of the lecturers and reasons that cause lecturers turnover rate change dynamically in private universities in Malaysia. This questionnaire consists of **TWO (2)** parts. **Part A** is about personal details of the respondents, **Part B** is related to the factors that will affect the lecturers' turnover. Please answer **ALL** questions. Thank you for your cooperation and willingness to answer this questionnaire. Your response will be kept strictly **PRIVATE AND CONFIDENTIAL** and be used solely for **ACADEMIC PURPOSE**. Your data privacy is important to us. Personal data collected will be protected in accordance to Personal Data Protection Act 2010.

Student's details

NO.	NAME	ID	CONTACT NUMBER
1	KONG THEEN HOY	15ABB06151	010-5638937
2	LEE YUEN EE	15ABB06193	013-4303921

3	LOH LI HOON	15ABB06082	013-5363921
4	LING HUI CHIN	15ABB06083	014-9417852
5	LAI XIAO JUN	15ABB06152	010-3437725

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 20 September 2015, UniversitiTunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purpose for which your personal data may be used are inclusive but not limited to:

- For assessment of any application to UTAR
- For processing any benefits and services
- For communication purposes
- For advertorial and news
- For general administration and record purposes
- For enhancing the value of education
- For educational and related purposes consequential to UTAR
- For the purpose of our corporate governance
- For consideration as a guarantor for UTAR staff / student applying for his / her scholarship loan

2. Your personal data may be transferred and / or disclosed to third party and / or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes

and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

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

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

Consent:

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

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

3. You may access and update your personal data by writing to us. (zoe328@outlook.com).

Acknowledgement of Notice

[ ] I acknowledge consent of Data Protection Act 2010, and fully understood and agreed the Notice of Privacy Practices by UTAR.

[ ] I disagree and do not wish my personal data to be processed.

Part A

Respondents' Background

Please mark (/) for your answer in the box provided.

1.) Gender:

- ☐ Male
- ☐ Female

2.) Age (years old)

- ☐ Below 25

26-3☐

- ☐ 36-45
- ☐ 46 and Above

3.) Race

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Others:……

4.) Level of Education

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Master's Degree or higher education
- ☐ Others:……

5.) Experience (Years in area, or at current position or employer)

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26-30 years
- ☐ More than 30 years

6.) Monthly income:

- ☐ Below RM3000
- ☐ RM 3000.01 – RM 4000
- ☐ RM 4000.01 – RM 5000
- ☐ RM 5000 and Above

7.) University:

- ☐ Monash University
- ☐ Multimedia University
- ☐ University of Nottingham
- ☐ University Tunku Abdul Rahman (UTAR)
- ☐ University Technology Petronas (UTP)

Part B. Instructions

The statements below are related to the **factors affect lectures' turnover intention within private universities** in education sectors Malaysia. Please indicate how strongly you agree or disagree with the statements. The five point scale, anchored on "Strongly agree" to "Strongly disagree".

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

ORGANIZATIONAL COMMITMENT	SD	D	N	A	SA
1. I would be very happy to spend the rest of my career with this organizational.	1	2	3	4	5
2. I feel a strong sense of "belonging" to my organizational.	1	2	3	4	5
3. I feel "emotionally attached" to this organizational.	1	2	3	4	5
4. I do not feel like "part of member" at my organizational.	1	2	3	4	5
5. I would feel guilty if I left my organization now.	1	2	3	4	5

TRAINING AND DEVELOPMENT PROGRAM	SD	D	N	A	SA
1. Training and development should apply for every employees	1	2	3	4	5
2. Training and development able to increase my loyalty	1	2	3	4	5
3. I feel training and development make me skilful	1	2	3	4	5

4. I feel that training only for talented workers	1	2	3	4	5
5. I feel to leave the company with better paid after well trained	1	2	3	4	5

JOB STRESS	SD	D	N	A	SA
1. I often feel stress at work.	1	2	3	4	5
2. The job difficulty usually brings me sleeplessness.	1	2	3	4	5
3. I feel exhausted after daily work.	1	2	3	4	5
4. I feel depressed and unhappy at work.	1	2	3	4	5
5. I experience excessive work pressure.	1	2	3	4	5

PAY AND REWARD SATISFACTION	SD	D	N	A	SA
1. I believe financial rewards (salary, bonus and other perks) could increase motivation at work place.	1	2	3	4	5
2. I am satisfied with the company pay structure.	1	2	3	4	5
3. I believe rewards should be based on performance.	1	2	3	4	5
4. My superior recognizes the extra effort that I put at workplace.	1	2	3	4	5
5. My company provides fair promotion opportunities to the employees.	1	2	3	4	5

TURNOVER INTENTION	SD	D	N	A	SA
1. I would like to resign myself from the job.	1	2	3	4	5
2. I will probably resign the job within a year	1	2	3	4	5
3. I often think about quitting current job.	1	2	3	4	5
4. I want to look for a new job next year.	1	2	3	4	5
5. I think this is the best company for me work for.	1	2	3	4	5
6. I like to work for some other company but in the same sector that I am currently working.	1	2	3	4	5

APPENDIX 1: RELIABILITY TEST (PILOT TEST)

Organizational Commitment

Organizational Commitment (Reliability Test)

The CORR Procedure

5 Variables:	Organizational Commitment 1 Organizational Commitment 2 Organizational Commitment 3 Organizational Commitment 4(R) Organizational Commitment 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Organizational Commitment 1	30	3.86667	0.86037	116.00000	2.00000	5.00000	Happiness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 2	30	3.66667	0.71116	110.00000	2.00000	5.00000	Sense, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 3	30	3.36667	0.92786	101.00000	2.00000	5.00000	Emotional, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 4(R)	30	3.86667	0.89955	116.00000	2.00000	5.00000	Part of member, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 5	30	3.33333	1.06134	100.00000	1.00000	5.00000	Guilty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.836857
Standardized	0.844268

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Raw Variables Alpha	Standardized Variables Correlation with Total	Standardized Variables Alpha	Label
Organizational Commitment 1	0.557238	0.825355	0.571905	0.833410	Happiness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 2	0.730148	0.789285	0.735304	0.789139	Sense, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 3	0.675276	0.793446	0.673838	0.806197	Emotional, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 4(R)	0.628848	0.806628	0.628706	0.818409	Part of member, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 5	0.650805	0.804874	0.645226	0.813969	Guilty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 30
Prob > |r| under H0: Rho=0

	Organizational Commitment 1	Organizational Commitment 2	Organizational Commitment 3
Organizational Commitment 1	1.00000	0.60115	0.36572
Happiness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data		0.0004	0.0469
Organizational Commitment 2	0.60115	1.00000	0.66194
Sense, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0004		<.0001
Organizational Commitment 3	0.36572	0.66194	1.00000
Emotional, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0469	<.0001	
Organizational Commitment 4(R)	0.51089	0.52106	0.47373
Part of member, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0039	0.0032	0.0082
Organizational Commitment 5	0.39022	0.51777	0.64196
Guilty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0330	0.0034	0.0001

Organizational Commitment 4 (R)	Organizational Commitment 5
0.51089	0.39022
0.0039	0.0330
0.52106	0.51777
0.0032	0.0034
0.47373	0.64196
0.0082	0.0001
1.00000	0.51769
	0.0034
0.51769	1.00000
0.0034	

Training and Development Program

Realibility test (Training and Development)

The CORR Procedure

5 Variables:	Training and Development 1 Training and Development 2 Training and Development 3 Training and Development 4(R) Training and Development 5(R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Training and Development 1	30	4.46667	0.77608	134.00000	2.00000	5.00000	Training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 2	30	3.90000	0.71197	117.00000	3.00000	5.00000	Loyalty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 3	30	4.43333	0.67891	133.00000	3.00000	5.00000	Skilful, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 4(R)	30	4.13333	1.10589	124.00000	1.00000	5.00000	Talented Workers, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 5(R)	30	3.40000	0.96847	102.00000	2.00000	5.00000	Leave, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.787870
Standardized	0.806402

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Raw Variables Alpha	Standardized Variables Correlation with Total	Standardized Variables Alpha	Label
Training and Development 1	0.661798	0.720684	0.629765	0.757202	Training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 2	0.556284	0.754476	0.585592	0.770911	Loyalty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 3	0.602941	0.744398	0.628330	0.757653	Skilful, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 4(R)	0.492257	0.790952	0.487377	0.800319	Talented Workers, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 5(R)	0.611905	0.732889	0.629653	0.757238	Leave, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 30
Prob > |r| under H0: Rho=0

	Training and Development 1	Training and Development 2	Training and Development 3
Training and Development 1	1.00000	0.33700	0.45376
Training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data		0.0686	0.0118
Training and Development 2	0.33700	1.00000	0.66346
Loyalty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0686		<.0001
Training and Development 3	0.45376	0.66346	1.00000
Skilful, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0118	<.0001	
Training and Development 4(R)	0.64820	0.19270	0.33374
Talented Workers, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0001	0.3076	0.0715
Training and Development 5(R)	0.47714	0.61012	0.46152
Leave, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0077	0.0003	0.0103

