RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP COMPONENTS AND TALENT RETENTION AMONG ACADEMIC STAFF OF PUBLIC RESEARCH UNIVERSITIES IN MALAYSIA

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PREFACE

It is mandatory for this research project to be conducted in essence to complete our studies in Bachelor Degree of Business Administration (Honours). The topic selected for this research that stroked our interest was "Relationship between Transformational Leadership and Talent Retention among Academic Staff of Public Research Universities in Malaysia". This topic is emphasised within the research universities in Malaysia as it represents the need to nurture future contributions to the development of our economy and country. It is crucial for existing leaders within the institutions to retain their experienced and talented academic staffs in order to foster brighter students and future pillars of the nation.

In the present day, employees within the institution reported leaving their institutions as they were experiencing stress, which relates to the root in workload imbalance and other dissatisfactions within the organization. This is linked to the organization's ignorance from higher levels or in other words leadership issues, suggesting the lack of Transformational Leadership implications. This research project will better explain the talent retention of employees and transformational leadership components. Generally, the independent variable(s) will impact the dependent variable in either a positive or negative way. For evaluation, the sample size of 229 respondents were taken from the academic staffs from the 5 Public Research Universities in Malaysia.

This report contains explanations and linkage from components within the theory of transformational leadership and how it will affect the talent retention among academic staffs. As a whole, this research acts as a suggestion and proof on the cruciality of improving the current and future potential loss of talent within the higher educational institutions.

ABSTRACT

Generally known, there is a certain level of importance of transformational leadership and talent retention within the organizational growth and development of the future economy. The objective of this research is set to understand the relationship between transformational leadership components and talent retention among academic staffs in public research universities in Malaysia. In this research, the independent variables are individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence, while determining their direct relationship with dependent variable, talent retention. The scope of our targeted sample size and subject to study is among the academic staffs from the 5 public research universities in Malaysia, which includes UM, UKM, UPM, UTM, and USM, and 229 questionnaire respondents are successfully collected. With the aid from Statistical Package for Social Science (SPSS) Software to run the reliability tests, explaining the correlation coefficient, and testing of each hypothesized relationships between the existing variables. After experimenting and analysis, the results shown from Pearson Correlation Coefficient and Multiple Linear Regression Analysis determine the significant positive relationship between all the existing independent variables (individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence) and our dependent variable (talent retention). This study is done for the belief in enhancing the literature gap since there are lack of focus within the talent retention on academic staffs of Malaysian public research universities.

Keywords: transformational leadership; talent retention; individualized consideration; intellectual stimulation; inspirational motivation; idealized influence; public research universities; academic staffs

Subject Area: HD56-57.5 Industrial productivity

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LIST OF ABBREVIATIONS

HEIs	Higher Education Institutions
AI	Artificial Intelligence
IC	Individualized Consideration
ICT	Information and Communications Technology
II	Idealized Influence
IM	Inspirational Motivation
IS	Intellectual Stimulation
MAIC	Malaysia-Artificial Intelligence Consortium
MEF	Malaysia Employers Federation
MoHE	Ministry of Higher Education
SPSS	Statistical Package for Social Science
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education and Training
UKM	Universiti Kebangsaan Malaysia
UM	Universiti Malaya
UPM	Universiti Putra Malaysia
USM	Universiti Sains Malaysia
UTM	Universiti Teknologi Malaysia

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CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

The aim of this research is to identify the components of transformational leadership that have implications for the talent retention of academic staff in public research universities in Malaysia. This organisation includes a thorough clarification of the background of research and explanations of the problem statement. In this particular chapter, objectives and questions regarding this research are included where they are further classified into general and specific. Affirming the cruciality of this research, the significance of this study, outlining each chapter of this research and a summary is written accordingly.

1.1 Research Background

Normally, the growth of a country's human resources and the development of a successful society as well as economic growth depend heavily on education (Eoin, 2024). Higher education also can encourage personal benefits, including sharing of information, creativity, and research while allowing students to adapt to the rapidly changing labour markets. According to Trinh (2023), higher education is crucial for solving social injustice and promoting green economic growth, particularly at socioeconomic levels. It is also viewed as a form of job search or employment insurance and contributes to the development of human resources.

Malaysia's higher education institutions are divided into two types, one is Public Higher Education Institutions, and the other one is Private Higher Education Institutions (HEIs). There are 20 public HEIs and 434 private HEIs, including 54 private universities, 10 international branch university campuses, 39 university colleges, and 331 colleges in Malaysia. Public universities are classified into three different types which are Focused Universities, Research Universities, and Comprehensive Universities. Research Universities with a reputation for

emphasizing academic studies and education that is based on research and development, producing research innovations (Komoo et al., 2008). Comprehensive Universities with various teaching courses and choices of fields of study often consist of graduate schools and technical schools that award from bachelor's degree section to doctoral degrees. Focused Universities are those universities that offer courses focused on a specific area such as management, technical, education and others. Furthermore, the student enrolment in public HEIs is around 590,000 and the private HEIs are approximately 520,000 (Ministry of Higher Education Malaysia, 2022). In Malaysia's public and private HEIs, academic staff members are often responsible for teaching, researching, and administration work, which indicates that these three roles are crucial.

