THE STUDY ON PSYCHOLOGICAL CONTRACT FULFILMENT TOWARD TURNOVER INTENTION AMONG ACADEMIC STAFF FROM A PRIVATE HIGHER EDUCATION INSTITUTION

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DECLARATION

We hereby declare that

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

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

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

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LIST OF ABBREVIATIONS

BYOD = Bring-Your-Own-Device

CR = Corporate Responsibility

ER = Employee Responsibility

GDP = Gross Domestic Product

H_0 = Null Hypothesis

H_1 = Alternative Hypothesis

HRM = Human Resource Management

IT = Turnover Intention

JS = Job Satisfaction

MEF = Malaysian Employers Federation

MQA = Malaysia Qualification Agency

PCB = Psychological Contract Breach

PCF = Psychological Contract Fulfilment

PHEI = Private Higher Education Institution

PRC = People's Republic of China

SAS = Statistical Analysis System

UTAR = Universiti Tunku Abdul Rahman

PREFACE

Education is crucial for a country, because it drives economy growth by producing quality talented youth, professional people for stimulating the overall economic and living standard for a country. Therefore, the education sector has become more important to the past, which increases the burden and pressure on educators, leading to a turnover intention. We targeted academic staff from Private Higher Education Institution (PHEI) and it was important to identify the underlying factors that affected their intention to leave the organization.

In general, turnover intention is a common issue occurred in many industries in Malaysia. But there are several factors which affect Private Higher Education Institution (PHEI) staff have a turnover intention. Therefore, we determine that the four variables are the most significant factors that have close relationship with the turnover intention which are autonomy and control, organizational rewards, organizational benefits, and growth and development. We are going to study either these four factors are significantly affecting PHEI academic staff's turnover intention.

This study can help academic researchers to recognize the important factors that affect the turnover intention of academic staff in Private Higher Education Institution (PHEI). Since personality, values and mentality are different for each person, these factors are not the benchmark for each person, so we tried to find out the most useful information among the factors which influencing the turnover intention of academic staff in Private Higher Education Institution (PHEI) in Malaysia.

ABSTRACT

Turnover intention has been a problem for every industry around the world. If not treated well, costly effects toward the organizations would occur. For this research, factors of turnover intentions among academic staff in a Private Higher Education Institution (PHEI) are examined. However, there are many factors influencing the turnover intention of academic staff in PHEI. Hence, the study proposes a model to investigate the relationship between psychological contract fulfilment toward turnover intention. The research will focus on four dimensions of psychological contract namely: autonomy and control, organizational rewards, organizational benefits, and growth and development. A quantitative survey was conducted on academic staff in a PHEI, 302 valid questionnaires were collected and analysed through statistical correlation and regression to identify the relationship between the dimensions of psychological contract fulfilment and turnover intention. It is concluded that the inverse relationship of organizational rewards hold the highest influence towards turnover intention. The findings provide an insight for university management deal with turnover intentions in order to prevent loss of talented academic staff.

Keywords: Psychological Contract Fulfilment, Autonomy and Control, Organizational Rewards, Organizational Benefits, Growth and Development, Turnover Intention, Private Higher Education Institution, Academic Staff

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CHAPTER 1

INRODUCTION

1.0   Introduction

The purpose of this research is to investigate the influence of Psychological Contract fulfilment towards the turnover intention among academic staff in the private higher education institution (PHEI). In this chapter, the description of the research will be discussed according to the sequence from research background, problem statement, research objectives, research questions, hypotheses of the study, significance of the study, chapter layout to conclusion as the last part.

1.1   Research Background

To every existing organization in the globe, turnover can be a potential cost that might lead to huge losses if neglected by the management team. A real turnover situation of an employee may be caused by various reasons whether from the jobs itself or personally from the employees themselves. However, an employee needs to have a turnover intention before he/she can make the decision of leaving from an organization to another organization based on his/her individual demand or perception of a favourable job. Rather than an actual action, turnover intention is described as an attempt or a thought that an employee wants to leave the current organization. Turnover intention is an issue that many organizations are starting to be aware of in order to reduce the actual turnover to occur (Saraih, Aris, Zuraini, Sakdan, & Ahmad, 2016).

Academic staff play crucial and irreplaceable roles in every individual's tertiary education in the university. Basically, a tertiary education, also known as postsecondary education, is the highest education level an individual can pursue before stepping into the work environment. Undergraduates will have to continue their studies in colleges or universities for a few years to complete their tertiary education. Within these years, the academic staff are considered as crucial assets for both the undergraduates and also the university's management. The

academic staff serve the function of precious human capital that each university is able to provide (Saraih et al, 2016)

Malaysia has always been one of the countries ranked top in the world when it comes to dedication of government authority to enhance level of education for its citizens. In 2014, Malaysia has successfully reached approximately 98 percent for its enrolment rate in terms of primary education, meanwhile 90 percent for its secondary education enrolment rate. Meanwhile, the tertiary education enrolment rate reached 48 percent for the age ranging from 18-23 years of age, exceeding the expectation of the World Bank. The large number of educational facilities has abundantly driven the development of the education level of the country (Wan, Sirat, & Razak, 2018). It was reported that 382 private colleges, 37 private university-colleges and 73 private universities registered under the Malaysian Qualifications Agency during year 2017 (MQA, 2017).

The fund allocation of Budget 2019 once again showed the commitment and efforts of the government to propagate the development of education sector in Malaysia. A 19.1 percent of total government spending reaching RM60.2 billion would be allocated to the Education Ministry in 2019 (Ramasamy, 2018). Besides, the education levels are proved to have significant relationships towards level of changes of Malaysia Gross Domestic Product (GDP) and economic growth (Wai et al., 2018).

The turnover rates were 45.45% and 18.18% for lecturers in colleges/private universities and public universities respectively in 2004 (National Higher Education Research Institute, 2004). In 2011, the high turnover rates of the education sector had been concerned by the public when the education sector's turnover rates were announced and ranked third among all sectors including both manufacturing industry and non-manufacturing industry, reaching 29.2% average turnover rates (Malaysian Employers Federation, 2015).

Table 1.1: 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)

Academic staff's turnover intention is a huge issue for any management of private higher education institution (PHEI) to be paid attention to as the cost of actual turnover in the education industry is really high. The amount of time wasted and money spent to recruit and attract suitable candidates have become burden of the private university, not including the training and development for newly entered academic staff (Ainer, Subramaniam, & Arokiasamy, 2018).

Table 1.2: Number of Academic Staff in Malaysia

HEIs Category	2012	2013	2014	2015	2016
IPTA	29,769	32,516	31,917	31,877	31,712
IPTS	**No record**	**24,476**	**36,185**	**34,750**	**31,112**
Politeknik	7,306	7,256	7,160	7,391	7,445
Kolej Komuniti	2,751	2,816	2,727	2,696	2,713

Adapted from: Institusi Pendidikan Tinggi, Kementerian Pendidikan Tinggi.

Table 1.2 above shows the total number of academic staff from year 2012 to 2015, arranged according to institutions. There were 24,476 numbers of academic staff in private higher education institutions (PHEI) during 2013 and the number of academic staff increased to 36,185 in 2014. In 2015, it can be seen that the number of academic staff dropped to 34,750, reporting a total decrease of 1,435 academic staff in PHEI, showing high turnover rates (Ainer et al., 2018). According to Kementerian Pendidikan Tinggi (2016), the values of academic staff in private higher education institutions (PHEI) dropped another 3,638 to 31,112 academic staff in the year 2016.

1.2 Problem Statement

According to Mabindisa (2014), employees lose the autonomy and control over their work, especially when turnover rate of employees are high, thus creating situations including increased workload for the existing employees, threat quality, loss of knowledge, increased time for reskill training and recruitment, and new employee training and development activities. When an employee leaves, the current employees must fill the vacancy until a new employee replaces the position. This situation leads to the disruption of the daily work of existing employees, resulting in low performance of employees.

Another research conducted by Chirkov (2009) at the psychological level indicates that experiencing self-management and having one's own behavioural autonomy are human beings' basic psychological needs. Therefore, autonomous motivation is a characteristic that individuals play a full role in different cultures and societies. In the study, it is found that the role of universal and motivation autonomy in human function and academic learning has an impact on students' moral and psychological development, learning and cognition. Vansteenkiste et al. (2005), indicates the example, when students develop motivation for self-directed learning, they exhibit more adaptive learning attitudes, academic achievement, and personal well-being in the People's Republic of China (PRC), while when they are subject to more controlled motivation, they are more likely to have higher drop-out rates, and negative emotions.

According to a study was done by Veeriah, Chua, and Siaw (2017), non-financial rewards emphasize on making life on the job more attractive. Employees may perceive the organization as helpful and supportive when employers focus more on non-financial reward tools, such as work-life balance, career development, and educational benefits. Abdullah and Wan (2013) paid more attention to employee recognition, believing that it is the most important tool to drive employee satisfaction in an organization.

Various factors can affect the willingness to leave, which are personal negative perceptions and attitudes towards work and the workplace (Ang, Hwa, & Teh, 2018). According to Ashraf (2018), the working environment is the benefit of the organization provided in the workplace. It is not only the physical environment of the workplace, but also part of the organizational culture. This is evident in the findings of Ramachandran, Chong, and Ismail (2011), organizational culture is considered an important part of university functional decision-making, and cultural issues are becoming the main challenges faced by private higher education institutions in change management programs, as many academicians consider knowledge to be proprietary and not freely shared. Other studies have shown that certain financial benefits, such as pensions and health care, can help in increase employee retention, while benefit plans provided by organizations is more valuable to employees more than shareholders (Haider, Aamir, Hamid, & Hashim, 2015).

According to Johari, (2017), academic staff in tertiary education do not have the opportunity to use new learning and teaching strategies or principles to develop separate courses, that is, to develop a model course in the curriculum. Reflection needs the development of the necessary attitudes, including introspection, which is a thoughtful rethinking of everything that happens in the classroom, with a view to improvement. Second, an open mind, willing to accept new knowledge, willing to acknowledge the possibility of difficulties, willing to be responsible for decisions and actions.

1.3 Research objectives

1.3.1 General Objective

The primary objective of the research is to examine the relationship between the dimensions of the psychological contract fulfilment and the turnover intention of academic staff in private higher education institution (PHEI).

1.3.2 Specific Objectives

1.   To determine whether there is a significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

2.   To determine whether there is a significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).

3.   To determine whether there is a significant relationship between organizational rewards and turnover intention of academic staff in private higher education institution (PHEI).

4.   To determine whether there is a significant relationship between organizational benefits and turnover intention of academic staff in private higher education institution (PHEI).

5.   To determine whether there is a significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).

1.4 Research Questions

1. Will the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) affect turnover intention of academic staff in private higher education institution (PHEI).?

1a. Will the autonomy and control affect turnover intention of academic staff in private higher education institution (PHEI)?

1b. Will the organizational rewards affect turnover intention of academic staff in private higher education institution (PHEI)?

1c. Will the organizational benefits affect turnover intention of academic staff in private higher education institution (PHEI)?

1d. Will growth and development affect turnover intention of academic staff in private higher education institution (PHEI)?

1.5 Hypotheses of the Study

Hypothesis:

H_0: There is no significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

H_1: There is a significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

H_{1a}: There is a significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).

H_{1b}: There is a significant relationship between organizational rewards and turnover intention of academic staff in private higher education institution (PHEI).

H_{1c}: There is a significant relationship between organizational benefits and turnover intention of academic staff in private higher education institution (PHEI).

H_{1d}: There is a significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).

1.6 Significance of the study

This study intends to define the indicators affecting the turnover intention of academic staff in Private Higher Education Institution (PHEI) in the education sector. Malaysia's education sector has become important as a result of increased awareness of knowledge. Through the results of this study, it is better to know which factors (autonomy and control, organizational rewards, organizational benefits, growth and development) are related to academic staff' high turnover tendency and low turnover tendency. Therefore, it can help obtain some appropriate solutions to solve this problem. In addition, this study is particularly beneficial to senior managers. With these factors, they will have a better understanding of their employees, thus minimizing their turnover tendency in the organization. In addition, senior management can use these factors to motivate employees. For example, superior can retain academic staff if they apply human resource management (HRM) practices appropriately.

1.7 Chapter Layout

Chapter 1: Introduction

This research is divided into five chapters. The first chapter is the introduction, including research background, problem statement, research objectives, research questions, research hypotheses, and research significance.

Chapter 2: Literature Review

The second chapter analyses the relevant secondary data sources summarized in the literature review. This paper reviews the existing literature on psychological contract fulfillment, including autonomy and control, organizational rewards, organizational benefits, growth, and development. This section focuses on variables and the relationships of psychological contract fulfillment that influence turnover intention of Private Higher Education Institution (PHEI). A theoretical or conceptual framework based on research objectives and questions. The hypothesis is based on the previous research results and theories to test whether the developed theory is effective.

Chapter 3: Research Methodology

In the third chapter, the research method mainly elaborates the measurement process of each variable and reliability from the aspects of research design, sampling design of data collection method, operational definition of structure, measurement scale and data analysis method. SAS is applied to analyze the data and summarizes the data analysis results.

Chapter 4: Research Results

The results of the fourth chapter relate to the main themes of the previous chapter. The survey was conducted using questionnaires. This part gives the statistical results through the practical application of SAS.

Chapter 5: Discussion and Conclusion

Chapter five is the discussion and conclusion, summarizing the research and significance of psychological contract fulfillment on academic staff turnover intention. In addition, this chapter also describes the limitations of this research, suggestions for future research and the overall conclusion of this research project.

1.8 Conclusion

As a conclusion, the full dimension of chapter 1, namely the research review, provides us with a preliminary understanding of how to carry out this study. On the research background, this paper briefly discusses the insight of the education sector and the factors affecting the turnover intentions of academic staff. Later, in the problem statement, it is a discussion on the problems and causes of the turnover in the education sector in Malaysia will be discussed.

In addition, five specific objectives narrowed down the scope of the overall objective on the basis of consulting relevant literature, five research questions and five hypotheses of guiding arguments in this study are also discussed. Finally, the significance and contributions of this study are discussed. This chapter provides a baseline for further research in the second chapter. Relevant literature must be reviewed. However, this will take place in the next chapter.

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<center>CHAPTER 2</center>

<center>LITERATURE REVIEW</center>

2.0   Introduction

This chapter will provide the relevant literature related to turnover intention, psychological contract, social exchange theory and the psychological contract dimensions. This research studies the psychological contract fulfilment as the independent variable through four dimensions and turnover intention as the dependent variable.