Training and Development 4(R)	Training and Development 5(R)
0.64820	0.47714
0.0001	0.0077
0.19270	0.61012
0.3076	0.0003
0.33374	0.46152
0.0715	0.0103
1.00000	0.36704
	0.0460
0.36704	1.00000
0.0460	

Job Stress

Realibility Test (Job Stress)

The CORR Procedure

5 Variables: Job Stress 1 Job Stress 2 Job Stress 3 Job Stress 4 Job Stress 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Job Stress 1	30	3.80000	0.96132	114.00000	2.00000	5.00000	Stress, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 2	30	3.16667	1.05318	95.00000	2.00000	5.00000	Sleeplessness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 3	30	3.43333	0.93526	103.00000	2.00000	5.00000	Exhausted, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 4	30	2.30000	0.79438	69.00000	1.00000	5.00000	Unhappy, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 5	30	3.56667	0.62606	107.00000	2.00000	5.00000	Excessive work pressure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.701642
Standardized	0.709226

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Raw Variables Alpha	Standardized Variables Correlation with Total	Standardized Variables Alpha	Label
Job Stress 1	0.581876	0.594976	0.575663	0.614662	Stress, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 2	0.432774	0.670849	0.410448	0.683400	Sleeplessness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 3	0.418977	0.670034	0.425872	0.677251	Exhausted, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 4	0.506356	0.635939	0.515750	0.640330	Unhappy, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 5	0.390658	0.682623	0.407563	0.684544	Excessive work pressure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 30
Prob > |r| under H0: Rho=0

	Job Stress 1	Job Stress 2	Job Stress 3	Job Stress 4	Job Stress 5
Job Stress 1	1.00000	0.44276	0.40654	0.35221	0.36669
Stress, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data		0.0143	0.0258	0.0563	0.0462
Job Stress 2	0.44276	1.00000	0.23922	0.43277	0.06101
Sleeplessness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0143		0.2030	0.0169	0.7488
Job Stress 3	0.40654	0.23922	1.00000	0.23671	0.33175
Exhausted, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0258	0.2030		0.2079	0.0733
Job Stress 4	0.35221	0.43277	0.23671	1.00000	0.40908
Unhappy, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0563	0.0169	0.2079		0.0248
Job Stress 5	0.36669	0.06101	0.33175	0.40908	1.00000
Excessive work pressure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0462	0.7488	0.0733	0.0248	

Pay and Rewards Satisfaction

Realibility Test (Pay and Reward Satisfaction)

The CORR Procedure

5 Variables:	Pay and Reward Satisfaction 1 Pay and Reward Satisfaction 2 Pay and Reward Satisfaction 3 Pay and Reward Satisfaction 4 Pay and Reward Satisfaction 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Pay and Reward Satisfaction 1	30	4.36667	0.80872	131.00000	2.00000	5.00000	Motivation, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 2	30	3.46667	0.86037	104.00000	2.00000	5.00000	Pay Structure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 3	30	4.20000	0.84690	126.00000	2.00000	5.00000	Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 4	30	3.33333	0.84418	100.00000	2.00000	5.00000	Recognizes effort, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 5	30	3.56667	0.77385	107.00000	2.00000	5.00000	Fair Promotion Oppourtunities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.609955
Standardized	0.607440

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Raw Variables Alpha	Standardized Variables Correlation with Total	Standardized Variables Alpha	Label
Pay and Reward Satisfaction 1	-.104563	0.761905	-.108757	0.765557	Motivation, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 2	0.546974	0.450246	0.549153	0.448833	Pay Structure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 3	0.371440	0.551793	0.374415	0.546390	Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 4	0.543989	0.454139	0.547948	0.449542	Recognizes effort, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 5	0.579218	0.445288	0.570401	0.436242	Fair Promotion Oppourtunities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 30
Prob > |r| under H0: Rho=0

	Pay and Reward Satisfaction 1	Pay and Reward Satisfaction 2
Pay and Reward Satisfaction 1	1.00000	-0.05617
Motivation, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data		0.7681
Pay and Reward Satisfaction 2	-0.05617	1.00000
Pay Structure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.7681	
Pay and Reward Satisfaction 3	0.04028	0.29341
Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.8326	0.1156
Pay and Reward Satisfaction 4	-0.08418	0.53807
Recognizes effort, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.6583	0.0022
Pay and Reward Satisfaction 5	-0.23325	0.57316
Fair Promotion Oppourtunities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.2148	0.0009

Pay and Reward Satisfaction 3	Pay and Reward Satisfaction 4	Pay and Reward Satisfaction 5
0.04028	-0.08418	-0.23325
0.8326	0.6583	0.2148
0.29341	0.53807	0.57316
0.1156	0.0022	0.0009
1.00000	0.24116	0.39987
	0.1992	0.0286
0.24116	1.00000	0.65101
0.1992		<.0001
0.39987	0.65101	1.00000
0.0286	<.0001	

Turnover Intention

Realibility test (Turnover Intention)

The CORR Procedure

6 Variables:	Turnover Intention 1(R) Turnover Intention 2(R) Turnover Intention 3(R) Turnover Intention 4(R) Turnover Intention 5 Turnover Intention 6(R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Turnover Intention 1(R)	30	3.86667	0.77608	116.00000	2.00000	5.00000	Resign, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 2(R)	30	4.00000	0.90972	120.00000	1.00000	5.00000	Resign within a year, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 3(R)	30	3.70000	0.83666	111.00000	2.00000	5.00000	Quit Job, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 4(R)	30	3.63333	0.88992	109.00000	1.00000	5.00000	Find new job, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 5	30	3.20000	0.88668	96.00000	1.00000	5.00000	Best Company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 6(R)	30	2.86667	0.97320	86.00000	1.00000	4.00000	Work for other company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.881019
Standardized	0.884341

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Raw Variables Alpha	Standardized Variables Correlation with Total	Standardized Variables Alpha	Label
Turnover Intention 1 (R)	0.813305	0.843254	0.815497	0.844351	Resign, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 2 (R)	0.824219	0.836890	0.827590	0.842277	Resign within a year, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 3 (R)	0.489784	0.890994	0.495904	0.895761	Quit Job, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 4 (R)	0.826984	0.836857	0.833717	0.841222	Find new job, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 5	0.756882	0.849133	0.755444	0.854510	Best Company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 6 (R)	0.484733	0.897385	0.479756	0.898189	Work for other company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 30
Prob > |r| under H0: Rho=0

	Turnover Intention 1(R)	Turnover Intention 2(R)	Turnover Intention 3(R)	Turnover Intention 4(R)
Turnover Intention 1(R)	1.00000	0.83031	0.46734	0.87541
Resign, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data		<.0001	0.0092	<.0001
Turnover Intention 2(R)	0.83031	1.00000	0.45305	0.80928
Resign within a year, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	<.0001		0.0119	<.0001
Turnover Intention 3(R)	0.46734	0.45305	1.00000	0.49555
Quit Job, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0092	0.0119		0.0054
Turnover Intention 4(R)	0.87541	0.80928	0.49555	1.00000
Find new job, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	<.0001	<.0001	0.0054	
Turnover Intention 5	0.64141	0.64124	0.54849	0.62054
Best Company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0001	0.0001	0.0017	0.0003
Turnover Intention 6(R)	0.38655	0.50633	0.11858	0.45920
Work for other company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0349	0.0043	0.5326	0.0107

Turnover Intention 5	Turnover Intention 6(R)
0.64141	0.38655
0.0001	0.0349
0.64124	0.50633
0.0001	0.0043
0.54849	0.11858
0.0017	0.5326
0.62054	0.45920
0.0003	0.0107
1.00000	0.55145
	0.0016
0.55145	1.00000
0.0016	

APPENDIX 2: 315 QUESTIONNAIRE (FORMAL SURVEY)

DEMOGRAPHIC

1. Gender

One-Way Frequencies (Gender)

The FREQ Procedure

1=Male, 2=Female, 99=Missing Data				
Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	143	45.40	143	45.40
2	172	54.60	315	100.00

2. Age

One-Way Frequencies (Age)

The FREQ Procedure

1=Below 25, 2=26-35, 3=36-45, 4=46 and above, 99=Missing Data				
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	27	8.57	27	8.57
2	88	27.94	115	36.51
3	147	46.67	262	83.17
4	53	16.83	315	100.00

3. Race

One-Way Frequencies (Race)

The FREQ Procedure

1=Malay, 2=Chinese, 3=Indian, 4=Others, 99=Missing Data				
Race	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	128	40.63	128	40.63
2	124	39.37	252	80.00
3	63	20.00	315	100.00

4. **Level of Education**

One-Way Frequencies (Level of Experiences)