According to the Malaysian news on May 22, 2024, the launch of Malaysia Artificial Intelligence Nexus 2024 affects Malaysia Research University, University Teknologi Malaysia (UTM) to launch their Faculty of Artificial Intelligence. In this century, AI development and advancements are crucial from daily tasks to world-class innovations and research, which is foreseeable to gain economically for a country. Therefore, the roles of universities in particular are important towards AI to the growth of the nation.

In addition, Malaysian government has also made an effort with support from the Economy Ministry of University Putra Malaysia (UPM) to launch 'AI untuk Rakyat' to narrow the gap of accessibility of citizens towards AI. Malaysia-Artificial Intelligence Consortium (MAIC) creates a platform for collaboration between industries, government, and HEI academic staff to innovate excellence, which requires contribution of resources from all Research Universities. Again, this shows how significant roles research universities will play towards achieving the government's aspirations. Besides, Technical and Vocational Education and Training (TVET) have been a hot topic due to the unfortunate fact, that, Malaysia's Prime Minister Datuk Seri Anwar Ibrahim have voiced out, that there is a lack of Malaysia's training and knowledge in STEM, AI, and TVET (Loheswar, 2024). Thus, conducting this research in public universities, especially Research Universities, is significant because they gain a lot of support from the government in increasing innovation and growth in the nation.

Following that, talent retention, and turnover of academic staff in higher education institutions (HEIs) have become a serious concern. The capacity of an organisation to retain its staff members to work and stay with it for an extended length of time is known as retention (BasuMallick, 2021). In addition, talent retention is the term used to define the strategies and procedures used by businesses to prevent valued workers from leaving and working with competitor firms (Khandelwal, 2024). In the rapidly evolving landscape of higher education, universities are increasingly challenged to retain talented academic staff or employees who are vital to maintaining the quality of education, research, and innovation. Many organisations view the leaving of academic staff as a severe problem. A high degree of turnover among university academic staff has had several detrimental effects that lower the standard of education for students and the remaining academic staff's stress and switch to another institution because when some positions are vacant and subsequently filled by inexperienced staff (Gibbons et al., 2021). The loss of talent also has the potential to seriously affect research productivity, the reputation of the institution, and others. That also includes many different variables that influence this issue, from organisational to individual in nature.

According to Kossivi et al. (2016), found that many factors affect employee retention in the organisation, including job satisfaction, salary, work-life balance, workplace environment, social support, development opportunities, training and development, autonomy, and leadership. Moreover, according to Hauer et al. (2021) found that in addition to leadership, employee development, benefits and rewards, and work-life balance are other factors that affect employee retention; however, leaders have a certain degree of authority to control these factors. Different studies also state that leadership styles will influence the willingness of worker to continue working within the organisation. For example, according to Hauer et al. (2021), leadership will impact employee retention, and the leadership styles should vary by culture. In addition, when the leadership style is negatively orientated less intention to remain; however, when it is positive will lead to an increased intention to remain in the organisation.

Furthermore, according to Muttalib et al (2023), effective leadership is recognized as a vital factor in increasing job satisfaction, organisational commitment, and

retention in higher education institutions. It is crucial to remember that having successful leadership within a group is essential if one hopes to achieve a common objective. Leadership is the result of interaction between leaders and their followers. Employees' levels of satisfaction and dissatisfaction have been determined by their matching individualities and suitable leadership styles. There are various definitions relating to leadership and most of them are similar. According to Strait (2020), leadership is about the person who is leading the team or a group that has skills, personality, abilities, and others necessary traits to inspire and encourage a group of people to achieve a targeted common objective. Northouse (2019) also stated that leadership is about the process of inspiring and directing followers towards the realization of their common goal and vision. In its most basic form, leadership is the about ability to encourage, motivate, and ensure people or groups to work together effectively. In addition, according to Kasalak et al. (2022), strong leadership affects academic staff's job satisfaction, satisfied staff perform their duties better, leading to positive program outcomes and willingness for retention in HEIs. Hence, higher education leaders have an important role in academic programs and are ultimately accountable for their organisations' success or failure, as well as crucial in the process and quality of teaching and learning.

Normally, the leadership style of a leader or supervisor dictates the way of carrying out strategies to accomplish specific goals that are established while considering the requirement of stakeholders as well as the regular followers' health and safety. There are different leadership styles that can have various effects on the performance, output, and effectiveness of the organisation, it may be positive or negative. Including leadership styles such as democratic, transactional, autocratic, bureaucratic, laissez-faire, servant, transformational, and other leadership styles (Nanjundeswaraswamy & Swamy, 2014). Following that, some previous studies are being done to determine how various styles of leadership in educational institutions affect student performance, commitment, nationality, efficiency, and job satisfaction in the workplace (Alonderiene & Majauskaite, 2016; Sharma et al., 2016; Syakur et al., 2020; Muttalib et al., 2023). Considering the way closely the country's higher education and economic growth are interconnected, the choice of leadership style becomes crucial in predicting job satisfaction.