The literature review is organized by presenting the turnover intention, psychological contract, followed by the social exchange theory, the dimensions of psychological contract, and consequently, review of past framework by other researchers. Lastly, the conceptual framework used will be presented followed by the hypothesis development.

2.1 Review of the literature

2.1.1 Turnover Intention

Turnover intention is defined as the employee's estimated likelihood of having the intention of leaving the organization/company perpetually in the imminent future (Choi & Lee, 2011). The turnover intention does not mean that the employee will leave the organization but rather an intention for the employee to consider quitting the job. However, it should not be taken lightly as it is argued that intentions will typically lead to actual behaviours of individuals (Firth, 2004). According to Firth (2004), there have been various reasons an individual employee would carry the intention to leave their jobs, also research conducted shows that there have been little consistency with the outcomes, this is likely due to the diversity of variables used by researchers as well as the difference in population samples used.

Many previous studies have found that effects of psychological contract breach may come in several adverse changes in behaviour of employees (Kickul & Lester, 2001). There has been several studies that have identified that the non-fulfilment of the perceived obligations of the employers results in a higher turnover intention among employees (Sheehan, Tham, Holland, & Cooper 2019; Liu, Hui, Lee, & Chen 2012). According to Liu, Hui, Lee, and Chen (2012), the effect on turnover intention is greatest when there is fulfilment of contract on employees end but not the employers end, in comparison to un-fulfilment of the contract from both parties. Hence, in consistent with Morrison & Robinson, (1997) whereby strong perceived discrepancy of fulfilment between both parties leads to stronger perceived breach of contract which leads to greater turnover intention.

A psychological contract breach or non-fulfilment of a psychological contract happens when a party in the psychological contract (employee or employer) perceives that their expectations toward the opposing party are not met. Thus, they are being denied of their desired outcomes and benefits. In a simpler context, they feel that they are being unfairly treated. Hence, they would perform or behave differently to restore equity or balance in the relationship (Kickul & Lester, 2001). The "balance" in the relationship is reflected in changes toward job satisfaction and organization commitment (Suazo, 2009).

The failure of the employer to react to employee's contribution in respect to what the employee believes the employer is obliged to do will damage the relationship concerning the two parties. The psychological contract is held by trust between both parties and once that "trust" is damaged, it is not easily restored. Thus, dissatisfaction, anger and disappointment toward employers emerge based on the perceived inequity felt by employees (Rousseau, 1989). The stronger the perceived gap between discrepancy of contribution between the two parties, the stronger the perceived breach of the contract will be (Morrison & Robinson, 1997). Arshad, and Sparrow (2010) proposes that psychological contract violation has both significant indirect and direct relationship between psychological contract fulfilment and turnover intention. It is said that the contract will be mutually beneficial if both parties does their part.

However, when violated, confidence in the benefits of the employer-employee relationship is lost. In turn, intentions to leave the relationship would arise.

According to Morrison and Robinson (1997), there exist an inverse relationship between job satisfaction and turnover intention. Once the relationship between employer and employee is damaged through non-fulfilment of psychological contract the deteriorating job satisfaction as mentioned by Suazo (2009) would act as a catalyst to influence the turnover intention of employee's causing them to consider exiting the employment relationship altogether (Morrison & Robinson, 1997). In contrast, if the employee's expectations are fulfilled, then they would reciprocate with positive work behaviours and work attitudes (Montes & Irving, 2008). At the same time, they would also have a significantly lower turnover intention (Wanous, Poland, Premack, & Davis, 1992).

Psychological contract breach is subjective to individuals. Reneging, incongruence, and vigilance toward psychological contract breach between individuals differ from one another. Parties in a psychological contract may fail to fulfil their obligations not because they do not want to but are unable to do so. Parties may also misperceive their respective obligations in the psychological contract. In addition, some individuals may not be perceptive that their contract is breached. Hence, violation of the contract may be felt differently by different individuals (Robinson & Morrison, 2000). Moreover, these variables are difficult to measure and to draw firm conclusions.

2.1.2 Social exchange theory

The social exchange theory has been used to explain the behavioural reactions toward a breach of psychological contract (Arshad, and Sparrow, 2010). The social exchange theory states that if cost of relationship is higher than benefits received, and the effort put in is not reciprocated then problems would arise (Emerson, 1976). In short, equality in an exchange should be achieved. Homans (1974) stated that actions undertaken which are rewarded will prompt people to perform that action. This relates to the concept of reinforcement. By binding actions with certain rewards, people will oblige to perform it (Emerson, 1976). As such, when these rewards are not given, inequality in the exchange would ensue leading to change in behaviour. This also creates a situation of interdependence whereby, one party's actions are based of the other's behaviour. The process must begin through one party's action in order to begin the continuous cycle of reciprocation (Cropanzano, & Mitchell, 2005). Hence, this supports the behavioural reactions of the psychological contract.

2.1.3 The Psychological Contract

Psychological contracts can be defined as the individual's beliefs toward the reciprocal obligations between employee and employer. The beliefs would become contractual once the employee believes that they are obliged to contribute to the employer while expecting in return certain incentives from their employer (Rousseau, 1990). Additionally, Morrison & Robinson (1997) stated that the psychological contract is a set of beliefs that each party in the psychological contract are to give-and-take in consideration of each other's contributions. Rousseau and Parks (1993) summarize various other theories such as the Expectancy theory, Equity theory and Agency theory as the nexus of deriving the Psychological Contract.

In order for a psychological contract to emerge, the individual must first assume there exists a reciprocal relationship between the two parties. However, the dogma of the individual is unilateral and it does not hold the other party liable if such contract is breached (Rousseau, 1989). The beliefs held by the employee will can be considered a motivator to perform and contribute efforts given that organizations (employers) are consistent with fulfilling the expectations of the employee.

This research adopts Kickul and Lester, (2001) four factors model for the research which comprises of Autonomy and Control, Organizational Rewards, Organizational Benefits, and Growth and Development. Several research have been conducted which deemed that variables such as high pay, promotion and advancement, work life balance, job security and several others are the dimensions of the psychological contract (Robinson, Kraatz, & Rousseau, 1994; Lub, Njie Bijvank, Matthijs Bal, Blomme & Schalk (2012); Sheehan, Tham, Holland, & Cooper, 2019). However, all variables used to explain the psychological contract in those researches can be narrowed down into the four main factors as proposed by Kickul and Lester (2001). Hence, this research adopts the four factors model as proposed by Kickul and Lester (2001).

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2.1.4 Autonomy and Control

Wheatley (2017) suggested that autonomy could be stipulated as the level of control over decisions employees could make within their job. Nowadays, autonomy is defined in a new way, as the need to be in charge of our experiences and actions. The new mind-set is considered quite distinct to the traditional idea that autonomy equals independence (Stone, 2018). In the past, the level of autonomy is also directly proportional to the level of ranks in a traditional organizational structure, whereby a higher job position in the organizational structure will bring the employees a higher level of autonomy and vice versa (Robertson, n.d.). According to Obloj (2018), autonomy is a one of the great inventions used by the companies to help the employees to develop innovativeness in today's lives. However, he stated that consequences such as dispersion of attention, lack of coordination and even wasted report could happen if there is excessive autonomy.

Basically, autonomy can actually be found in diverse parts of work and extensively sorted into two forms, which are "job control" and "schedule control." Job control indicates the level of autonomy employees have over their jobs and their work conduct. On the other hand, schedule control relates to the level of autonomy employees have over their schedule, including deciding the time and venue to work. The conditions above show a relevant amount of flexibility that employees might obtain from the organization they are working with and how employees make choices in terms of work-life balance (Wheatley, 2017).

Job autonomy is said to be helpful in making the jobs of the employees more rewarding and less threatening, in a sense that the employees will put more efforts and attention towards their jobs. The following condition leads to more complex and challenging jobs for the employees to lower the level of boredom to prevent high level of turnover intention (Shahzad, Dongjun, Gul, Jamil, & Kumar, 2018).

Llopis and Foss (2016) proposed that if employees are given more job autonomy, it would directly help to positively build cooperative behaviours among the employees.

It is observed that autonomy is considered as part of the most essential psychological needs in order to achieve ideal human development and integrity (Llopis & Foss, 2016). Martins, Concalves, Marin, Piccinini, Sperb, and Tudge (2015) stated that most urban parents who are highly educated are more possible in planting autonomous-related values in the minds of their children and expect them to have less conformity to the demands of others.

Besides, studies also observed that employees have higher job satisfaction where they are given greater level of job autonomy where they can make their decisions in terms of their work and their schedule of work. It's proven there exist direct relationship between the autonomy level and job satisfaction of the employees. The higher the level of autonomy, the higher the level of job satisfaction (Alegre, Mas-Machuca, & Berbegal-Mirabent, 2016).

Comparatively, some research shows that medical professionals have lower level of autonomy in the workplace, causing them to have lower satisfaction level as they are required on standby and performed advanced decisions or practice (Chao, Jou, Liao, & Kuo, 2015). Langfred and Rockmann (2016) stated that the employees' demands and expectations towards the organization in terms of autonomy has increased across the decades especially in knowledge work where the jobs itself is already ambiguous and also in a sense that the employees are unnecessary to have proper communication with their employer.

Furthermore, the level of autonomy that an individual requires as one's innate psychological needs can influence individual motivation and behaviour depending on the strength differences of one's needs towards autonomy (Koen, van Vianen, van Hooft, & Klehe, 2016). Other studies stem autonomy as a basic necessity and requirement of an individual's cognitive psychological needs and play an essential role to generate intrinsic motivation in the minds of the employees (Chiniara & Bentein, 2016).

2.1.5 Organizational Rewards

Management needs to understand how their employees can be motivated so that they will be able to achieve the organizational goals easier. For this purpose, management needs to understand their employees' attitude towards work and life, and the various types of personalities. Inability to do so may lead to turnover of employees which can result enormous loses for both financially and non-financially (Rajapaksha, 2015). Employer should seek for some good ways to enhance the employees' to productivity and joyfulness in their work place. With this, the firm can keep high retention rates and increase the quality of organization. Motivated workers can lead to higher productivity and the organization as a whole prospers (Zigu, n.d.).

As stated by Dulebohn and Werling (2007), rewarding employees is a core element of organizations' human resource management. Based on the English Oxford Living Dictionary, rewards are defined as a something offered in acknowledgment of service, effort, or achievement (Oxford Dictionaries, n.d). Basically, rewards can be classified into two big categories which are financial rewards and non-financial rewards.

Financial rewards are monetary incentives that are earned by an employee due to excellent performance. These rewards may or may not improve the financial wellbeing of employee. In fact, reward plays a vital role in the performance of employee as the rewards can determine how productive an employee is and motivate them to perform well. It is crucial for a manager to understand how financial rewards really inspire and motivate the employees. Financial reward is regarded to be the most functional instrument for managers to motivate employees to move effectively and impact their behavior in order to attain higher objectives (Danish & Usman, 2010).

As for non-financial rewards, it is a reward which can satisfy the ego and self-actualization needs of employees. Non-financial rewards are at the dispense of the organization as they do not actually improve the employee's financial position. Non-financial rewards emphasize on making life on the job more appealing instead of making the employees' lives better off the job (Danish & Usman, 2010).

According to Chris (2015), non-monetary rewards in the workplace includes tangible recognition. Recognition is seen to be one of the best ways to reward individuals. Employee not only how well they have accomplished their organizational objectives or performed their job but also that their feats are appreciated (Armstrong, 2010).

2.1.6 Organizational Benefits

Benefits are one of the key motivators which motivate employees to perform tasks more enthusiastically and minimize employees' turnover intention in any organizations. In an organization, employers retain employees by providing internal and external benefits as these are the basic benefits that a company should provide to those well-performed employees (Iqbal, Guohao, & Akhtar, 2017).

According to Yamamoto (2011), the internal welfare of enterprise as one of the measurement of benefits which is provided by organizations for their employees as well as their families. The welfares are classified as statutory welfare and non-statutory welfare which are compulsory to be provided by the organization as compliance to the laws to protect employees' safety and health in the workplace (Naukrihub, 2019). Jain and Kashyap (2013) defined that the working environment and the welfare facilities are considered as the benefits provided by the organization which results in employees' high motivation to work and satisfy employee's needs in the workplace. In contrast, the high level of job satisfaction will enhance the efficiency of productivity as the workers are more enthusiastic in participating in the production process.

According to Naukrihub (2019), statutory welfares include facilities for sitting, drinking water, latrines and urinals, spittoons, canteen facilities, washing places, lighting, first aid appliances, changing rooms and restrooms whereas non-statutory benefits include seven elements for employees which are employee assistance programs, personal health care (regular medical check-ups), maternity and adoption Leave, harassment policy, medi-claim Insurance Scheme, and employee referral scheme.

In addition, non-cash benefits are minimized through pensions, health insurance, life insurance, retirement plans and benefits (including company car or transportation subsidies), which are an important part of compensation at many large companies (Hong, Hao, Kumar, Ramendran & Kadiresan, 2012). The benefits programs are worthy for the employees since it is far beyond the retirement packages and health insurance, challenging goals enable to fulfil individual's esteem needs also named psychological needs (McLeod, 2007). Employees will feel valued, respected, and appreciated as they get to be players and not just hired hands and employees get to make a difference (Iqbal, Guohao, & Akhtar, 2017).

Taufek, Zulkifle and Sharif (2016) defined that benefits can influence the employees both positively and negatively. So, when benefits are right for them, it's a good indicator of job commitment. But if this happens, the employee's welfare and the employee's rights are incorrect; it will bring negative impact to the company. On the other hand, for small businesses that are facing budget problems and therefore unable to comply with the standardized benefits offered by large firms. Other than increased wages, retirement benefits, education benefits, transportation benefits, traditional health insurance and bring-your-own-device (BYOD), small businesses apply customized benefits which is an alternative option for employees. Employees received $5000 per year provided by the organization to spend the money in exchange for the greater values they need. The customized benefits packages enable company to increase employees' job satisfaction (Bronson, 2017).

According to Ashraf and M.A. (2018), work environment is not only the physical environment of workplace, but also part of organizational culture. A positive work environment can make employees feel good about coming to work and provide them with the necessary motivation to keep them in good shape throughout the work process. Faced with the dynamic changing environment, in order to maintain the low turnover intention of employees, the organization will respond to the changing environment to satisfy its employees and maintain its competitive advantage. Thus, the organization provides a work environment that provides a sense of belonging, generous personnel policies and good workplace control, and increases the level of motivation for employees to make long-term commitments to the organization.