The FREQ Procedure

1=Diploma, 2=Bachelor's Degree, 3=Master's Degree or Higher Education, 4=Others, 99=Missing Data				
Level of education	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	36	11.43	36	11.43
3	279	88.57	315	100.00

5. Experience

One-Way Frequencies (Experience)

The FREQ Procedure

-30 years, 8=More than 30 years, 99=Missing Data				
Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12	3.81	12	3.81
2	34	10.79	46	14.60
3	69	21.90	115	36.51
4	75	23.81	190	60.32
5	80	25.40	270	85.71
6	28	8.89	298	94.60
7	12	3.81	310	98.41
8	5	1.59	315	100.00

6. Monthly Income

One-Way Frequencies (Monthly Income)

The FREQ Procedure

1=Below RM3000, 2=RM3000.03-RM4000, 3=RM4000.01-RM5000, 4=RM5000.01 and above, 99=Missing Data				
Monthly income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	27	8.57	27	8.57
2	73	23.17	100	31.75
3	90	28.57	190	60.32
4	125	39.68	315	100.00

7. Private University

One-Way Frequencies (Private University)

The FREQ Procedure

1=Monash University, 2=Multimedia University, 3=University of Nottingham, 4=Unniversity Tunku Abdul Rahman, 5=University Technology Petronas, 99=Missing Data

Private University	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	78	24.76	78	24.76
2	64	20.32	142	45.08
3	61	19.37	203	64.44
4	64	20.32	267	84.76
5	48	15.24	315	100.00

APPENDIX 3: RELIABILITY TEST (ACTUAL TEST)

Organizational Commitment

Organizational Commitment (Full Study)

The CORR Procedure

5 Variables:	Organizational Commitment 1	Organizational Commitment 2	Organizational Commitment 3	Organizational Commitment 4(R)	Organizational Commitment 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Organizational Commitment 1	315	3.80952	0.87165	1200	2.00000	5.00000	Happiness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 2	315	3.99048	1.08401	1257	2.00000	5.00000	Sense, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 3	315	3.82540	1.19099	1205	1.00000	5.00000	Emotional, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 4(R)	315	3.71746	1.17003	1171	1.00000	5.00000	Part of Member, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Organizational Commitment 5	315	3.76825	1.17034	1187	1.00000	5.00000	Guilty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.823256
Standardized	0.827668

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Organizational Commitment 1	0.598616	0.798029	0.607535	0.798042	Happiness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 2	0.740408	0.752057	0.768225	0.750515	Sense, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 3	0.742925	0.748264	0.723726	0.764046	Emotional, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Organizational Commitment 4 (R)	0.519240	0.818286	0.498926	0.828123	Part of Member, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Organizational Commitment 5	0.524602	0.816722	0.534752	0.818378	Guilty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 315
Prob > |r| under H0: Rho=0

	Organizational Commitment 1	Organizational Commitment 2	Organizational Commitment 3	Organizational Commitment 4 (R)	Organizational Commitment 5
Organizational Commitment 1	1.00000	0.82048	0.39428	0.21874	0.48419
		<.0001	<.0001	<.0001	<.0001
Organizational Commitment 2	0.82048	1.00000	0.57840	0.37703	0.54801
	<.0001		<.0001	<.0001	<.0001
Organizational Commitment 3	0.39428	0.57840	1.00000	0.78952	0.45297
	<.0001	<.0001		<.0001	<.0001
Organizational Commitment 4	0.21874	0.37703	0.78952	1.00000	0.23577
	<.0001	<.0001	<.0001		<.0001
Organizational Commitment 5	0.48419	0.54801	0.45297	0.23577	1.00000
	<.0001	<.0001	<.0001	<.0001	

Training and Development Program

Training and Development (Full Study)

The CORR Procedure

5 Variables: Training and Development 1 Training and Development 3 Training and Development 4(R) Trainnig and Development 2 Traning and Development 5(R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Training and Development 1	315	4.12063	0.93314	1298	1.00000	5.00000	Training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 3	315	4.17460	1.04576	1315	1.00000	5.00000	Skilful, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 4(R)	315	3.74603	1.14781	1180	1.00000	5.00000	Talented Worker, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Trainnig and Development 2	315	4.23492	0.82287	1334	2.00000	5.00000	Loyalty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Traning and Development 5(R)	315	3.68889	1.15586	1162	1.00000	5.00000	Leave, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.618039
Standardized	0.637701

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Training and Development 1	0.313326	0.591645	0.375799	0.591750	Training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 3	0.552370	0.464352	0.584811	0.483677	Skilful, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Training and Development 4 (R)	0.216515	0.650821	0.187319	0.678024	Talented Worker, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Trainnig and Development 2	0.495613	0.518287	0.527660	0.514582	Loyalty, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Traning and Development 5 (R)	0.351261	0.578207	0.311574	0.622296	Leave, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data

Pearson Correlation Coefficients, N = 315
Prob > |r| under H0: Rho=0

	Training and Development 1	Training and Development 3	Training and Development 4(R)	Trainnig and Development 2	Traning and Development 5(R)
Training and Development 1	1.00000	0.62779	-0.25378	0.64317	-0.00938
		<.0001	<.0001	<.0001	0.8683
Training and Development 3	0.62779	1.00000	0.10339	0.45180	0.28220
	<.0001		0.0669	<.0001	<.0001
Training and Development 4(R)	-0.25378	0.10339	1.00000	0.17801	0.50676
	<.0001	0.0669		0.0015	<.0001
Trainnig and Development 2	0.64317	0.45180	0.17801	1.00000	0.07374
	<.0001	<.0001	0.0015		0.1918
Traning and Development 5(R)	-0.00938	0.28220	0.50676	0.07374	1.00000
	0.8683	<.0001	<.0001	0.1918	

Job Stress

Job Stress (Full Study)

The CORR Procedure

5 Variables:	Job Stress 1 Job Stress 2 Job Stress 3 Job Stress 4 Job Stress 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Job Stress 1	315	3.70794	1.17989	1168	1.00000	5.00000	Stress, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 2	315	3.81905	1.02623	1203	2.00000	5.00000	Sleeplessness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 3	315	3.69841	0.94826	1165	2.00000	5.00000	Exhausted, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 4	315	3.53333	1.13205	1113	1.00000	5.00000	Unhappy, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 5	315	3.89206	0.87849	1226	2.00000	5.00000	Excessive work pressure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.783917
Standardized	0.781442

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Job Stress 1	0.752367	0.669685	0.763300	0.668037	Stress, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 2	0.601398	0.729851	0.577509	0.733690	Sleeplessness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 3	0.636791	0.721103	0.625606	0.717284	Exhausted, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 4	0.448990	0.783567	0.462409	0.771329	Unhappy, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Job Stress 5	0.388454	0.792290	0.377128	0.797782	Excessive work pressure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 315
Prob > |r| under H0: Rho=0

	Job Stress 1	Job Stress 2	Job Stress 3	Job Stress 4	Job Stress 5
Job Stress 1	1.00000	0.76105	0.65825	0.30535	0.43651
Stress, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data		<.0001	<.0001	<.0001	<.0001
Job Stress 2	0.76105	1.00000	0.54264	0.32732	0.09131
Sleeplessness, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	<.0001		<.0001	<.0001	0.1058
Job Stress 3	0.65825	0.54264	1.00000	0.38469	0.25517
Exhausted, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	<.0001	<.0001		<.0001	<.0001
Job Stress 4	0.30535	0.32732	0.38469	1.00000	0.40712
Unhappy, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	<.0001	<.0001	<.0001		<.0001
Job Stress 5	0.43651	0.09131	0.25517	0.40712	1.00000
Excessive work pressure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Da	<.0001	0.1058	<.0001	<.0001	

Pay and Rewards Satisfaction

Pay and Reward Satisfaction (Full Study)

The CORR Procedure

5 Variables: Pay and Reward Satisfaction 1 Pay and Reward Satisfaction 2 Pay and Reward Satisfaction 3 Pay and Reward Satisfaction 4 Pay and Reward Satisfaction 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Pay and Reward Satisfaction 1	315	4.30476	0.77940	1356	2.00000	5.00000	Motivation, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 2	315	3.98730	0.99353	1256	2.00000	5.00000	Pay Structure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 3	315	3.92063	0.89410	1235	2.00000	5.00000	Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 4	315	4.07619	0.94122	1284	2.00000	5.00000	Recognizes effort, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 5	315	3.88571	0.94074	1224	2.00000	5.00000	Fair Promotion Oppourtunities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.860728
Standardized	0.861525

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
Pay and Reward Satisfaction 1	0.651566	0.840112	0.656552	0.838485	Motivation, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 2	0.753358	0.811589	0.740987	0.816852	Pay Structure, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 3	0.643898	0.840277	0.652339	0.839542	Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 4	0.697552	0.826759	0.690468	0.829897	Recognizes effort, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Pay and Reward Satisfaction 5	0.657131	0.837372	0.658506	0.837993	Fair Promotion Oppourtunities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Pearson Correlation Coefficients, N = 315
Prob > |r| under H0: Rho=0