2.1.7 Growth and Development

Based on Jacobs and Washington (2003), employee development reflects to a mixed group of scheduled functions, given over a period of time, to ensure all employees gained the essential competency to bring out their best and fulfil organisation's target at the meantime. The Great-West Life Assurance Company (2012), further the definition by specifying the planned functions are not solely equipped employees for status quo, but also for future stage. Based on Antonacopoulou (2000), employee development is an evolution of an employee and the organization at large; therefore, as employees perform better, the organization itself will perform better.

Opportunities of growth and development includes promotion, career development, growth and training (De Vos, Buyens & Schalk, 2003). According to Pergamit and Veum (1995), promotion is a process of promoting an employee by upgrading his or her position. The results of promotion are including raised wages, training receipt, supervisory responsibilities and job satisfaction. Career development basically means the personal efforts by an employee to learn and develop new techniques that the employee can use to earn more income, obtain promotions and switch careers. The major difference between career development and employee development is that career development is an effort by an employee; compare to employee development which is an effort by company for company's internal benefits (Kokemuller, 2016). The opportunity provided by company to employees to become better in the extend of personal, professional, career and financial (Klongerbo, 2015). By providing this opportunity, it helps retain and connect employees (Greenberg, 2015). Training is an organized way to improve fresh and old employees by providing development and enhancement (Nda, & Fard, 2013).

Feedbacks are message regarding the gap between real standard and recommended standard of a system boundary which is functioned to change the gap in some method (Ramaprasad, 1983). In modern definition, it is detailed description and recommendation with a particular person's performance (Brookhart, 2017). Task variety is the extent of which job requires that the employee to carry out a broad range of tasks. It could be the source to make the job more interesting and enjoyable, if the job involves different work activities (Morgeson & Humphrey, 2006; Sims, Szilagyi & Keller, 1976).

Hammeed and Waheed (2011), held that employee development as one of the most important functions of human resource management. However, Mayo (2000) viewed it as the main driver of value growth in any type of organization. The importance of giving these opportunities are incremental of employees' goal commitment, organizational commitment and job satisfaction. Hence, If the opportunities are not delivered or under-delivered, the consequences may be catastrophic. It could lead to disconnection between employees and organization, and distress on themselves (The Great-West Life Assurance Company, 2012). Also, it may frustrate both workers who long for a healthy, long-term employment relationship and who focused on maximizing personal outcomes (Kickul & Lester, 2001). Eventually, it will become the factor that lead employees to have turnover intention (Chin, 2018).

The benefits of growth and development not only benefit employees themselves, but also helps the organization as well (Hammeed & Waheed, 2011). On theoretical point of view, development opportunity is one of the better connectors with work engagement (Guest, 2014).

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2.2 Review of Relevant Theoretical framework

2.2.1 Chin & Hung, (2013)

Figure 2.1: Framework of study
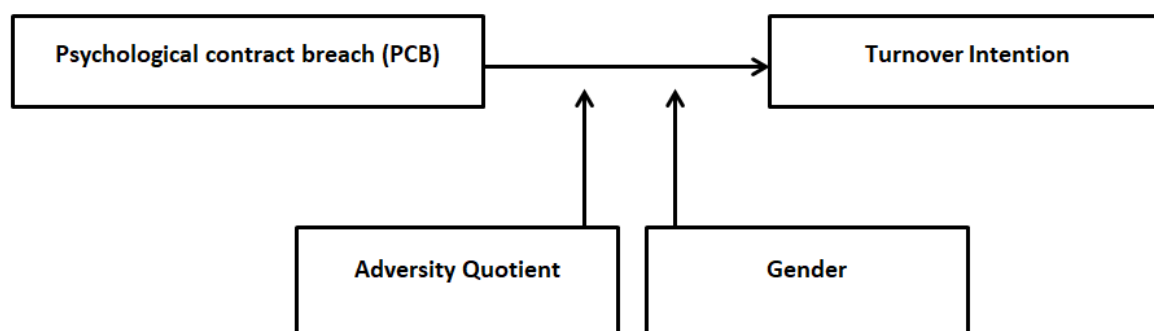
Adapted from: Chin, P. L., & Hung, M. L. (2013). Psychological contract breach and turnover intention: the moderating roles of adversity quotient and gender. *Social Behavior and Personality: an international journal*, *41*(5), 843-859.

The study of psychological contract by Chin and Hung (2013) emphasizes on effects of the two moderators (adversity quotient, and gender) towards the turnover intention in insurance industry. Adversity quotient is found to greatly moderate the relationship between psychological contract breach and turnover intention. Respondents with greater adversity quotient were found to have a lower turnover intention. Gender as a moderating variable however was not significant towards the relationship.

Measurement of psychological contract breach used in the study included three factors which include intrinsic promises such as autonomy, extrinsic promises such as organization rewards and benefits as well as intrinsic promises relating to growth and development. According to their study, training and development psychological contract breach is most significant to explain turnover intentions of insurance agents.

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2.2.2 Xie, Liu, & Deng, (2015)

Figure 2.2: Framework of study
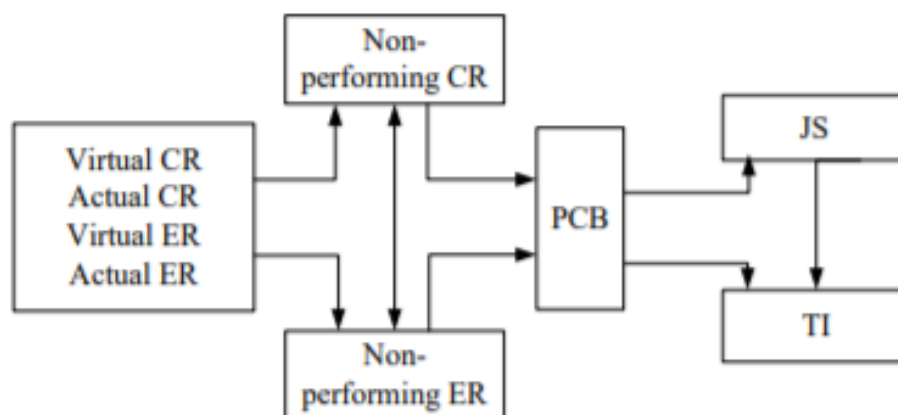
Source: Xie, X., Liu, H., & Deng, H. (2015). Psychological Contract Breach and Turnover Intention: The Intermediary Role of Job Satisfaction. *Open Journal of Business and Management*, *3*(04), 371.

The researchers constituted a model above to research psychological contract breach (PCB) toward job satisfaction (JS) and Turnover intention (TI). In their model, job satisfaction (JS) also influences the turnover intention (TI). They studied two perspective of psychological contract in the form of corporate responsibility (CR) and employee responsibility (ER) which leads to a breach in psychological contract. They further include expectations for corporate responsibility and employee responsibility before and after joining the workplace abbreviated as "Virtual" for before joining and "Actual" for after joining the workplace. Researchers found that psychological contract breach (PCB) has a prominent negative impact toward job satisfaction (JS) and a positive impact towards turnover intention (TI). Meanwhile, job satisfaction significantly influences turnover intention negatively.

2.2.3 Lub, Njie Bijvank, Matthijs Bal, Blomme and Schalk (2012)

Figure 2.3: 8 Factor Framework
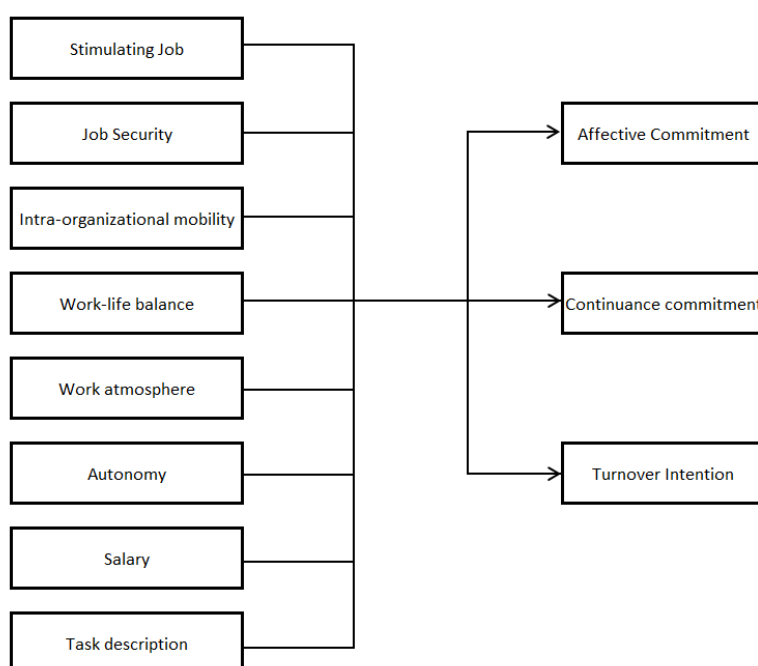
Source: Lub, X., Nije Bijvank, M., Matthijs Bal, P., Blomme, R., & Schalk, R. (2012). Different or alike? exploring the psychological contract and commitment of different generations of hospitality workers. *International Journal of Contemporary Hospitality Management, 24(4), 553-573.* doi:10.1108/09596111211226824

In their study on psychological contract, they studied eight dimensions of psychological contract (Stimulating job, Job security, Intra-organizational mobility, Work-life balance, Work atmosphere, Autonomy, Salary, and Task description) and its outcomes (Affective commitment, Continuance commitment, and Turnover intention). The study compares the effects of psychological contract fulfillment toward three generations (Baby Boomers, Gen Y and Gen X). They found that the three generations have deferring turnover intentions when faced with psychological contract fulfilment. Generally, Generation Y is discovered to hold a higher turnover intention than the other 2 generations. They also proven that generational differences in psychological contract in each generation exist. Work life balance, autonomy and job security holds a higher priority toward Generation X as compared to the other generations. Generation X and Y also percieve stimulating job and intra-organizational mobility more significantly than baby boomers.

2.3 Proposed Conceptual Framework

This section presents the proposed conceptual framework used for this study. The conceptual framework is derived from the literature review and is consolidated into 4 dimensions of psychological contract fulfilment (Autonomy and Control, Organizational Rewards, Organizational Benefits, and Growth and Development) toward the turnover intention. Hence, the research puts forward a conceptual framework to study the relationship between the psychological contract fulfilment dimensions and its effect on the turnover intention of employees.

Figure 2.4: Proposed Conceptual Framework
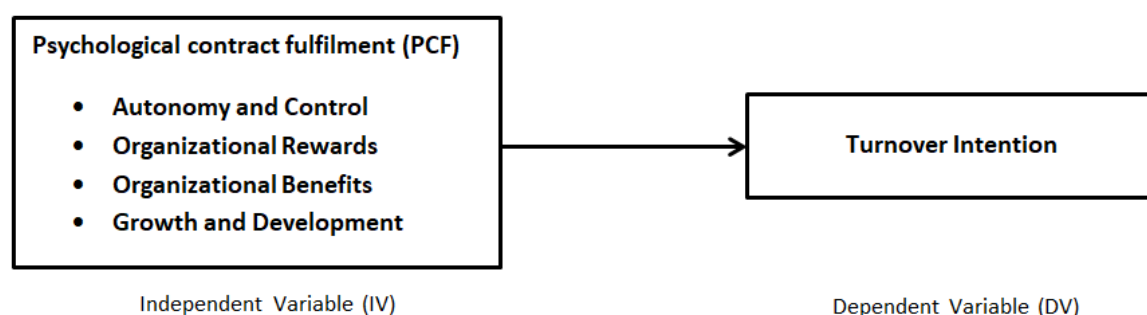
Source: Developed for the research

2.4 Hypothesis Development

2.4.1 Psychological Contract Fulfilment toward Turnover Intention

Non-fulfilment of Psychological contract or breach has been associated with behavioural change in several studies (Rousseau, 1989; Coyle-Shapiro, and Kessler, 2000). Among those behavioural changes, turnover intention is among the changes when psychological contract is breached or unfulfilled. Chin and Hung (2013), and Robinson and Rousseau (1994) study on psychological contract found that turnover intention is more likely when employers fail to fulfil their employee's expectations.

H_1: There is a significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

2.4.2 Autonomy and Control

The relationship between autonomy and control toward turnover intention is indirectly related through job satisfaction. According to Alegre, Mas-Machuca, and Berbegal-Mirabent (2016), autonomy is observed to increase employees' job satisfaction when provided. In contrast, if autonomy is not given to employees' then job satisfaction would deteriorate. Thus, turnover intentions would increase. Furthermore, according to Ernst, Williams, Clark, Kelly, and Sutton (2018) it is proven that there is a significant relationship between autonomy and turnover intentions, whereby autonomy is seen to lower turnover.

Through this concept, the following hypotheses are presented.
H_{1a}: There is a significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).

2.4.3 Organizational Rewards

According to Guan, Wen, Chen, Liu, Si, Liu, and Dong (2013) research they found that salary has a significant relationship with turnover intentions. It is said that the rewards provided by competitors in the market may drive employees to have turnover intentions to change organizations to work for.

The following hypotheses presented:

H_{1b}: There is a significant relationship between organization rewards and turnover intention of academic staff in private higher education institution (PHEI).

2.4.4 Organizational Benefits

According to Bryant and Allen (2013), the benefits of working in an organization are notably a more significant predictor of turnover than pay. Working environment and relationships in organizations are what affects the turnover intentions. In that sense, turnover intentions would be reduced when proper benefits of being in the organization are provided.

Thus, the following hypothesis is developed:

H_{1c}: There is a significant relationship between organization benefits and and turnover intention of academic staff in private higher education institution (PHEI).

2.4.5 Growth and Development

Growth opportunities in an employee's career are shown to have a negative relationship with turnover intention. When greater opportunities for career growth such as acquisition of new skills and career advancement, employees are less likely to have an intention to leave the organization (Weng & McElroy, 2012; Nouri & Parker, 2013).

Hence, the following hypotheses presented:

H_{1d}: There is a significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).

2.5 Conclusion

This chapter covered the literatures relating to the psychological contract dimensions and the dependent variable utilized in this research. This chapter also provided an understanding on previous researches on psychological contract. From the journals and materials gathered, hypotheses are established. The subsequent chapter covers the research methods that were employed in this research.

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CHAPTER 3

RESEARCH METHODOLOGY

</div>

3.0 Introduction

This chapter deliberates the research methodology that is conducted in this study and describes the research design, data collection method, sampling design, research instrument, construct instrument, data processing, data analysing and lastly, the conclusion.

3.1 Research Design

According to Adi Baht, (2018), research design can be explained as a compilation of methods and techniques conducted to explain a research problem in an analytical manner. This research uses quantitative and focuses on collective numerical data since the measure technology readiness by using questionnaire to collect data from the respondents. It is also to test the hypothesis whether is accepted or rejected. Quantitative Research is conducted by using coded and numerical data to quantify and generate meaningful statistics (DeFranzo, 2019). Furthermore, a set of questionnaire is created and distributed to target respondents to collect their information. In this research, qualitative research is not utilized because all data is collected from questionnaire and does not involve any interview, conversation or observation in this study.

The study is designed through causal research. Causal research refers to a study on the effects of a variable towards another variable ("What is causal research? definition and meaning", 2019). The causal research is to test the cause-and-effect relationship between independent variables and dependent variable.

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3.2 Data Collection Methods

Data collection is a procedure of gathering, also measuring data on variables in an established system, whereby selected respondents are to respond to a set of questions and the responses are collected to be analyzed. Data collection is categorized into two methods, which are primary and secondary data collection. Primary data are raw of unprocessed source gathered by researchers through sending out question sheets or other survey approaches to obtain data straight from the respondents. Secondary data is processed data collected through past researchers via journals, articles, textbooks and so on.

3.2.1 Primary Data

The method used to collect primary data in this research is through questionnaire. The reasons behind using this method are because the responses can be analyzed quantitatively, and is convenient for respondents and researchers. The research utilizes questionnaires to gather primary data directly from the respondents.

3.2.2 Secondary Data

The method applied to gather secondary data in this research is through browsing from online sources such as Google Scholar and UTAR OPAC. The internet is filled with journals, articles and news this research requires. Google Scholar is able to supply the research with journals and articles which this research requires. UTAR OPAC provides professional journals on several topics such as business and science that assist the progress of this research.

3.3 Sampling Design

3.3.1 Target Population

For this research, all academic staff in University Tunku Abdul Rahman (UTAR) are selected to be the target population. Based on staff directory from the official website, there is approximately 1389 academic staff in the both campus (Sungai Long and Kampar). The total size of the population of academic staff is estimated about 1389.

3.3.2 Sampling Frame and Sampling Location

In this study, the questionnaire is distributed to UTAR academic staff in Sungai Long and Kampar, Malaysia. This is because of the location benefits to develop the questionnaire which is in close proximity. Shorter time to distribute and access the target respondents as well as retrieve the questionnaires is ideal. The questionnaire is distributed all around UTAR Sungai Long and Kampar campus. These locations are the ideal locations to distribute our questionnaire because it can achieve high effectiveness, high efficiency and less time constraint.

3.3.3 Sampling Elements

The target respondent of this study is the academic staff from University Tunku Abdul Rahman (UTAR) in Sungai Long and Kampar campus. We will not be considering their race or ethnicity. Therefore, every academic staff within the target location can take part in the research.

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3.3.4 Sampling Technique

Sampling makes research more accurate and economical. Sampling design can be classified into two categories which are probability sampling and non-probability sampling. Probability sampling methods have a tendency to be more arduous and costly than non-probability sampling. However, non-probability sampling methods incline towards a more cost effective and convenient method. They are suitable for exploratory research and hypothesis generation ("Methods of sampling from a population", 2018).

In this research, probability sampling method is utilized to choose the target respondents. Simple random sampling method is used to choose for the target respondent. Simple random sampling allows each member of the subset to have an equal probability of being selected. It helps generate an unbiased representation towards the population (Hayes, 2019).

3.3.5 Sampling Size

Krejcie and Morgan (1970) streamlined the decision of sample size through a table that assists researchers to select a sample size. The suitable sample size for this research is exactly 302 by referring to the table from given estimated population size which is 1389 academic staff.

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3.4 Research Instrument

3.4.1 Questionnaire Survey

Method used to gather primary data in this study is through self-administered questionnaire. Reasons of using this method are due to the ability to collect vast number of respondents and affordable method at constrain manner.

3.4.2 Questionnaire Design

The questions in this research questionnaire are designed by using fixed-alternative method. Each fixed-alternative questions offer recommended answers for the respondents to decide depending on their perspective towards the question. By comparing with open-ended questions, questions with fixed-alternative answers are less taxing towards the respondents. Besides, shorter time for respondents to answer is another reason of using this method.

The questionnaire in this research consists of three key parts, Part A, B and C. Part A asked respondents' gender, age, race, level of education, and working experience (in current workplace). Whilst, part B quantifies the four independent variables and lastly part C quantifies the turnover intentions of academic staff. The questions are quantified through a five-point likert scale. The results of dependent variable are interpreted from the range of strongly disagree to disagree, neutral, and agree to strongly agree. However, the results of independent variable are clarified ranging from much less than expected to less expected, neutral and expected to more than expected.

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3.4.3 Pilot Study

Pilot study is much narrower version than a complete scale study. Also, this particular method could be a preliminary trial for certain research tool; example is questionnaire. The reasons to conduct pilot study are to design study protocol and verify the feasibility of this study. 30 sheets of questionnaires are prepared and sent to targeted respondents (Private Higher Education Institution academic staff) for the purpose of this pilot study. Results of the Pilot study are tested using Statistical Analysis System (SAS). This ensures that the questionnaire is reliable and valid.

3.4.3.1 Results of Pilot test

Table 3.1 shows the results of the pilot study conducted. All Independent variable and Dependent variable from the pilot study shows a very good reliability of $\alpha=0.80$ to 0.95.

Table 3.1:Results of Reliability Analysis (Pilot test)

Variables	Dimensions	Cronbach's Alpha
Independent variable	Psychological Contract Fulfillment	
	• Autonomy and Control	0.820082
	• Organizational Rewards	0.915685
	• Organizational Benefits	0.830133
	• Growth and Development	0.930439
Dependent variable	Turnover Intention	0.898186

Source: Developed for research

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3.5 Constructs Measurement

3.5.1 Scale of Measurement

Scale of measurement is used to quantify data obtained from research. In this research, nominal scale and interval scale is used to quantify the variables. Part A utilized nominal scale and ordinal scale to measure demographics of the respondents. Part B uses interval scale to measure all variables through the use of a five-point Likert scale from much less than expected coded 1 to more than expected coded 5. Part C also uses a five-point Likert scale from strongly disagree coded 1 to strongly agree coded 5.

3.5.1.1 Nominal Scale

Variables which are without quantitative value are labeled using Nominal scale. Two questions in Section A uses nominal scale which are the questions for gender and race. In which, both do not have any quantitative value.

Figure 3.1: Nominal Scale

1) Gender

☐ Male

☐ Female

3.5.1.2 Ordinal Scale

Ordinal scale labels variables without quantitative value. However, as opposed to nominal scale there is an ordered value inherent to each variable. Ordinal scale is used to rank and arrange the variables. In this research, ordinal scale is used in section A to measure age and level of education.

Figure 3.2 Ordinal Scale

4) Level of Education:

☐ Diploma
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate
☐ Others: _____

3.5.1.3 Interval Scale

Interval scale shares characteristics of both ordinal and nominal scale. It can be considered as a Likert scale. For this research, Interval Scale is used to quantify all independent and dependent variables from Section B. Example is shown in Figure 3.2

Figure 3.3: Interval Scale

Turnover Intention

No.	Questions	SD	D	N	A	SA
1	I am planning to resign from the university.	1	2	3	4	5
2	I want to look for a new job next year.	1	2	3	4	5
3	I often think about quitting the university.	1	2	3	4	5
4	I think this is the best university for me to work for.	1	2	3	4	5
5	I intend to ask people about new job.	1	2	3	4	5

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3.5.2 Measurement of Research Constructs

Table 3.2: Questionnaire questions sources

Constructs	No. of Items	Measurement	Main Sources
Autonomy and Control	6 items, Five-point likert scale	Autonomy to make decisions yourself.	De Vos, Buyens, and Schalk (2003)
		Opportunities for flexible working hours depending on your personal needs.	
		Chance for you to apply your own ideas in your work.	Güntert (2014)
		Control over pace of work.	Sims, Szilagyi, and Keller, (1976)
		Taking appropriate action without waiting approval.	Hong, Hao, Kumar, Ramendran, and Kadiresan, (2012)
		Control over work sequencing.	Breaugh, (1999)

Organizational Rewards	6 items, Five-point likert scale	Salary increase based on performance.	De Vos, Buyens, and Schalk (2003)
		Attractive pay package.	
		Fairly paid compared to other colleagues doing similar work.	Coyle-Shapiro, and Kessler, (2000)
		Recognition for the work performed.	Murphy (2015)
		Gratuity Payment.	Onnis, (2019)
		Financial Incentives.	
Organizational Benefits	7 items, Five-point likert scale	Challenging work to be performed.	De Vos, Buyens, and Schalk (2003)
		Good atmosphere at work.	
		Good mutual cooperation with management.	
		Positive relationships between colleagues.	
		Recreation Facilities.	Onnis, (2019)
		Steady employment.	Hui, Lee, and Rousseau (2004)
		Non-monetary benefits such as vacation and medical insurance.	Hong, Hao, Kumar, Ramendran, and Kadiresan, (2012)
Growth and Development	7 items, Five-point likert scale	Opportunities for promotion.	De Vos, Buyens, and Schalk (2003)
		Opportunities for career development.	
		Opportunities for personal growth	
		Training programs to do the job.	Hui, Lee, and Rousseau (2004)
		Opportunity to learn through different tasks.	Sims, Szilagyi, and Keller, (1976)
		Feedback regarding performance from superior.	
		Feedback regarding performance from colleagues.	

Turnover Intention	5 items, Five-point likert scale	I am planning to resign from the university.	Yeoh, Lim and Syuhaily (2010)
		I want to look for a new job next year.	
		I often think about quitting the university.	
		I think this is the best university for me to work for.	
		I intend to ask people about new job opportunities.	Chen, Ployhart, Thomas, Anderson, and Bliese, (2011)

3.6 Data Processing

Data processing refers to the procedure of turning the primary data to meaningful information. This procedure consists of 4 stages. SAS Enterprise Guide 7.1 is utilized in data processing.

3.6.1 Data Checking

Data checking refers to the task of verifying the accuracy of the data. This procedure aims to identify error-free and prevent erroneous data.

3.6.2 Data Editing

In the data editing, questionnaire is reviewed to identify if there are any ambiguous, missing answers or omissions. Missing or omitted data is adjusted to produce more accurate and complete information. Questionnaires with too many incomplete questions will not be used.

3.6.3 Data Coding

Data coding is the process of keying in the primary data into computer software. In this research, the data collected from the entire questionnaire are being coded in SAS Enterprise Guide 7.1. Coding for part B utilizes a 5-point likert scale: 1=Much less than expected, 2=Less than expected, 3=Neutral, 4=Expected, 5=More than expected and 99=Missing Data. As for part C of questionnaire a 5-point Likert Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree and 99=Missing Data is used.

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3.6.4 Data Transcribing

Data transcribing is the procedure of keying in data from the questionnaire into the software by using Statistical Analysis System (SAS) Enterprise Guide. Reliability test is conducted to test the reliability of each variable.

3.7 Data Analysis

The procedure to inspect, purify, clean and transform data with the aim to unearthing beneficial information, informing results and assist decision making (Xia, B. S., & Gong, P., 2015). After data collection SAS Enterprise 7.1 is utilized to examine and interpret the data. In this study, descriptive, inferential analysis and scale measurement are applied as statistical techniques.

3.7.1 Descriptive Analysis

Descriptive analysis refers to the process to transform primary data to descriptive information that is meaningful and understandable. The activities in the process are to rearrange, order and manipulate the data (Zikmund, n.d.). Analyzed data could be described in graphic form (Trochim, 2006).

3.7.2 Inferential Analysis

Inferential analysis examines random sample of data from targeted population and make inferences on the population. It is applicable when analysis of each member from a targeted population is impossible and inconvenient (Minitab, n.d.).

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3.7.3 Scale Measurement (Reliability Test)

Reliability refers to the survey, observation, test and other measuring devices being trustworthy and consistent (Neubaum, Thomas, Dibrell, & Craig, 2016). When answering research questions, reliability of data is the top priority of this research. The degree of consistency value that gathered by different observers is crucial. Hence, Cronbach Alpha Test is used to test the reliability for all dimensions for the stake of proving the consistency of the survey. Besides, as the alpha of Cronbach is closer to one, it indicates that there is a higher internal consistent reliability (Sekaran & Bougie, 2010).

Figure 3.4: 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)

Table above illustrates, poor reliability is range at alpha value less than 0.60. Follow by fair reliability, alpha value starts from 0.60 to 0.70. The range of good reliability begins with 0.70 and ends at 0.80. Lastly, very good reliability alpha value ranges between 0.80 to 0.95.

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3.7.3.1 Pearson correlation coefficient

Pearson correlation coefficient is a method to calculate the strength and direction of correlation between two variables. It is used to determine how the data is related. Pearson correlation coefficient can also be referred to the degree of how firm the relationship between the dependent variable and independent variables. Coefficient value is scaled between -1.0 and +1.0. If coefficient value is negative, the relationship between two variables is negatively correlated. In contrast, if the coefficient value is positive, the relationship between two variables is positively correlated. When the coefficient value is zero, the relationship between two variables has no correlation.

Figure 3.5: Pearson correlation coefficient
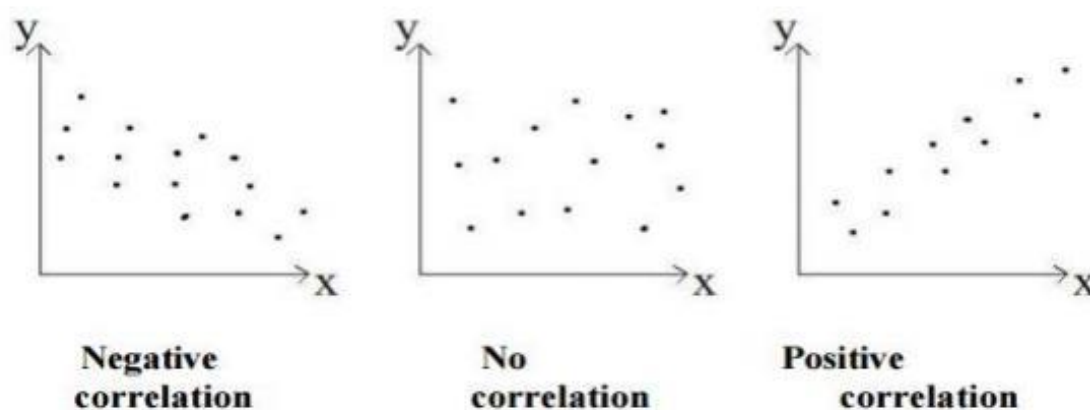
Source: Chee, Goy Leow, Moo, Wong (2016). Creating work-life balance among school teachers in secondary school in Kampar, Perak: A study on job stress.