	Pay and Reward Satisfaction 1	Pay and Reward Satisfaction 2	Pay and Reward Satisfaction 3	Pay and Reward Satisfaction 4	Pay and Reward Satisfaction 5
Pay and Rewa	1.00000	0.42451	0.63807	0.47618	0.61666
Motivation, 1=		<.0001	<.0001	<.0001	<.0001
Pay and Rewa	0.42451	1.00000	0.53663	0.73325	0.68673
Pay Structure,	<.0001		<.0001	<.0001	<.0001
Pay and Rewa	0.63807	0.53663	1.00000	0.57486	0.39432
Performance,	<.0001	<.0001		<.0001	<.0001
Pay and Rewa	0.47618	0.73325	0.57486	1.00000	0.46306
Recognizes eff	<.0001	<.0001	<.0001		<.0001
Pay and Reward	0.61666	0.68673	0.39432	0.46306	1.00000
	<.0001	<.0001	<.0001	<.0001	

Turnover intention

Turnover Intention (Full Study)

The CORR Procedure

6 Variables: Turnover Intention 1(R) Turnover Intention 2(R) Turnover Intention 3(R) Turnover Intention 4(R) Turnover Intention 5 Turnover Intention 6(R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Turnover Intention 1(R)	315	2.89841	1.03559	913.00000	1.00000	5.00000	Resign, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 2(R)	315	2.79683	1.23767	881.00000	1.00000	5.00000	Resign within 1 year, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 3(R)	315	2.91111	1.19914	917.00000	1.00000	5.00000	Quit Job, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 4(R)	315	2.67302	0.99892	842.00000	1.00000	4.00000	New Job, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 5	315	3.78095	1.06461	1191	2.00000	5.00000	Best Company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 6(R)	315	3.19683	1.15626	1007	1.00000	5.00000	Other Company, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.802215
Standardized	0.800770

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
Turnover Intention 1 (R)	0.793637	0.719861	0.791205	0.712907	Resign, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 2 (R)	0.729071	0.727406	0.732677	0.727680	Resign within 1 year, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 3 (R)	0.772023	0.716707	0.774033	0.717280	Quit Job, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 4 (R)	0.704119	0.742069	0.694897	0.737017	New Job, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data
Turnover Intention 5	0.034352	0.873759	0.031919	0.877384	Best Company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
Turnover Intention 6 (R)	0.428414	0.801602	0.428294	0.798646	Other Company, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data

Pearson Correlation Coefficients, N = 315
Prob > |r| under H0: Rho=0

	Turnover Intention 1 (R)	Turnover Intention 2(R)	Turnover Intention 3(R)	Turnover Intention 4(R)	Turnover Intention 5	Turnover Intention 6(R)
Turnover Intention 1(R)	1.00000	0.67956	0.80054	0.67278	0.13574	0.41038
Resign, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data		<.0001	<.0001	<.0001	0.0159	<.0001
Turnover Intention 2(R)	0.67956	1.00000	0.66802	0.77039	-0.01213	0.42861
Resign within 1 year, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing D	<.0001		<.0001	<.0001	0.8302	<.0001
Turnover Intention 3(R)	0.80054	0.66802	1.00000	0.56855	0.23167	0.38246
Quit Job, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data	<.0001	<.0001		<.0001	<.0001	<.0001
Turnover Intention 4(R)	0.67278	0.77039	0.56855	1.00000	-0.09152	0.50534
New Job, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data	<.0001	<.0001	<.0001		0.1049	<.0001
Turnover Intention 5	0.13574	-0.01213	0.23167	-0.09152	1.00000	-0.13303
Best Company, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data	0.0159	0.8302	<.0001	0.1049		0.0182
Turnover Intention 6(R)	0.41038	0.42861	0.38246	0.50534	-0.13303	1.00000
Other Company, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, 99= Missing Data	<.0001	<.0001	<.0001	<.0001	0.0182	

APPENDIX 4: PEARSONCORRELATION COEFFICIENT

Correlation Analysis

The CORR Procedure

5 Variables: Training and development Organization commitment Job Stress Pay and reward system Turnover intention

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Training and development	315	3.99302	0.64725	1258	2.20000	4.80000	Training and development 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
Organization commitment	315	16.09651	3.61939	5070	9.60000	21.00000	Organization commitment 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
Job Stress	315	15.53714	3.44847	4894	8.60000	21.00000	Job Stress 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
Pay and reward system	315	17.06603	3.09632	5376	10.40000	21.00000	Pay and reward system 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
Turnover intention	315	15.10635	4.61239	4759	5.66667	21.83333	Turnover intention 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

Pearson Correlation Coefficients, N = 315
Prob > |r| under H0: Rho=0

	Training and development	Organization commitment	Job Stress	Pay and reward system	Turnover intention
Training and development	1.00000	0.69850	0.76350	0.57669	0.02062
Training and development 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data		<.0001	<.0001	<.0001	0.7154
Organization commitment	0.69850	1.00000	0.75060	0.58134	0.07405
Organization commitment 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data	<.0001		<.0001	<.0001	0.1899
Job Stress	0.76350	0.75060	1.00000	0.60908	0.11776
Job Stress 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data	<.0001	<.0001		<.0001	0.0367
Pay and reward system	0.57669	0.58134	0.60908	1.00000	0.00395
Pay and reward system 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data	<.0001	<.0001	<.0001		0.9443
Turnover intention	0.02062	0.07405	0.11776	0.00395	1.00000
Turnover intention 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data	0.7154	0.1899	0.0367	0.9443	

APPENDIX 5: MULTIPLE LINEAR REGRESSION

Linear Regression Results

The REG Procedure
Model: Linear_Regression_Model
Dependent Variable: Turnover Intention Turnover Intention, 1=Strongly Disagree, 2=Disagree,3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Number of Observations Read	315
Number of Observations Used	315

Analysis of Variance

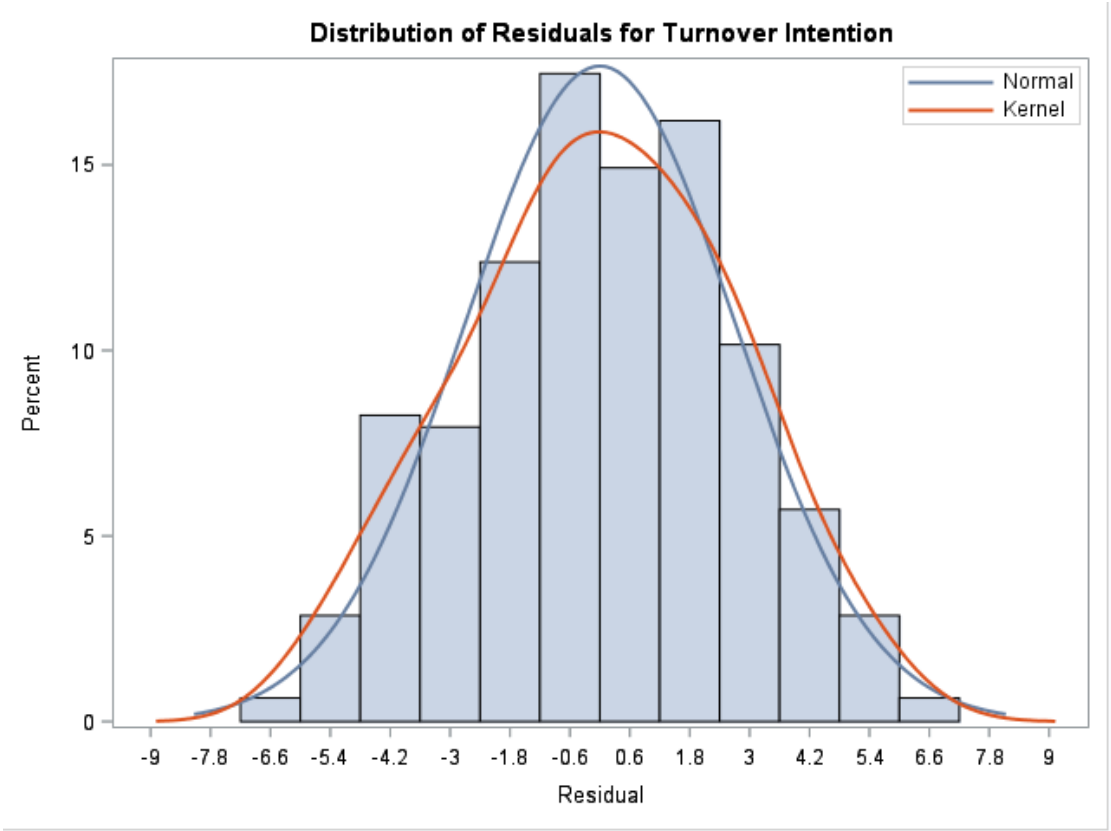
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	5491.62019	1372.90505	184.55	<.0001
Error	310	2306.17663	7.43928		
Corrected Total	314	7797.79683			