Table 3.2: 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 illustrates that as the size of correlation is ranging from ±0.91 to ±1.00, it is interpreted as very strong. Followed by ±0.71 to ±0.90 is being interpreted as high. If strength of correlation is between ±0.41 to ±0.70 the interpretation is moderate. When the size of correlation is scaled between ±0.21 to ±0.40, the interpretation is small but definite relationship. Lastly, when the size of correlation is ±0.00 to ±0.20, it is interpreted as a slight and almost negligible relationship.

3.7.3.2 Multiple Linear Regressions

Multiple linear regression is the most used form of linear regression analysis. It is a statistical tool to examine the relationship of independent variables and justify the dependent variable. It identifies the significance of the model used and a percentage of how the independent variables is able to explain the dependent variable

Below is the formula of the linear equation:

$$Y' = a + b_1X_1 + b_2X_2$$

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

Where

Y' = Turnover Intention

a = Constant, "Y intercept"

b = Coefficient of each independent variable

X_1 = Autonomy and Control

X_2 = Organizational Rewards

X_3 = Organizational Benefits

X_4 = Growth and Development

3.8 Conclusion

Chapter three guides researchers on how to collect data through the use of research design, data collection method, sampling design. Researchers then select a research instrument and construct measurement consequently the approaches of data processing and analysis. Results of the research would be interpreted in the subsequent chapter.

CHAPTER 4

RESEARCH RESULTS

4.0 Introduction

This chapter is dedicated to illustrate the results of the data analyzed through SAS Enterprise Guide 7.1. The analyzed data will be shown through tables and figures prepared. Demographic profiles of respondents were measured using descriptive analysis. Meanwhile, reliability testing was conducted using Pearson Correlation Coefficient Analysis as well as Multiple Regression Analysis to measure the relationship between the independent variable and dependent variable.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

Through the questionnaire, personal information of the respondents were collected such as gender, age group, race, level of education and working experience in current work place.

4.1.1.1 Respondent's Gender

Table 4.1 Respondent's Gender

Gender	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Male	120	39.74	120	39.74
Female	182	60.26	302	100.00
Total	302	100	302	100

Source: Developed from SAS Enterprise Guide 7.1

Figure 4.1 Gender
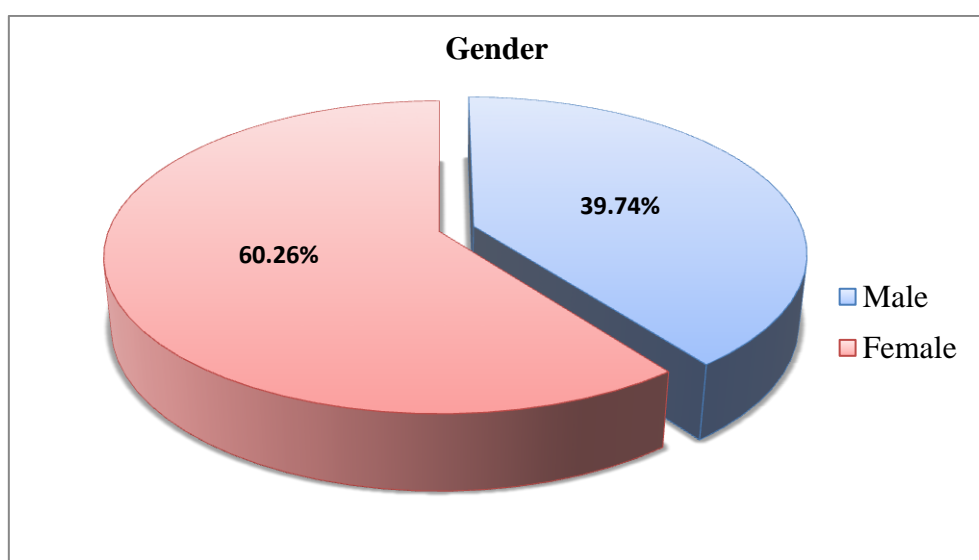
Source: Developed for research

Based on the results of the survey, it is found that majority of the sample respondents from the survey are female with a representation of 60.26% of the total sample size of 302 respondents. Meanwhile, the remaining 39.74% of the sample respondents are male.

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4.1.1.2 Respondent's age group

Table 4.2 Respondent's age group

Age Group	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
21-30	36	11.92	36	11.92
31-40	170	56.29	206	68.21
41-50	66	21.85	272	90.07
Above 50	30	9.93	302	100
Total	302	100	302	100

Source: Developed from SAS Enterprise Guide 7.1

Figure 4.2 Age
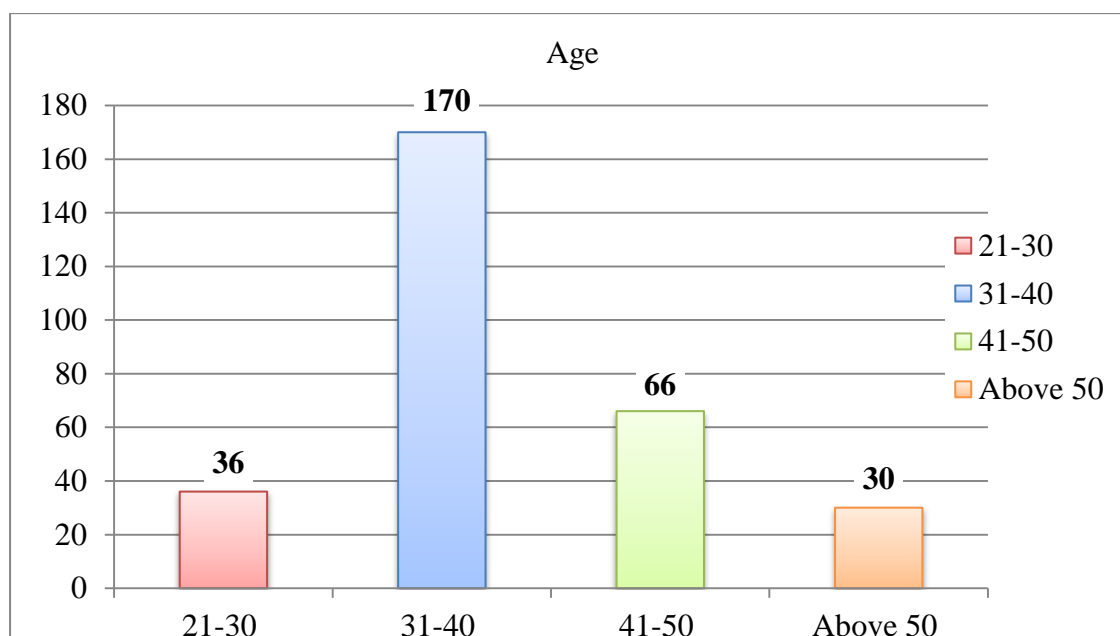
Source: Developed for research

From the results of the survey, a large number of academic staff falls within the age group of 31-40 years old. 56.29% of the sample respondents in this survey fall under this category. The number of respondents under this age group covers more than half of the sample size. The second highest number of academic staff ranges from 41-50 years old which make up 21.85% of the sample. Thirdly, representation from younger age group 21-30 years old makes up a total of 11.92% of the sample. The least number of respondents fall under the category of above 50 years old with the percentage of 9.93%.

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4.1.1.3 Respondent's Race

Table 4.3 Respondent's Race

Race	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Malay	64	21.19	64	21.19
Chinese	178	58.94	242	80.13
Indian	51	16.89	293	97.02
Others	9	2.98	302	100
Total	302	100	302	100

Source: Developed from SAS Enterprise Guide 7.1

Figure 4.3 Respondent's Race
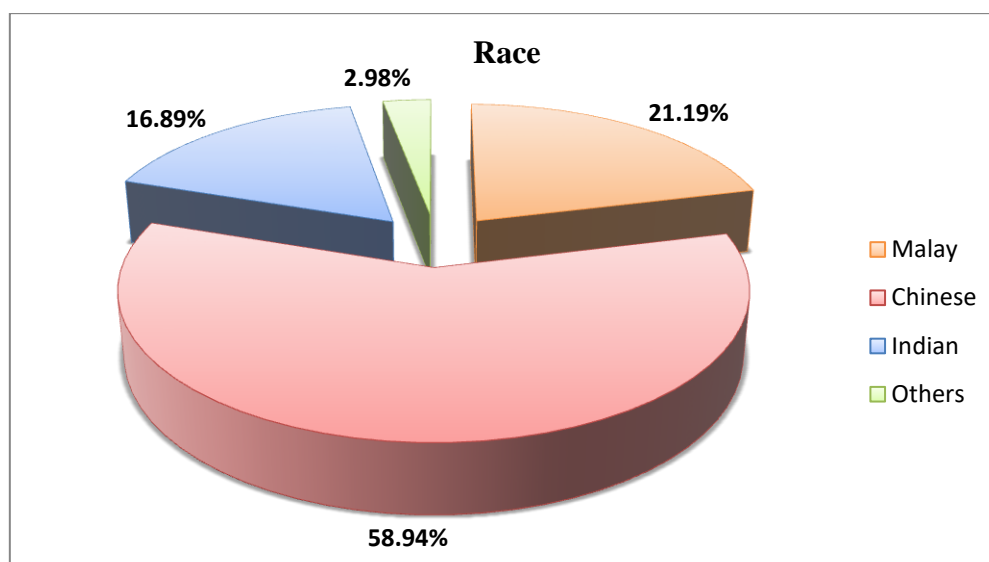
Source: Developed for research

A large number of the respondents from the survey are of Chinese race which make up 58.94% of the sample respondents. The second highest representation in the survey are respondents from Malay race with the percentage of 21.19% followed by Indian race with the percentage of 16.89% and lastly respondents of other races which make up 2.98% of the sample.

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4.1.1.4 Respondent's Level of Education

Table 4.4 Respondent's Level of Education

Level of Education	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Diploma	0	0	0	0
Bachelor's Degree	58	19.21	58	19.21
Master's Degree	154	50.99	212	70.20
Doctorate	90	29.80	302	100
Others	0	0	302	100
Total	302	100	302	100

Source: Developed from SAS Enterprise Guide 7.1

Figure 4.4 Level of Education
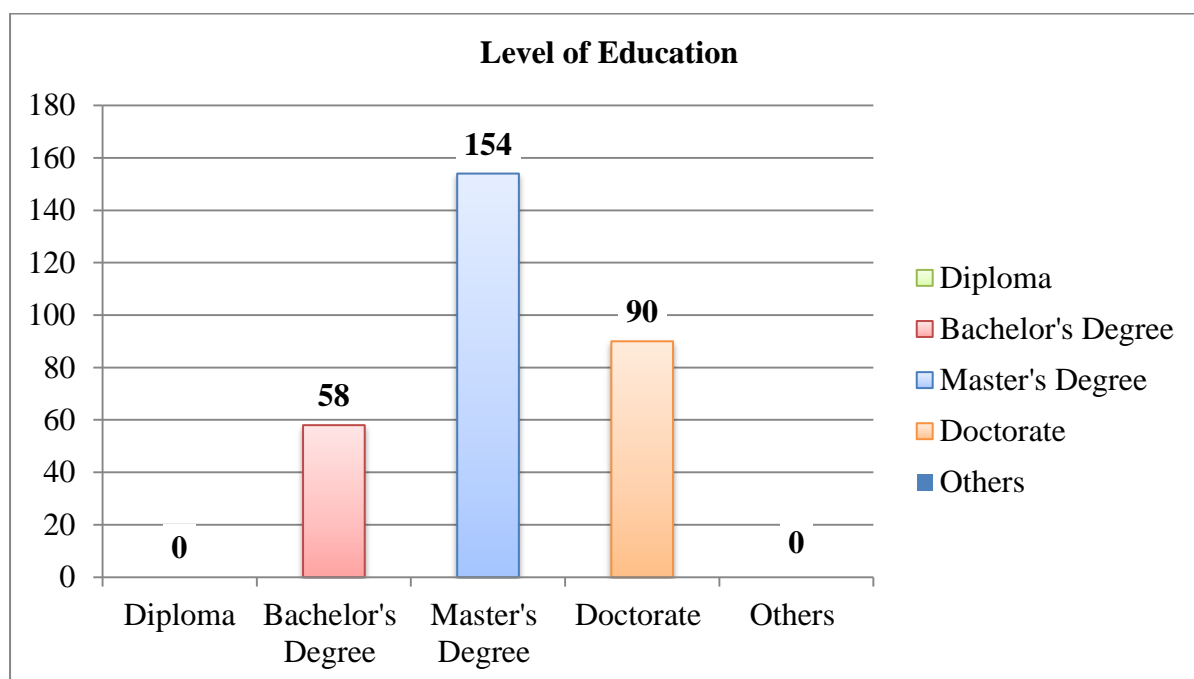
Source: Developed for research

A majority of the academic staff respondents are Master's Degree holders which make up 50.99% of the sample. Doctorate academic staff has the second highest representation of 29.80% of the sample. Bachelor's Degree holders make up the third highest representation of 19.21% while there were no respondents with Diploma level qualifications or any other qualifications. This is due to the education requirements set by the university when hiring new academic staff.

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4.1.1.5 Respondent's Working Experience

Table 4.5 Respondent's Working Experience

Working Experience in current work place	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Less than 1 year	26	8.61	26	8.61
1-5 years	86	28.48	112	37.09
6-10 years	136	45.03	248	82.12
11-15 years	42	13.91	290	96.03
16-20 years	12	3.97	302	100
Total	302	100	302	100

Source: Developed from SAS Enterprise Guide 7.1

Figure 4.5 Working Experience
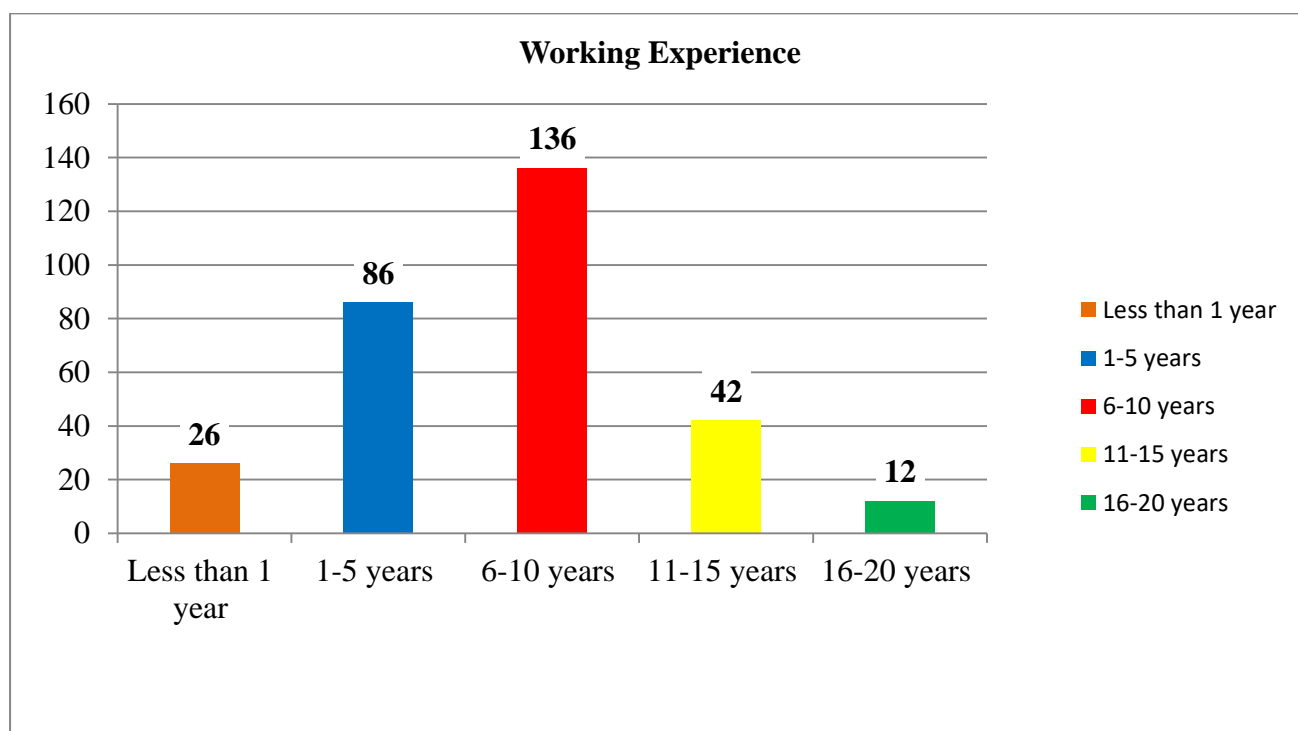
Source: Developed for research

Most academic staff in the survey has worked at least 6-10 years in their current universities. This group makes up a percentage of 45.03% of the sample. Meanwhile there is a decreasing trend in number of years worked. Respondents with 11-15 years of service in the university make up only 13.91% while respondents with 16-20 years of service to the university only make up 3.97% of the sample. Meanwhile, the second highest contributors to the research are from the 1-5 years of service group which make up 28.48% of the total respondents. Lastly, academic staff that newly joined the university for less than a year makes up 8.61% of the total respondents.

4.1.2 Central Tendencies Measurement of Constructs

Table 4.6 Central Tendencies Measurement

Variable	N	Min	Max	Mean	Standard Deviation
Autonomy and Control	302	1.33	5.00	3.4746137	0.6111274
Organizational Rewards	302	1.00	5.67	3.2511038	0.7456956
Organizational Benefits	302	1.00	5.00	3.6144749	0.5561300
Growth and Development	302	1.00	5.00	3.5903500	0.6132480
Turnover intention	302	1.00	5.00	2.4682119	0.7891179

Source: Developed from SAS Enterprise Guide 7.1

Based on table 4.6, organizational benefits have the greatest mean score of 3.6144749 with standard deviation of 0.5561300. Growth and development has the second highest mean score of 3.5903500 while standard deviation for this variable is 0.6132480. Autonomy and Control has the third highest mean of 3.4746137 with standard deviation of 0.6111274. Organizational rewards have the fourth highest mean of 3.2511038 with standard deviation 0.7456956. Last of all, Turnover Intention, the dependent variable has the lowest mean score of 2.4682119 and standard deviation of 0.7891179.

4.2 Scale Measurement

Reliability test is conducted again with the full sample size of 302 respondents. Through the use of SAS, The independent variables and dependent variables are analyzed for their reliability using Pearson's correlation coefficient analysis. The results of the reliability analysis are shown in Table 4.7.

4.2.1 Reliability Test

Table 4.7: Reliability Analysis Results

Variables	Dimensions	Cronbach's Alpha
Independent variable	Psychological Contract Fulfillment	
	• Autonomy and Control	0.838548
	• Organizational Rewards	0.885002
	• Organizational Benefits	0.802534
	• Growth and Development	0.886300
Dependent variable	Turnover Intention	0.897640

Source: Developed for research

Based on the results shown in Table 4.7, Cronbach's Alpha is used to determine the reliability of both the independent and dependent variables. According to the results, all four dimensions of psychological contract shows a very good reliability of $\alpha=0.80$ to 0.95. The dependent variable, Turnover Intention also shows a very good reliability. Overall, it can be concluded that the questionnaire used in the research is reliable.

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4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient Analysis

Table 4.8 Pearson Correlation Coefficient Analysis

		Cronbach's Alpha
Autonomy and Control	Pearson correlation	-0.32041
	Sig. (2-tailed)	<.0001
	N	302
Organizational Rewards	Pearson correlation	-0.47203
	Sig. (2-tailed)	<.0001
	N	302
Organizational Benefits	Pearson correlation	-0.41659
	Sig. (2-tailed)	<.0001
	N	302
Growth and Development	Pearson correlation	-0.42616
	Sig. (2-tailed)	<.0001
	N	302

Source: Developed for research

4.3.1.1 Autonomy and Control

H_{0a}: There is a no significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).

H_{1a}: There is a significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).

According to the results in table 4.8, there exist a negative relationship between autonomy and control, and turnover intention. This can be explained through the negative value in Pearson correlation coefficient. Autonomy and Control produced a -0.32041 correlation coefficient with turnover intention. Hence, it can be said that when autonomy and control provided is higher than expected, turnover intentions would be lower. The correlation coefficient of -0.32041 is categorized under the range of ±0.21 - ±0.40 which means that there is a small but define relationship between the two variables. P-value shows <.0001 which is less than alpha value 0.05 which means that the relationship between autonomy and control, and turnover intention is significant

4.3.1.2 Organizational Rewards

H_{0b}: There is no significant relationship between organization rewards and turnover intention of academic staff in private higher education institution (PHEI).

H_{1b}: There is a significant relationship between organization rewards and turnover intention of academic staff in private higher education institution (PHEI).

According to the results in table 4.8, there exist a negative relationship between organizational rewards and turnover intention. This can be explained through the negative value in Pearson correlation coefficient. Organizational rewards produced a -0.47203 correlation coefficient with turnover intention. Hence, it can be said that when organizational rewards provided is higher than expected, turnover intentions would be lower. The correlation coefficient of -0.47203 is categorized under the range of ±0.41 - ±0.70 which means that there is a moderate relationship between the two variables. P-value shows <.0001 which is less than alpha value 0.05 which means that the relationship between organizational rewards, and turnover intention is significant

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4.3.1.3 Organizational Benefits

H_{0c}: There is no significant relationship between organization benefits and turnover intention of academic staff in private higher education institution (PHEI).

H_{1c}: There is a significant relationship between organization benefits and turnover intention of academic staff in private higher education institution (PHEI).

According to the results in table 4.8, there exist a negative relationship between organizational benefits, and turnover intention. This can be explained through the negative value in Pearson correlation coefficient. Organizational benefits produced a -0.41659 correlation coefficient with turnover intention. Hence, it can be said that when organizational benefits provided is higher than expected, turnover intentions would be lower. The correlation coefficient of -0.41659 is categorized under the range of ±0.41 - ±0.70 which means that there is a moderate relationship between the two variables. P-value shows <.0001 which is less than alpha value 0.05 which means that the relationship between organizational benefits, and turnover intention is significant

4.3.1.4 Growth and Development

H_{0d}: There is no significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).

H_{1d}: There is a significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).

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According to the results in table 4.8, there exist a negative relationship between growth and development, and turnover intention. This can be explained through the negative value in Pearson correlation coefficient. Growth and development, produced a -0.42616 correlation coefficient with turnover intention. Hence, it can be said that when growth and development provided is higher than expected, turnover intentions would be lower. The correlation coefficient of -0.42616 is categorized under the range of ±0.41 - ±0.70 which means that there is a moderate relationship between the two variables. P-value shows <.0001 which is less than alpha value 0.05 which means that the relationship between growth and development, and turnover intention is significant

4.3.2 Multiple Regression Analysis

Table 4.9 Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	48.10827	12.02707	25.64	<.0001
Error	297	139.32656	0.46911		
Corrected Total	301	187.43483			
Root MSE		0.68492	**R-Square**	0.2567	
Dependent Mean		2.46821	**Adj R-Sq**	0.2467	
Coeff Var		27.74957			

Source: Developed for research

H_0: There is no significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

H_1: There is a significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

By referring to table 4.9, p-value of the model is $<.0001$ which is less than alpha value 0.05. The F-Value of the model shows a significant value of 25.64. This means that the model used in this research is able to explain the relationship between the independent variable and dependent variable. Hence, the four dimensions of psychological contract fulfillment (Autonomy and Control, Organizational Rewards, Organizational Benefits, and Growth and Development) are able to significantly explain the discrepancy in turnover intention. Hypothesis H_1 is proven to be true. R-square is used to identify the extent of the model to explain the variance of the dependent variable. According to the results, the four dimensions used are able to explain 25.67% of the variance in turnover intention. 74.33% of the variation in turnover intention is still yet to be explained through this model. Perhaps, there are other variables to be considered to be included into the model of the research.

Table 4.10 Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > |t|
Intercept	1	4.91916	0.29486	16.68	<.0001
Autonomy and Control	1	-0.06624	0.07834	-0.85	0.3985
Organizational Rewards	1	-0.29200	0.07804	-3.74	0.0002
Organizational Benefits	1	-0.18338	0.10321	-1.78	0.0766
Growth and Development	1	-0.16951	0.09675	-1.75	0.0808

Source: Developed for research

Regression Equation: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$

Y= Turnover Intention
a = constant
X_1= Autonomy and Control
X_2 = Organizational Rewards
X_3 = Organizational Benefits
X_4 = Growth and Development
b = Coefficient of each independent variable

Turnover intention= 4.91916 – 0.06624 (Autonomy and Control) – 0.29200 (Organizational Rewards) – 0.18338 (Organizational Benefits) – 0.16951 (Growth and Development)

Based on the equation, organizational rewards contribute the highest to explain turnover intention. This is identified as it has the highest parameter estimate among all the variables (-0.29200). The second largest predictor for turnover intention based on the model is organizational benefits with the parameter estimate of – 0.18338. Thirdly, growth and development contributes slightly lower than organizational benefits with the parameter estimate of -0.16951. Lastly, autonomy and control contributes the least to explain the variability of turnover intention as it has the lowest parameter estimate of (0.06624). In summary, organizational rewards is the best predictor of the variability of turnover intention in comparison to all other variables in this model.

4.4 Conclusion

In conclusion, questionnaires which were distributed were collected, processed and analyzed through the use of SAS software. Answers from section A of the questionnaire were analyzed to identify the demographics of the sample. Reliability test for each variable was tested and lastly, Pearson Coefficient as well as Linear Regression Analysis was done to analyze the relationship between the Independent Variable and Dependent Variable. The following chapter will discuss the results of the research.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

Chapter 5 covers the summarized statistical analysis where the data collected from the survey will be interpreted to form meaningful information. Discussion on major findings, implications of the research and limitations of the research as well as the recommendations for future research will also be presented in this chapter.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

Table 5.1 Summary of Descriptive Analysis

Variables	Frequency	Percentage
Gender		
Male	120	39.74
Female	182	60.26
Age Group		
21-30 years old	36	11.92
31-40 years old	170	56.29
41-50 years old	66	21.85
Above 50 years old	30	9.93
Race		
Malay	64	21.19
Chinese	178	58.94
Indian	51	16.89
Others	9	2.98
Level of Education		
Diploma	0	0
Bachelor's Degree	58	19.21
Master's Degree	154	50.99
Doctorate	90	29.80
Others	0	0

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Working Experience		
Less than 1 year	26	8.61
1-5 years	86	28.48
6-10 years	136	45.03
11-15 years	42	13.91
16-20 years	12	3.97

Source: Developed for the research

Table 5.1 displayed the demographic information of the respondents in this research. Based on the data collected, the number of female respondents is greater than male respondents with reported percentage of 60.26% and 39.74% respectively. The majority of respondents were 31-40 years old which accounted for 56.29% of our data. There are about 58.94% of the respondents are Chinese, 21.19% are Malay, 16.89% are Indian and 2.98% are other races. For the level of education, most of the respondents are graduates with Master's Degree with a representation of 50.99%. Doctorate respondents carried about 29.80% from the total percentage while Bachelor Degree holders are about 18.21%. None of the respondent is diploma level qualification and other qualifications. In terms of respondents' working experience, majority of them (45.03%) are 6-10 years. There are about 28.48% of the respondents have 1-5 years working experience in the current work place. Meanwhile, the respondents with 11-15 years of service in the university is only 13.91% whereas the respondents with less than 1 year and 16-20 years of service to the university are 8.61% and 3.97% respectively.

5.1.2 Scale Measurement

Table 5.2: Summary of Reliability Test Result

No.	Dimensions	Cronbach's Alpha	Reliability
1	Autonomy and Control	0.838548	Very Good
2	Organizational Rewards	0.885002	Very Good
3	Organizational Benefits	0.802534	Very Good
4	Growth and Development	0.886300	Very Good
5	Turnover Intention	0.897640	Very Good

Source: Developed for the research

The independent variables and dependent variable in this study reported very good strength of reliability. According to the results, all four dimensions of psychological contract show a very good reliability of Cronbach's Alpha value more than 0.80. The Cronbach's Alpha of the 5 items that supposed to measure autonomy and control, organizational rewards, organizational benefits, and growth and development generated good reliability with the value of 0.83, 0.88, 0.80, and 0.88 respectively. The turnover intention also shows the highest reliability with the value of 0.89.

5.2 Discussion of Major Findings

Based on the findings from chapter 4, several major findings were identified. This study is designed to identify the influence of the independent variable (Psychological contract fulfillment) through its four dimensions toward the dependent variable (Turnover intention). Sample of 302 academic staff was used for this study and were requested to fill in a questionnaire survey relating to the dimensions of psychological contract fulfillment and turnover intention in private higher education institutions (PHEI). All dimensions have shown a negative correlation with turnover intention with differing strength of influence. Multiple Linear Regression Model tests were conducted to identify the connection between psychological contract fulfillment and turnover intention.