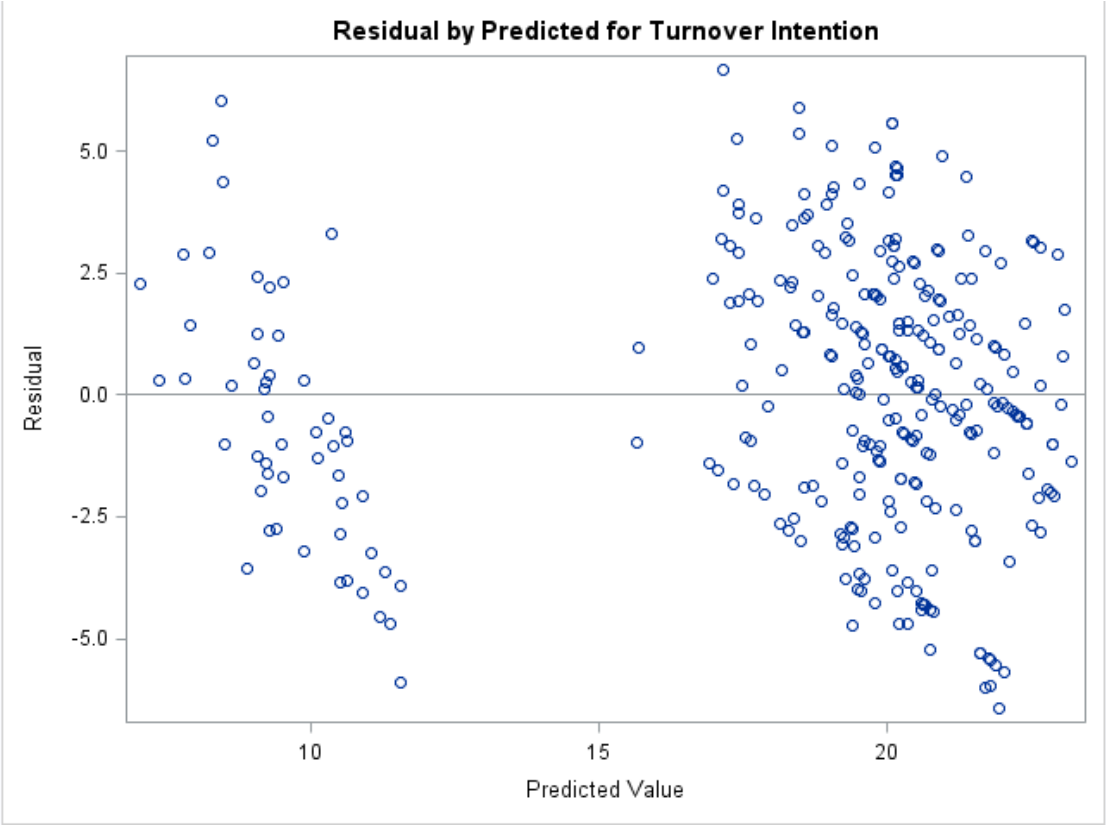
Root MSE	2.72750	R-Square	0.7043
Dependent Mean	18.41429	Adj R-Sq	0.7004
Coeff Var	14.81189		

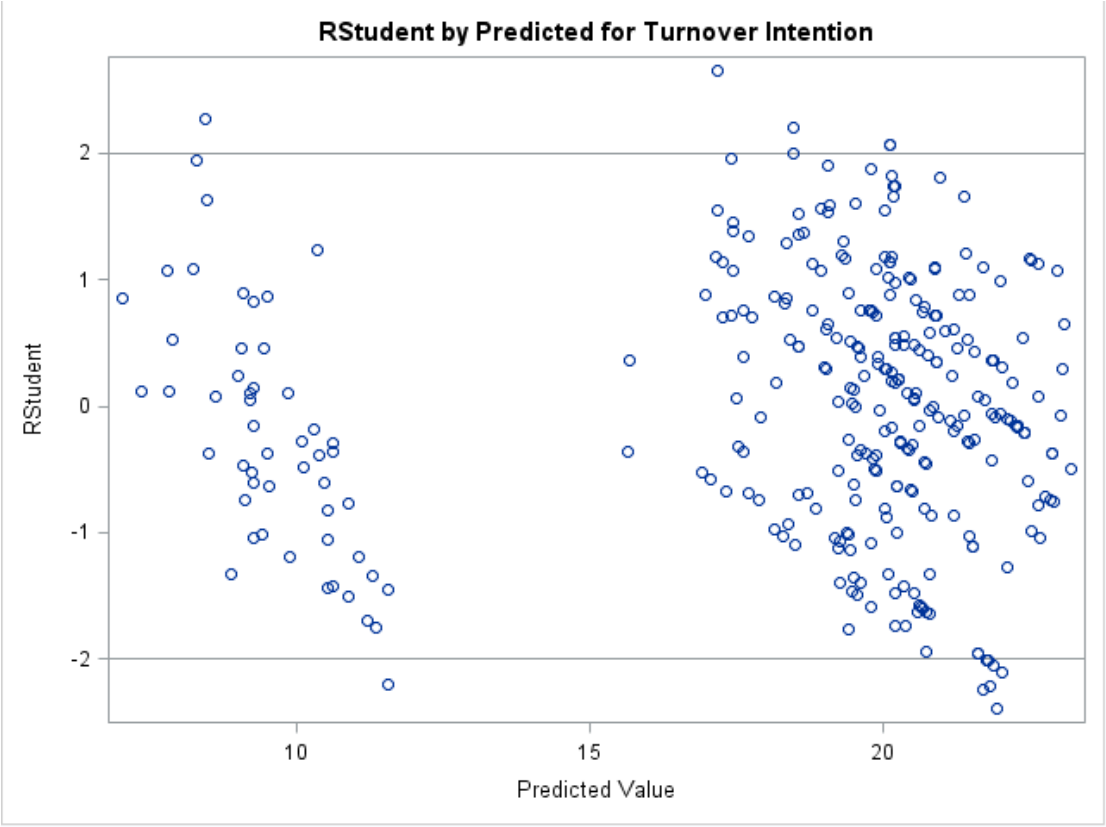
Parameter Estimates

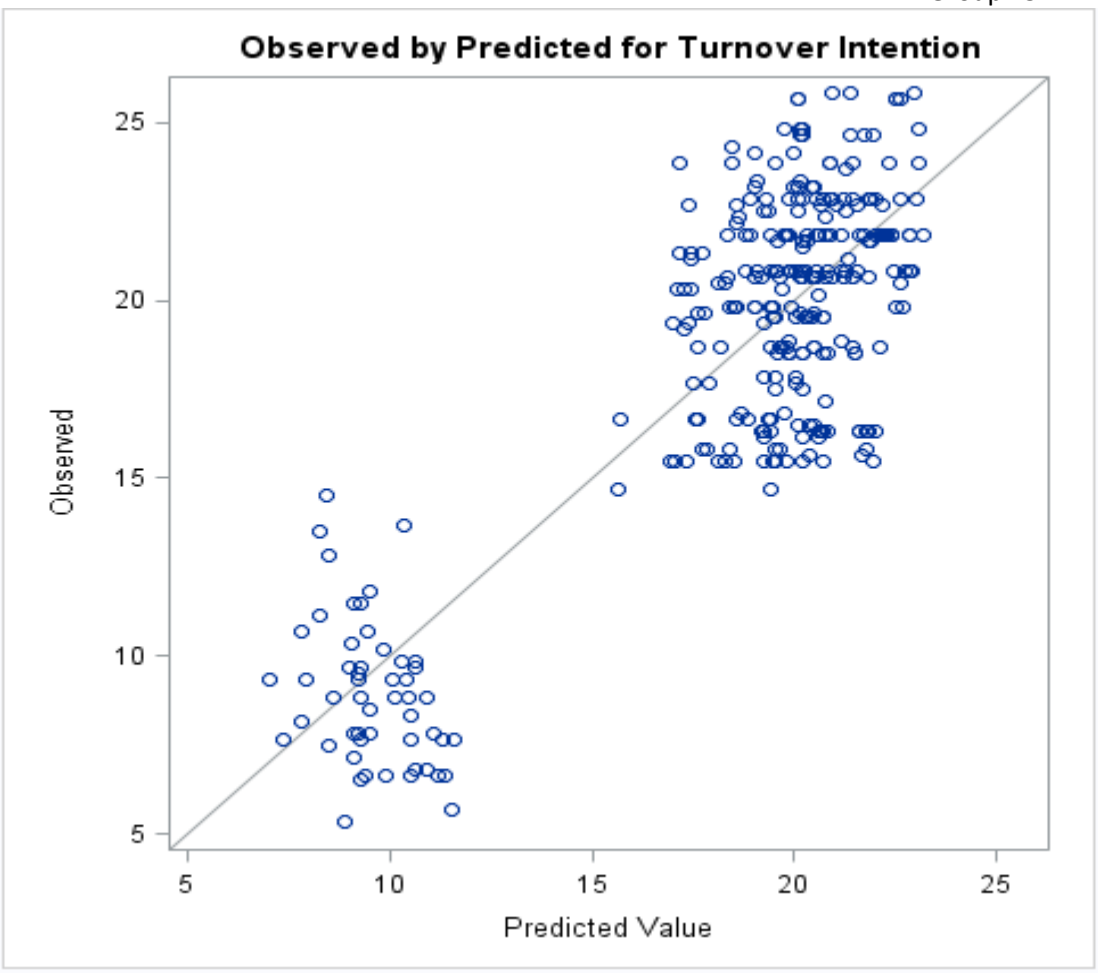
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > |t|
Intercept	Intercept	1	21.32412	1.09751	19.43	<.0001
Organizational Commitment	Organizational Commitment, 1=Strongly Disagree, 2=Disagree,3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	-0.13724	0.05637	-2.43	0.0155
Training and Development	Training and Development, 1=Strongly Disagree, 2=Disagree,3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.22958	0.08144	2.82	0.0051
Job Stress	Job Stress, 1=Strongly Disagree, 2=Disagree,3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.13460	0.06130	2.20	0.0289
Pay and Reward	Pay and Reward, 1=Strongly Disagree, 2=Disagree,3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	-0.81985	0.04295	-19.09	<.0001