Table 5.3 Summary of Findings

Hypotheses	Result	Supported
H_1: There is a significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).	p=<.0001 (p < 0.05)	Yes
H_{1a}: There is a significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).	r= -0.32041 p=<.0001 (p < 0.05)	Yes
H_{1b}: There is a significant relationship between organizational rewards and turnover intention of academic staff in private higher education institution (PHEI).	r= -0.47203 p=<.0001 (p < 0.05)	Yes
H_{1c}: There is a significant relationship between organizational benefits and turnover intention of academic staff in private higher education institution (PHEI).	r= -0.41659 p=<.0001 (p < 0.05)	Yes
H_{1d}: There is a significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).	r= -0.42616 p=<.0001 (p < 0.05)	Yes

Source: Developed for research

Major finding: The dimensions of psychological contract fulfillment (Autonomy and Control, Organizational Rewards, Organizational Benefits, and Growth and Development) have shown to be significantly correlated with the dependent variable of turnover intention. All dimensions are negatively correlated with differing strengths of influence.

H_1: There is a significant relationship between the four dimensions of Psychological Contract fulfilment (autonomy and control, organizational rewards, organizational benefits and growth and development) and the turnover intention of academic staff in private higher education institution (PHEI).

In this study, the independent variable psychological contract fulfilment resulted in a p-value of $<.0001$ of which is lower than the alpha value of 0.05. Thus, it can be said that the results for the independent variable is significant. Meanwhile, F-value of the model is 25.54 which show that there is a significant relationship between the independent variable and dependent variable. In this study, it could be summarized that greater psychological contract fulfilment would result in a lower turnover intention. Therefore, hypothesis H_0 is rejected and H_1 is accepted.

The results are consistent with Chin and Hung (2013), and Robinson and Rousseau (1994) study on psychological contract whereby fulfilment of psychological contract would lead to a lower turnover intention. According to Robinson and Rousseau (1994) non-fulfilment of psychological contract is also positively correlated with actual turnover. Therefore, if the organization is not fulfilling the expectations of employee, turnover intentions and actual turnover would increase and lead to increase in costs associated with employment (Ainer, Subramaniam, & Arokiasamy, 2018). The education industry relies heavily on talented academic staff to conduct its core operations, if their expectations are not met, universities risk the loss of talented individuals.

H$_{1a}$: There is a significant relationship between autonomy and control and turnover intention of academic staff in private higher education institution (PHEI).

Based on the research results, autonomy and control brings the least impact among the four dimensions towards the turnover intention of academic staff in private higher education institution (PHEI). This is proven through the lowest r-value among the dimensions tested. The findings categorized the relationship between autonomy and control, and turnover intention as a small but a definite relationship. However, the dimension still plays a significant impact toward turnover intention as the p-value (<.0001) is less than the alpha value (0.05). Since autonomy and control are negatively correlated with turnover intention it can be illustrated that when autonomy and control provided are higher than expected, turnover intentions would be lower. Therefore, hypothesis H$_{0a}$ is rejected and H$_{1a}$ is accepted.

The results are consistent with previous research (Ernst, Williams, Clark, Kelly, and Sutton, 2018) where it is proven that higher autonomy and control would lead to a decrease in turnover intention. Furthermore, according to Alegre, Mas-Machuca, and Berbegal-Mirabent (2016) autonomy would increase job satisfaction in which according to Morrison and Robinson (1997) holds a negative relationship with turnover intentions.

H$_{1b}$: There is a significant relationship between organizational rewards and turnover intention of academic staff in private higher education institution (PHEI).

As for organizational rewards, findings show the highest strength of influence among the dimensions tested toward turnover intention with r-value of -0.47203. The strength of influence is categorized as a moderate strength. According to the findings, organizational rewards hold a significant influence toward turnover intention with p-value <.0001 which is less than the alpha value of 0.05. Since organizational rewards are negatively correlated with turnover intention it can be illustrated that when organizational benefits provided are higher than expected, turnover intentions would be lower. Therefore, hypothesis H$_{0b}$ is rejected and H$_{1b}$ is accepted.

Guan, Wen, Chen, Liu, Si, Liu, and Dong (2013) research supported the results as they mentioned salary which is part of organizational rewards have a significant relationship with turnover intentions by which if not provided adequately may drive employees to have turnover intentions to change organizations.

H_{1c}: There is a significant relationship between organizational benefits and turnover intention of academic staff in private higher education institution (PHEI).

Organizational benefits have a moderate strength of influence towards turnover intention. This is shown through its r-value of -0.41659 which is within the moderate relationship range of ±0.41 - ±0.70. This dimension also plays a significant impact towards turnover intention as the p-value (<.0001) is less than the alpha value (0.05). Since organizational benefits is negatively correlated with turnover intention it can be illustrated that when organizational benefit provided are higher than expected, turnover intentions would be lower. Therefore, hypothesis H_{0c} is rejected and H_{1c} is accepted.

The results are consistent with Bryant and Allen (2013) relationship of organizational benefits and turnover intention. However, in this study, it is found that organizational benefits have a lower strength in predicting turnover intentions in comparison to organizational rewards which is inconsistent with Bryant and Allen (2013) statement that benefits is a more significant predictor. However, it is still viable to their research regarding the negative correlating organizational benefits with turnover intention

H_{1d}: There is a significant relationship between growth and development and turnover intention of academic staff in private higher education institution (PHEI).

Based on the findings, growth and development shows a moderate strength of influence towards turnover intention. This is proven through its r-value of -0.42616 which is within the moderate relationship range of ±0.41 - ±0.70. It is the second highest predicting factor for the model to explain the variation in turnover intention. This dimension also plays a significant impact towards turnover intention as the p-value (<.0001) is less than the alpha value (0.05). Since growth and development is negatively correlated with turnover intention it can be illustrated that when growth and development opportunities provided are higher than

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expected, turnover intentions would be lower. Therefore, hypothesis H_{0d} is rejected and H_{1d} is accepted.

The research is consistent with Weng and McElroy (2012) findings of the negative relationship between growth and development and turnover intentions. Findings from Nouri and Parker (2013) also support the results from our research. Nouri and Parker (2013) linked growth and development opportunities and turnover intentions through organizational commitment which is also in fact part of the adverse effects of a psychological contract breach according to Lub, Njie Bijvank, Matthijs Bal, Blomme and Schalk (2012) research.

5.3 Implication of the study

The results from the research permits a further understanding of the dimensions of psychological contract fulfilment and its influence towards turnover intention among academic staff of private higher education institution (PHEI). With the findings, several implications could be identified which could improve management of universities to reduce turnover intentions.

5.3.1 Theoretical Implication

The proposed model used in this research was able to predict 25.67% of the variation of turnover intention. Hence, future research on PHEI academic staff turnover intentions could take into consideration the four dimensions of psychological contract fulfilment used in this model. All independent variables used in the research were able to achieve a high significance with moderate correlation with turnover intention except autonomy and control which scored a slight but definite relationship with turnover intention. The model also found that organizational rewards hold the highest regard to its impact on turnover intention in comparison to the other dimensions. This goes to show how much how important fulfilling expectations on organizational rewards are to PHEI academic staff.

5.3.2 Managerial Implications

With the results of this research, it can provide a helpful understanding for university management to reduce turnover intentions of academic staff. The research was able to identify and rank the importance of each dimension of psychological contract fulfilment towards turnover intention which allows managements to focus on fulfilling those perceived obligations of the university by academic staff. Employee retention for universities is crucial especially for highly talented academic staff as they are the ones who bring up the name of the university through research and educating the younger talents. As it is important for academic staff to conduct their own research, talents in teaching university students are also important to the university as most clients of the universities take the teaching role of academic staff in high regard. Therefore, this research allows management to prevent loss of talented academic staff that is the core elements that make up the universities' image.

5.4 Limitations of the Study

5.4.1 Limitations of Research Scope

The targeted respondents for this research are private higher education institution (PHEI) academic staff. However, the scope of the research is quite small as the questionnaire surveys were sent only to academic staff in University Tunku Abdul Rahman (UTAR). The research scope could not be any larger due to various reasons such as research cost and huge amount of time needed to get approval from different authority as a lot of procedures and regulations are needed to abide by. Authorization and approval to conduct a research is very difficult to obtain especially when the contact person is not willing to help or cooperate.

5.4.2 Limitations of the Questionnaire Survey

The questionnaire survey designed in this research consists of only close ended questions with interval scale as measurement. All targeted respondents can only choose their answers based on the choices given in the questionnaire survey. For instance, some respondents tend to choose answers that are relatively close to their actual opinions in mind. The answers chosen are not in sync to what the respondents have in mind when filling the questionnaire survey as the close ended questions have become obstacles for the targeted respondents to convey their intrinsic thoughts.

5.4.3 Limitations of the Respondents

PHEI academic staff are considered a group of individuals who have huge workload every single day with long working hours. Hence, the response rate is low as some of the academic staff were not willing to attend to any questionnaire surveys. Thankfully, there were enough academic staff who were willing to fill up the questionnaire survey. However, some of the respondents might simply answer the survey to save time and affect the findings of the research. If the respondents do not fill the questionnaire survey carefully, the accuracy of the research might drop as the respondents fail to provide trustworthy answers for the research. With the problem mentioned, still, there is no direct solution to this situation as the respondents need to be treated with respect. There is no way the respondents could be forced in any way and to guarantee that the most correct answers would be given. Some of the respondents may choose not to disclose their intrinsic thoughts and hide them as they do not want their privacy and opinions to be known by others.

5.5 Recommendations for further research

On the basis of the research, we sincerely provide enthusiastic recommendations for future researchers who may be interested in relevant topics. The recommendations are based on the constraints currently encountered.

First and foremost, future researchers should expand the target respondents to different universities in Malaysia rather than only focus in one university. This will increase the number of respondents and create a wider scope research. Moreover, academic staff from different universities will provide different feedback or perspective to the questionnaires and their responses can be included to prevent bias results.

However, the questionnaire designed in this study only contains close-ended questions with the interval scale as the measurement tool, which indirectly ignores the individual's actual perception of the problem. Therefore, further research could provide open-ended questionnaires to get real answers from their inner thoughts.

In addition, our investigations have taken a long time to obtain permits and the application process is complex. In order to solve the problem of respondents' simply filling the questionnaire, it is generally suggested that future studies give respondents a longer time frame to answer the questionnaire. In this way, respondents can have enough time and sincerity to analyse every question in the questionnaire, and the answers will be more accurate.

Last but not least, according to the results produced, r-square shows 25.67%. It was proven that it could predict 25.67% of the variation in turnover intention of academic staff in PHEI. The larger the r-square, the more suitable the model is for the research. Therefore, for future research, we recommend that other possible variables should be included to increase the r-square such as job satisfaction or organizational commitment as mediating factors.

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5.6 Conclusion

In conclusion, this chapter describes the results of the research and is able to prove each of the hypotheses with its results. The study also finds moderate relationship of all the independent variables with the dependent variable except the variable of autonomy and control. All variables were of high significance and were consistent with previous researches. Besides that, the chapter highlights certain implications of this research which allows university management to identify their expected obligations by the academic staff. Lastly, limitations as well as several recommendations for future research were brought up to aid further research on the topic.

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Appendix 1

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.   S is sample size.

Source: Krejcie & Morgan, 1970

Appendix 2

| The study on Psychological Contract Fulfilment toward Turnover Intention among academic staff from a Private Higher Education Institution | 2019 |

UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

FINAL YEAR PROJECT

Survey Questionnaire

PROJECT TITLE: THE STUDY ON PSYCHOLOGICAL CONTRACT FULFILMENT TOWARD TURNOVER INTENTION AMONG ACADEMIC STAFF OF A PRIVATE HIGHER EDUCATION INSTITUTION.

Dear Respondent,

We are students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR Perak Campus). We are currently conducting our business research study on the topic mentioned above in order to fulfil our graduation requirement of the degree program. The purpose of this research study is to determine the psychological contract fulfilment effects toward turnover intention among academic staff of private higher education institution.

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**.

Instructions:

1. There are three parts in this questionnaire. Please answer ALL questions.
2. Completion of this survey will take approximately 10 to 15 minutes.
3. If you have any enquiries please do not hesitate to contact :

No.	Name	Student ID	Contact Number
1	ONG JET HUEI	1605132	016-5154133
2	IVAN WONG EE WEN	1603215	016-7854996
3	ERICA CHONG HUI WEN	1602201	016-7259738
4	CHEN SHIEH LONG	1603798	011-26667438
5	LOW ZHEN BANG	1501530	010-2120787

Consent:

1. By submitting this form you hereby authorize and consent to us processing 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. (jethuei@1utar.my).

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 : Demographic Profile.

This part is to identify demographic characteristics of respondents.

Please mark (/) for each of the following:

1) Gender:

☐ Male

☐ Female

2) Age:

☐ 21-30   ☐ Above 50

☐ 31-40

☐ 41-50

3) Race:

☐ Malay

☐ Chinese

☐ Indian

☐ Others: ……………

4) Level of Education:

☐ Diploma

☐ Bachelor's Degree

☐ Master's Degree

☐ Doctorate

☐ Others: _____

5) Working Experience (in current work place):

☐ Less than 1 year

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

Part B: This part is to measure employee's perception on psychological contract fulfilment.

Please indicate your answer to what extent the university meets your expectations concerning the items below.

Much less than expected	Less than expected	Neutral	Expected	More than expected
1	2	3	4	5

Autonomy and Control

No.	Questions	MLE	LE	N	E	ME
1	Autonomy to make decisions yourself.	1	2	3	4	5
2	Opportunities for flexible working hours depending on your personal needs.	1	2	3	4	5
3	Chance for you to apply your own ideas in your work.	1	2	3	4	5
4	Control over pace of work.	1	2	3	4	5
5	Taking appropriate action without waiting approval.	1	2	3	4	5
6	Control over work sequencing.	1	2	3	4	5

Organizational Rewards

No.	Questions	MLE	LE	N	E	ME
1	Salary increase based on performance.	1	2	3	4	5
2	Attractive pay package.	1	2	3	4	5
3	Fairly paid compared to other colleagues doing similar work.	1	2	3	4	5
4	Recognition for the work performed.	1	2	3	4	5
5	Gratuity payment.	1	2	3	4	5
6	Financial incentives.	1	2	3	4	5

Organizational Benefits

No.	Questions	MLE	LE	N	E	ME
1	Challenging work to be performed.	1	2	3	4	5
2	Good atmosphere at work.	1	2	3	4	5
3	Good mutual cooperation with management.	1	2	3	4	5
4	Positive relationships between colleagues.	1	2	3	4	5
5	Recreation facilities.	1	2	3	4	5
6	Steady employment.	1	2	3	4	5
7	Non-monetary benefits such as vacation and medical insurance.	1	2	3	4	5

Growth and Development

No.	Questions	MLE	LE	N	E	ME
1	Opportunities for promotion.	1	2	3	4	5
2	Opportunities for career development.	1	2	3	4	5
3	Opportunities for personal growth.	1	2	3	4	5
4	Training programs to do the job.	1	2	3	4	5
5	Opportunity to learn through different tasks.	1	2	3	4	5
6	Feedback regarding performance from superior.	1	2	3	4	5
7	Feedback regarding performance from colleagues.	1	2	3	4	5

Part C: This part is to measure turnover intention

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

Turnover Intention

No.	Questions	SD	D	N	A	SA
1	I am planning to resign from the university.	1	2	3	4	5
2	I want to look for a new job next year.	1	2	3	4	5
3	I often think about quitting the university.	1	2	3	4	5
4	I think this is the best university for me to work for.	1	2	3	4	5
5	I intend to ask people about new job opportunities.	1	2	3	4	5

Thank you very much for your participation in this survey.