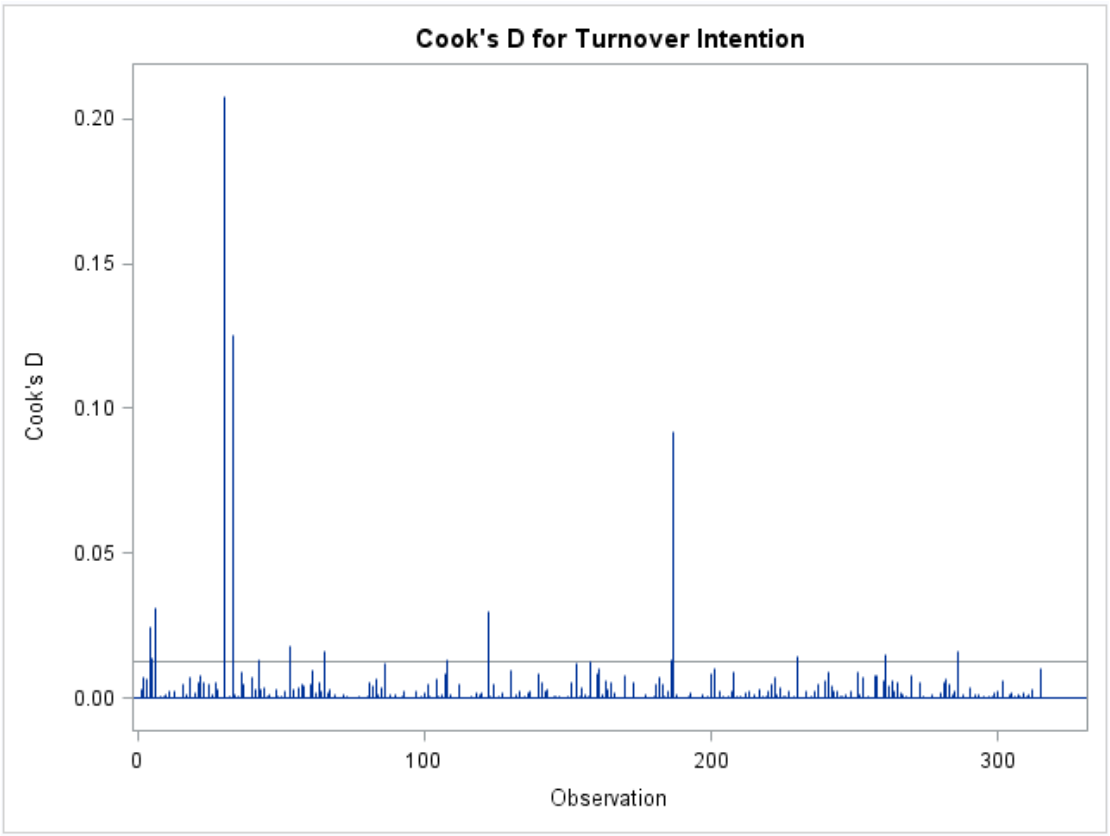
APPENDIX 6: CHARTS

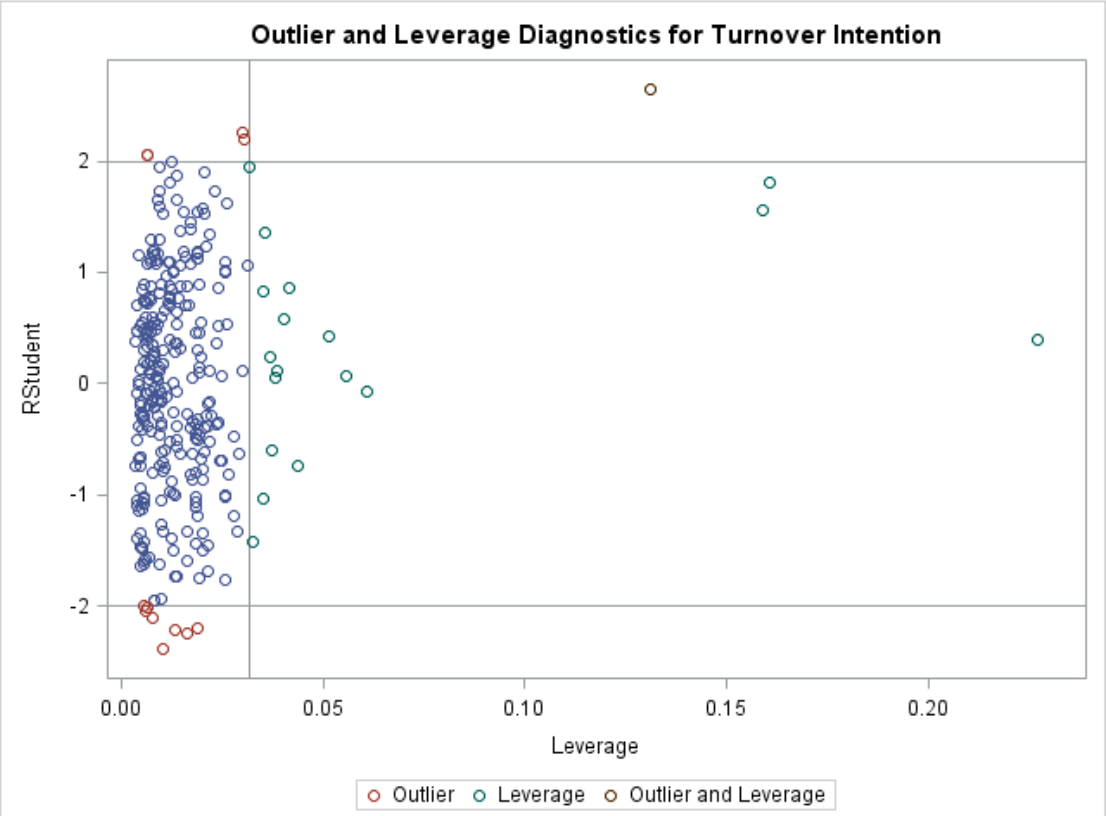


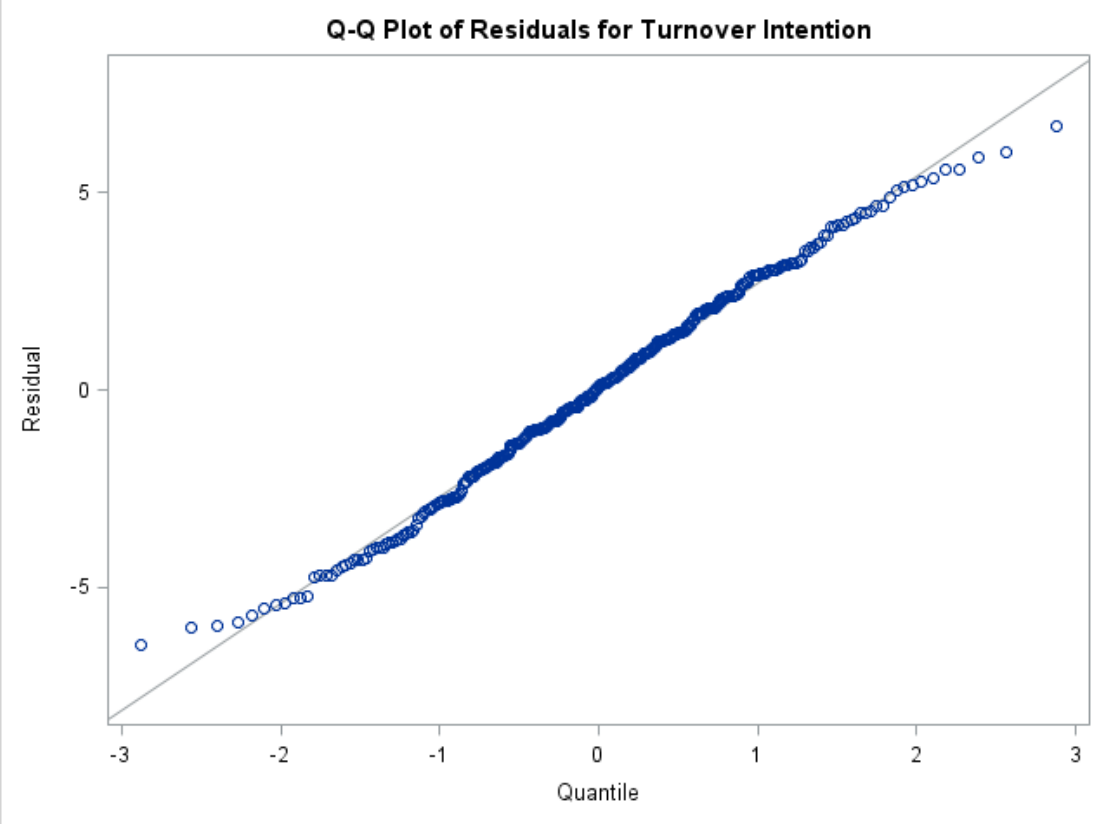


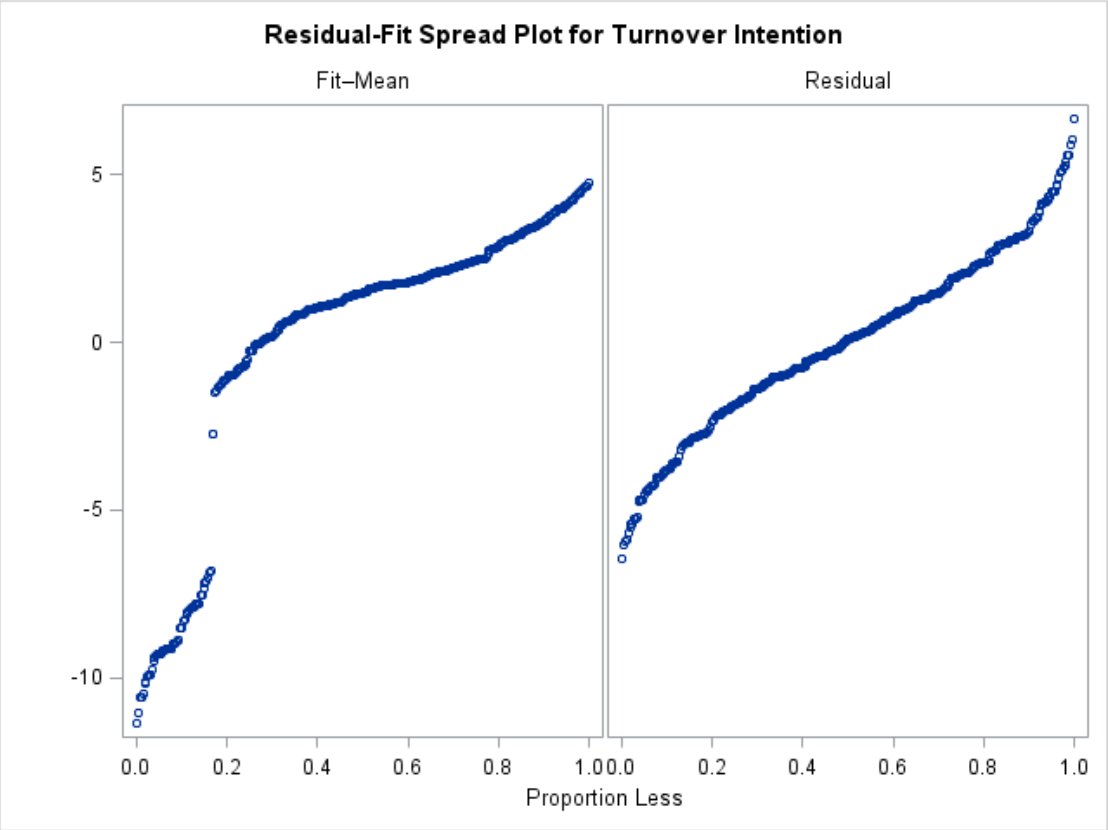