-- END --

The study on Psychological Contract Fulfilment toward Turnover Intention among academic staff from a Private Higher Education Institution

2019

Appendix 3.1: Reliability Analysis for Autonomy and Control (Pilot Study)

Reliability Analysis for Autonomy and Control
The CORR Procedure

6 Variables: A&C 1   A&C 2   A&C 3   A&C 4   A&C 5   A&C 6

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
A&C 1	30	3.33333	0.88409	100.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 2	30	3.96667	0.71840	119.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 3	30	3.73333	0.73968	112.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 4	30	3.33333	0.92227	100.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 5	30	2.83333	1.14721	85.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 6	30	3.26667	0.98027	98.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.820082
Standardized	0.816121

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Alpha	Standardized Variables Correlation with Total	Alpha	Label
A&C 1	0.480771	0.812788	0.472795	0.809657	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 2	0.278745	0.843606	0.284195	0.847214	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 3	0.679068	0.778001	0.685147	0.763422	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 4	0.680724	0.770280	0.668795	0.767137	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 5	0.707033	0.764440	0.689515	0.762426	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 6	0.719123	0.760052	0.708315	0.758115	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 3.2: Reliability Analysis for Organizational Rewards (Pilot Study)

Reliability analysis for Organizational Rewards
The CORR Procedure

6 Variables: OR 1   OR 2   OR 3   OR 4   OR 5   OR 6

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
OR 1	30	3.40000	1.10172	102.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 2	30	3.03333	1.12903	91.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 3	30	3.00000	1.14470	90.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 4	30	2.93333	1.04826	88.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 5	30	3.06667	1.01483	92.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 6	30	2.90000	0.99481	87.00000	1.00000	4.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.915685
Standardized	0.918159

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Alpha	Standardized Variables Correlation with Total	Alpha	Label
OR 1	0.617501	0.920710	0.620911	0.923061	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 2	0.857987	0.886241	0.857235	0.890713	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 3	0.627125	0.920405	0.628386	0.922081	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 4	0.788680	0.896824	0.792414	0.899868	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 5	0.810355	0.894226	0.812720	0.897024	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 6	0.906539	0.881664	0.906795	0.883566	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 3.3: Reliability Analysis for Organizational Benefits (Pilot Study)

Reliability Analysis for Organizational Benefits
The CORR Procedure

7 Variables: OB 1 OB 2 OB 3 OB 4 OB 5 OB 6 OB 7

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
OB 1	30	3.46667	0.81931	104.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 2	30	3.76667	0.97143	113.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 3	30	3.43333	1.16511	103.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 4	30	3.70000	0.87691	111.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 5	30	3.16667	1.01992	95.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 6	30	3.73333	0.78492	112.00000	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 7	29	3.41379	0.98261	99.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.830133
Standardized	0.828879

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
OB 1	0.479545	0.821582	0.488214	0.819627	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 2	0.716373	0.783533	0.703139	0.784386	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 3	0.744562	0.776107	0.741761	0.777738	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 4	0.655420	0.795748	0.655995	0.792368	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 5	0.422346	0.833385	0.407799	0.832071	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 6	0.487763	0.820624	0.482852	0.820469	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 7	0.558976	0.810183	0.559665	0.808235	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 3.4: Reliability Analysis for Growth and Development (Pilot Study)

Reliability Analysis for Growth and Development
The CORR Procedure

7 Variables: G&D 1 G&D 2 G&D 3 G&D 4 G&D 5 G&D 6 G&D 7

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
G&D 1	30	3.33333	1.06134	100.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 2	30	3.40000	1.13259	102.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 3	30	3.56667	0.93526	107.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 4	30	3.80000	0.99655	114.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 5	30	3.76667	0.81720	113.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 6	30	3.56667	0.85836	107.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 7	30	3.36667	0.99943	101.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.930439
Standardized	0.931887

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
G&D 1	0.813215	0.916376	0.798500	0.919734	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 2	0.831440	0.915049	0.819053	0.917764	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 3	0.888722	0.909448	0.887797	0.911081	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 4	0.778439	0.919660	0.785727	0.920952	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 5	0.717633	0.925755	0.728417	0.926356	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 6	0.744126	0.923242	0.753473	0.924005	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 7	0.698386	0.927421	0.696527	0.929320	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 3.5: Reliability Analysis for Turnover Intention (Pilot Study)

Reliability Analysis for Turnover Intention
The CORR Procedure

5 Variables: TI 1   TI 2   TI 3   TI 4 (R) TI 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TI 1	30	2.80000	1.09545	84.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 2	30	2.76667	1.07265	83.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 3	30	2.93333	1.22990	88.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 4 (R)	30	2.76667	1.00630	83.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 5	30	3.16667	0.94989	95.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.898186
Standardized	0.895914

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Alpha	Standardized Variables Correlation with Total	Alpha	Label
TI 1	0.890446	0.842922	0.888769	0.839848	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 2	0.860226	0.850600	0.855953	0.847549	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 3	0.868598	0.847521	0.869861	0.844299	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 4 (R)	0.405444	0.941832	0.397696	0.944220	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 5	0.757771	0.875580	0.749631	0.871763	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA

Appendix 4.1: Reliability Analysis for Autonomy and Control (302 Respondent)

Reliability Analysis for Autonomy and Control
The CORR Procedure

6 Variables: A&C 1 A&C 2 A&C 3 A&C 4 A&C 5 A&C 6

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
A&C 1	302	3.43709	0.82789	1038	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 2	302	3.85762	0.73108	1165	2.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 3	302	3.72517	0.70166	1125	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 4	302	3.53974	0.75817	1069	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 5	302	2.85099	1.01859	861.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 6	302	3.43709	0.85162	1038	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.838548
Standardized	0.842702

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Alpha	Standardized Variables Correlation with Total	Alpha	Label
A&C 1	0.580410	0.819008	0.588848	0.823217	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 2	0.489754	0.834723	0.497741	0.840492	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 3	0.624115	0.812361	0.631728	0.814853	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 4	0.733834	0.790332	0.730751	0.794953	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 5	0.626250	0.814923	0.620147	0.817127	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
A&C 6	0.675298	0.799578	0.662868	0.808683	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 4.2: Reliability Analysis for Organizational Rewards (302 Respondent)

Reliability Analysis for Organizational Rewards
The CORR Procedure

6 Variables: OR 1 OR 2 OR 3 OR 4 OR 5 OR 6

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
OR 1	302	3.56623	0.88580	1077	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 2	302	3.19868	0.94725	966.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 3	302	3.17219	0.96972	958.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 4	302	3.39404	0.91881	1025	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 5	302	3.09934	0.93833	936.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 6	302	3.07616	0.95279	929.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.885002
Standardized	0.884780

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables Correlation with Total	Alpha	Standardized Variables Correlation with Total	Alpha	Label
OR 1	0.620378	0.876989	0.621427	0.876955	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 2	0.774973	0.852098	0.773725	0.852117	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 3	0.644645	0.873996	0.643829	0.873394	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 4	0.683629	0.867298	0.685605	0.866669	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 5	0.686845	0.866796	0.685409	0.866701	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OR 6	0.777073	0.851675	0.775422	0.851832	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 4.3: Reliability Analysis for Organizational Benefits (302 Respondent)

Reliability Analysis for Organizational Benefits
The CORR Procedure

7 Variables: OB 1   OB 2   OB 3   OB 4   OB 5   OB 6   OB 7

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
OB 1	302	3.80132	0.70612	1148	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 2	302	3.80464	0.69520	1149	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 3	302	3.63907	0.86201	1099	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 4	302	3.90066	0.72226	1178	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 5	302	3.15894	0.97198	954.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 6	302	3.70530	0.80441	1119	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 7	302	3.29139	0.94422	994.00000	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.802534
Standardized	0.803951

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
OB 1	0.343009	0.806847	0.352935	0.810408	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 2	0.526060	0.779693	0.537265	0.778335	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 3	0.647934	0.754917	0.656430	0.756290	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 4	0.564415	0.773081	0.572829	0.771866	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 5	0.559187	0.773922	0.542695	0.777353	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 6	0.600555	0.765062	0.593181	0.768122	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
OB 7	0.528348	0.779733	0.510800	0.783089	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 4.4: Reliability Analysis for Growth and Development (302 Respondent)

Reliability Analysis for Growth and Development
The CORR Procedure

7 Variables: G&D 1   G&D 2   G&D 3   G&D 4   G&D 5   G&D 6   G&D 7

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
G&D 1	302	3.35099	0.89070	1012	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 2	302	3.45364	0.87576	1043	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 3	302	3.66887	0.80465	1108	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 4	302	3.72848	0.75973	1126	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 5	302	3.85099	0.68756	1163	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 6	302	3.65232	0.73474	1103	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 7	302	3.42715	0.79428	1035	1.00000	5.00000	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.886300
Standardized	0.886833

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
G&D 1	0.696927	0.867898	0.687542	0.869244	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 2	0.733765	0.862608	0.722555	0.864891	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 3	0.762162	0.859015	0.761639	0.859968	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 4	0.628048	0.875646	0.633142	0.875903	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 5	0.642387	0.874467	0.648033	0.874093	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 6	0.651644	0.873009	0.654831	0.873263	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME
G&D 7	0.638267	0.874557	0.641318	0.874910	1 = MLE, 2 = LE, 3 = N, 4 = E, 5 = ME

Appendix 4.5: Reliability Analysis for Turnover Intention (302 Respondent)

Reliability Analysis for Turnover Intention
The CORR Procedure

5 Variables: TI 1   TI 2   TI 3   TI 4   TI 5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TI 1	302	2.34768	0.93028	709.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 2	302	2.35430	0.97321	711.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 3	302	2.35430	0.96292	711.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 4	302	2.61258	0.84647	789.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 5	302	2.67219	0.96543	807.00000	1.00000	5.00000	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.897640
Standardized	0.895835

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
TI 1	0.855842	0.850784	0.851518	0.848444	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 2	0.837813	0.854120	0.834940	0.852287	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 3	0.843079	0.853010	0.840043	0.851107	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 4	0.546751	0.914420	0.546857	0.914800	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA
TI 5	0.663292	0.893937	0.661695	0.890834	1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA

Appendix 4.6: Pearson Correlation Coefficient Analysis for Autonomy and Control

Correlation Analysis between Autonomy and Control, and Turnover Intention
The CORR Procedure

1 With Variables:	TI AVG
1 Variables:	A&C AVG

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TI AVG	302	2.46821	0.78912	745.40000	1.00000	5.00000	Turnover Intention Average
A&C AVG	302	3.47461	0.61113	1049	1.33333	5.00000	Autonomy and Control Average

Pearson Correlation Coefficients, N = 302 Prob > |r| under H0: Rho=0	
	A&C AVG
TI AVG	-0.32041
Turnover Intention Average	<.0001

Appendix 4.7: Pearson Correlation Coefficient Analysis for Organizational Rewards

Correlation Analysis between Organizational Rewards and Turnover Intention
The CORR Procedure

1 With Variables:	TI AVG
1 Variables:	OR AVG

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TI AVG	302	2.46821	0.78912	745.40000	1.00000	5.00000	Turnover Intention Average
OR AVG	302	3.25110	0.74570	981.83333	1.00000	4.66667	Organizational Rewards AVG

Pearson Correlation Coefficients, N = 302
Prob > |r| under H0: Rho=0

	OR AVG
TI AVG	-0.47203
Turnover Intention Average	<.0001

Appendix 4.8: Pearson Correlation Coefficient Analysis for Organizational Benefits

Correlation Analysis between Organizational Benefits and Turnover Intention
The CORR Procedure

1 With Variables:	TI AVG
1 Variables:	OB AVG

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TI AVG	302	2.46821	0.78912	745.40000	1.00000	5.00000	Turnover Intention Average
OB AVG	302	3.61447	0.55613	1092	1.00000	5.00000	Organzational Benefits Average

Pearson Correlation Coefficients, N = 302
Prob > |r| under H0: Rho=0

	OB AVG
TI AVG	-0.41659
Turnover Intention Average	<.0001

Appendix 4.9: Pearson Correlation Coefficient Analysis for Growth and Development

Correlation Analysis between Growth and Development, and Turnover Intention
The CORR Procedure

1 With Variables:	TI AVG
1 Variables:	G&D AVG

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TI AVG	302	2.46821	0.78912	745.40000	1.00000	5.00000	Turnover Intention Average
G&D AVG	302	3.59035	0.61325	1084	1.00000	5.00000	Growth and Development Average

Pearson Correlation Coefficients, N = 302
Prob > |r| under H0: Rho=0

	G&D AVG
TI AVG	-0.42616
Turnover Intention Average	<.0001

Appendix 4.10: Multiple Linear Regression Analysis

Linear Regression Results

The REG Procedure
Model: Linear_Regression_Model
Dependent Variable: TI AVG Turnover Intention Average

Number of Observations Read	308
Number of Observations Used	302
Number of Observations with Missing Values	6

Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	48.10827	12.02707	25.64	<.0001
Error	297	139.32656	0.46911		
Corrected Total	301	187.43483			

Root MSE	0.68492	R-Square	0.2567
Dependent Mean	2.46821	Adj R-Sq	0.2467
Coeff Var	27.74957		

Parameter Estimates

Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > |t|
Intercept	Intercept	1	4.91916	0.29486	16.68	<.0001
A&C AVG	Autonomy and Control Average	1	-0.06624	0.07834	-0.85	0.3985
OR AVG	Organizational Rewards AVG	1	-0.29200	0.07804	-3.74	0.0002
OB AVG	Organzational Benefits Average	1	-0.18338	0.10321	-1.78	0.0766
G&D AVG	Growth and Development Average	1	-0.16951	0.09675	-1.75	0.0808