RStudent by Predicted for Turnover Intention
RStudent
2
1
0
-1
-2
10
15
20
Predicted Value

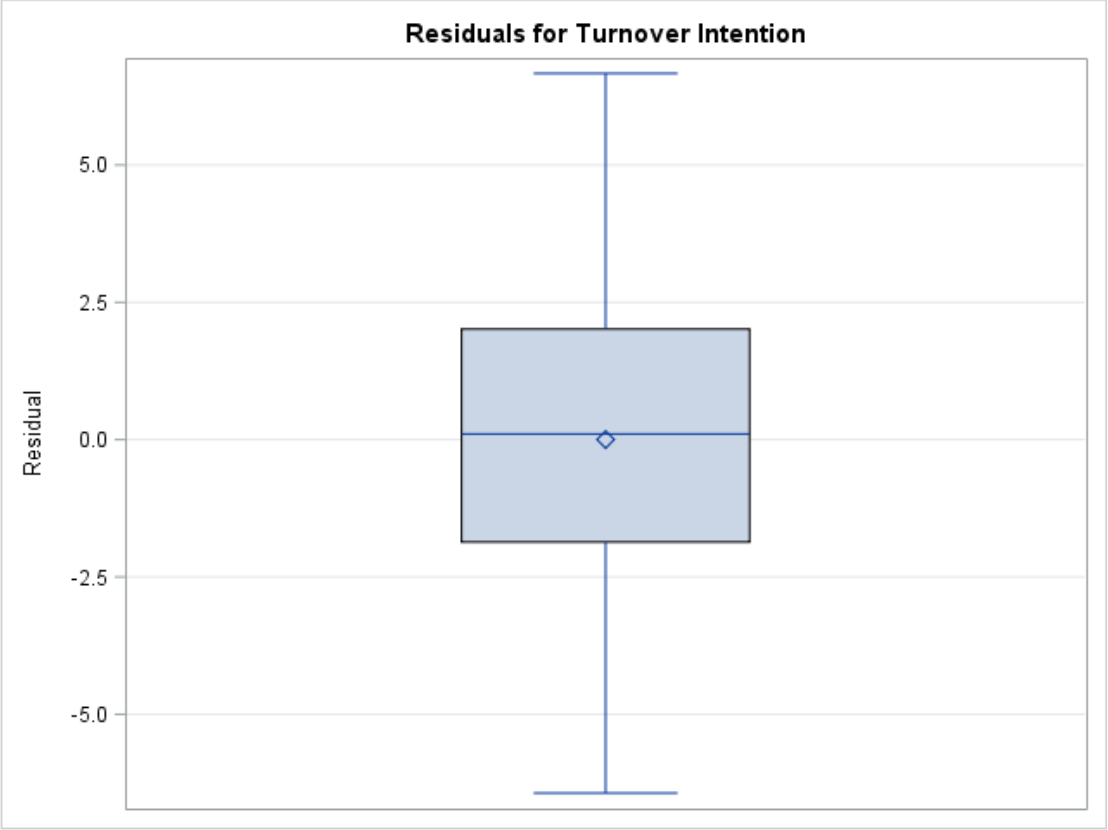

Observed by Predicted for Turnover Intention
Observed
Predicted Value
5
10
15
20
25

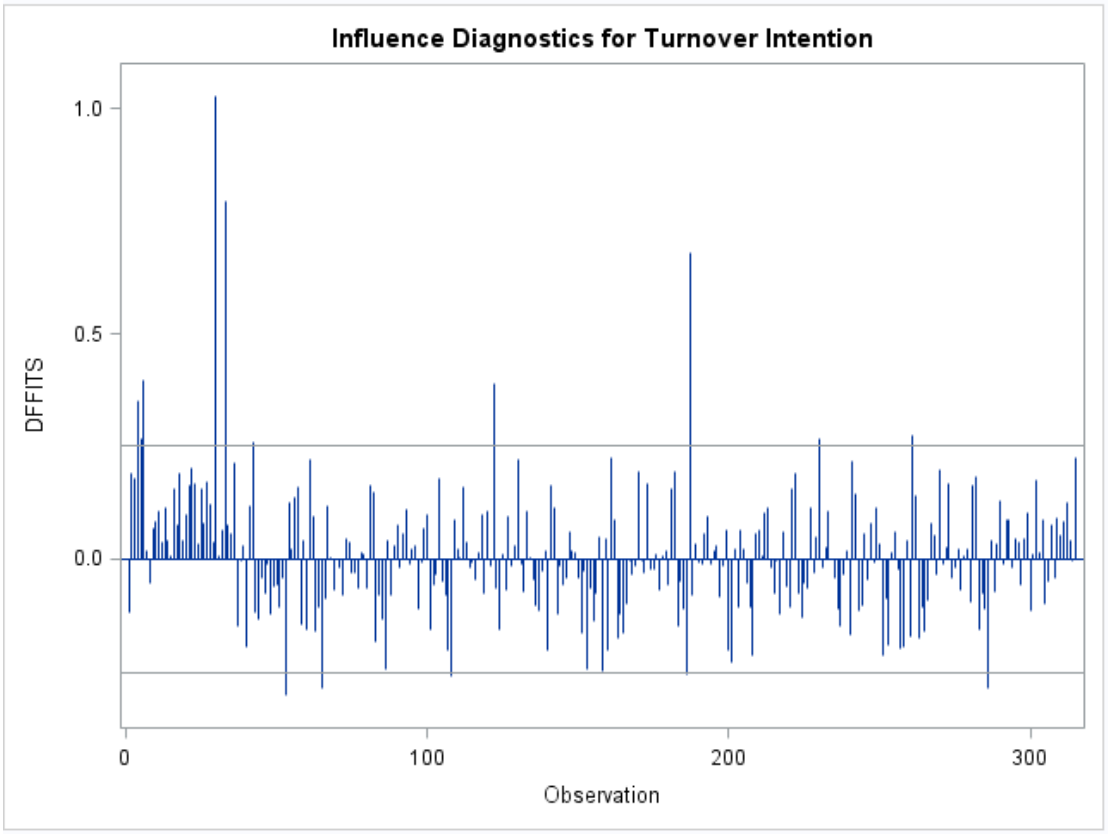

Cook's D for Turnover Intention
Cook's D
Observation
0.00
0.05
0.10
0.15
0.20
0
100
200
300

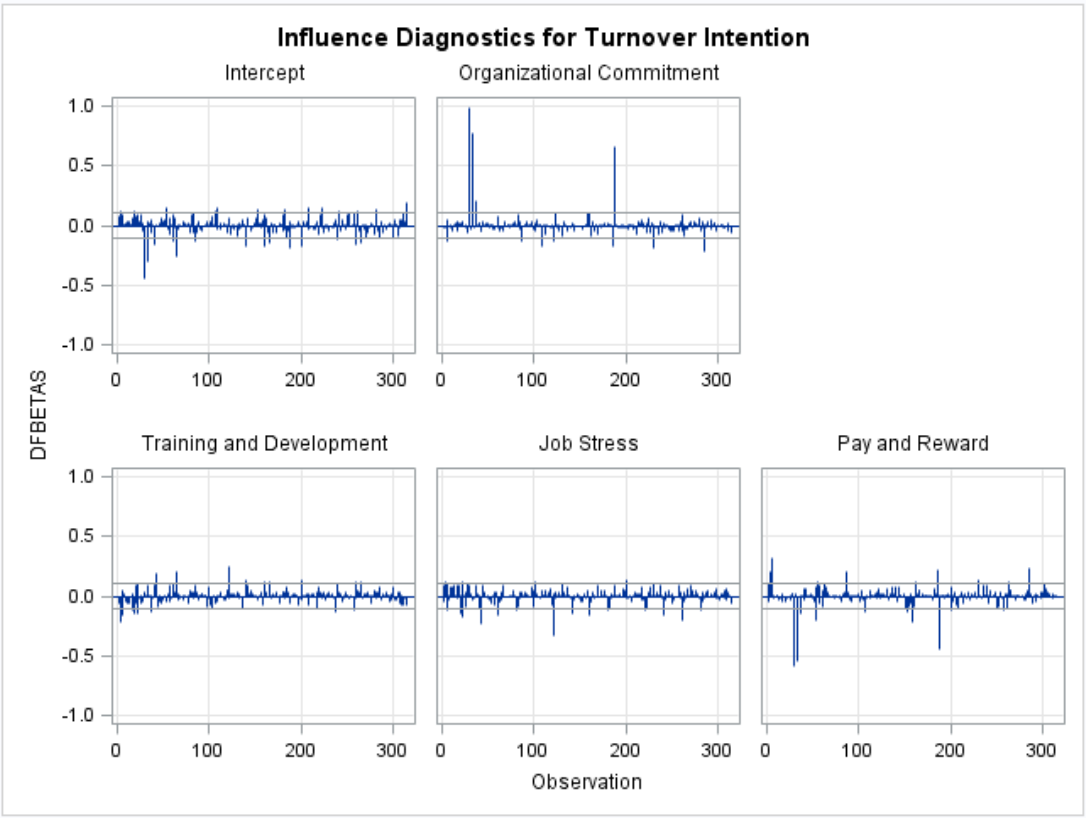

Outlier and Leverage Diagnostics for Turnover Intention
RStudent
2
1
0
-1
-2
0.00
0.05
0.10
0.15
0.20
Leverage
Outlier
Leverage
Outlier and Leverage

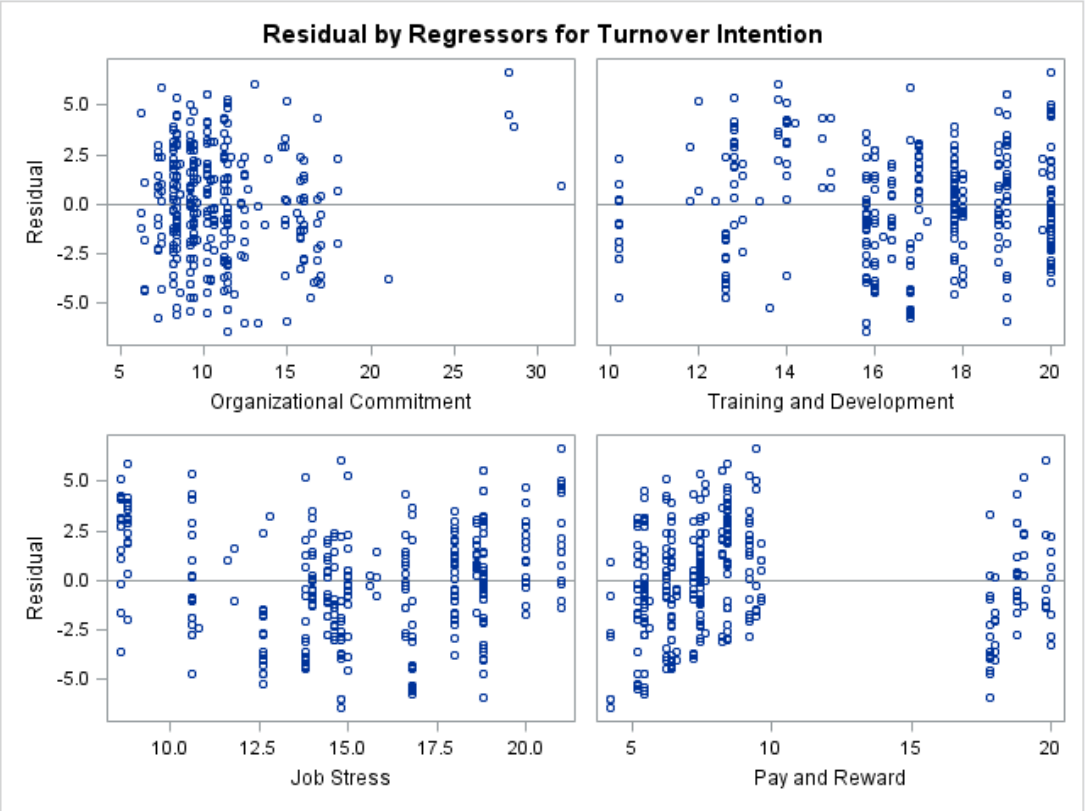

Q-Q Plot of Residuals for Turnover Intention
Residual
5
0
-5
-3
-2
-1
0
1
2
3
Quantile


Residual-Fit Spread Plot for Turnover Intention
Fit–Mean
Residual
5
0
-5
-10
0.0
0.2
0.4
0.6
0.8
1.0
Proportion Less


Residuals for Turnover Intention
Residual
5.0
2.5
0.0
-2.5
-5.0


Influence Diagnostics for Turnover Intention
DFFITS
1.0
0.5
0.0
0
100
200
300
Observation


Influence Diagnostics for Turnover Intention
Intercept
Organizational Commitment
Training and Development
Job Stress
Pay and Reward
DFBETAS
1.0
0.5
0.0
-0.5
-1.0
0
100
200
300
Observation


Residual by Regressors for Turnover Intention
Residual
5.0
2.5
0.0
-2.5
-5.0
5
10
15
20
25
30
Organizational Commitment
10
12
14
16
18
20
Training and Development
10.0
12.5
15.0
17.5
20.0
Job Stress
5
10
15
20
Pay and Reward
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