Transformational leadership style is a type of leadership where the leader challenges and inspires their followers to go above and beyond their self-interests for the interest of the group or society at large. This is done by establishing a clear vision, setting high standards, and providing ongoing inspiration (Bass & Riggio, 2006). This kind of leader actively works to inspire and raise their followers, inspiring them to go beyond their own comfort zones and accomplish remarkable objectives rather than merely maintaining things as they are. This process entails creating an environment that encourages people to innovate and collaborate, strengthening devotion to the organisation's objectives, and building a feeling of shared purpose. Through doing this, transformational leaders foster an effective combination that drives achievement on both an individual and an organisational level, eventually enhancing society overall. In addition, according to the study of Siew (2017), transformational leadership has more influence on work performance and turnover intentions in Malaysia. Since government workers never earn incentives or other forms of punishment other than a warning letter from superiors, transactional leadership may not affect Malaysian HEIs. Consequently, this study focuses on transformational leadership components influencing talent retention among academic staff of public universities.

1.2 Research Problem

Based on the Malaymail news on April 5th, 2023, it was reported alarmingly many academic staff are excessively fatigued due to the heavy workload other than the subjects that needed to be covered and their mandatory administrative tasks that added on to their workload. Complaints have been issues for the academic staff felt overburdened and requested to resign and retire which leads to the overall shortage of qualified academic staff (Jasmine Anak Jain, 2023). In retrospect, there is possibility of miscommunication or ignorance between the leaders and the employees with stress and dissatisfaction within the organisation. This mirrors back the reminder from Talebloo (2015), where leaders have responsibility over

allocating work and making sure the capability of and provide support to their followers or subordinates.

Statistics posted by Ministry of Higher Education (MoHE) Malaysia in 2021 and 2022 stated that a reduction in the academic staff of public universities from 31,568 to 31,392. However, the total private HEIs academic staff increased from 28,570 to 29,413 during the period. It differs significantly from the public universities had a turnover of their academic staff, which raises a concern where the problem lies within the public university, from the perspective where it gradually continues on with losing their talent in the future. In addition, according to the Malaysia Employers Federation (MEF), in the education sector, the turnover rate in average was 29.2% which is relatively high. In addition, Sinniah et al. (2019) stated the academic workers at colleges and universities are presently more likely to look for new employment than to remain in their existing positions. That is due to the job satisfaction of academic staff, which is influenced by variables including work environment, promotion, recognition, and especially salary allocation. These pieces of evidence show that there is a talent retention and turnover problem of Malaysia's public universities academic staff. Hence, retaining academic workers in public universities is a relatively significant concern where it must be prevented from its potential occurrence without slack (Wakabi, 2016).

To explain the research being conducted on public research universities, it is emphasised from the formation of the system of Malaysian's higher education started after the establishment of Universiti Malaya since 1949 (Malaysia et al., 2018). Public universities play a crucial role in Malaysia as it serves as vital components of the country's educational system in societal and economic advancement. Numerous Malaysian policies are set to anticipate the increment of knowledge in a sense where the government is determined that knowledge and innovation determines the competitiveness economically of our country (Komoo et al., 2008). The success of public universities can retain top academic talents and directly impact various sectors of the economy, leading to skilled graduates who drive national growth (Brennan et al., 2004). The government's significant focus on public research institutions creates an atmosphere that attracts and retains the top academic talent, which is essential for sustainable national development (National

Research Council et al., 2012). Without the government support, public universities could find it difficult to compete with private universities, which could result in the loss of talented students to private universities, or even other countries. Hence, public universities are significant to be studied on as it frequently addresses challenges that contribute positively to the society in our country (Chikafalimani et al., 2021).

Bass (2006) stated that a high rate of turnover can be attributed to stress. Leaders fail to communicate effectively with subordinates and provide support, unreasonable workloads may create frustration among employees and increase the turnover rate. High levels of stress may result in a negative impact on academic staff's engagement and productivity, which can lead to higher turnover. The study by De Graaf (2003) and Schneider (2000) pointed out work overload or an excessive workload can lead to depression, burnout, diminishing in passion, and job dissatisfaction among individuals who are unable to do their jobs within the allotted time. Thus, high stress levels often lead to burnout, resulting in existing talent seeking new opportunities or a less stress environment.

In the current situation of Malaysia, its required that leaders should decrease the stress level within the organisation instead of increasing it in order to maintain their talented subordinates from resigning in the future. Conversely, when academic staff feel supported in their jobs and mental health, they probably will be actively engaged and committed to the institution, suggesting that improving leadership will only bring better results (Mikaella, 2024). Hence, there is a problem that occurred within HEIs in ensuring a reasonable workload, offer sufficient assistance and resources, and cultivate an environment that encourages balance and job satisfaction, in hindsight, leadership being the root cause.

As a potential solution, public universities will successfully retain excellent academic staff by cultivating a leadership culture firmly based in the concepts of transformational leadership, which is an attribute of a highly effective and professionally run educational institution (Northouse, 2021). According to Ramsden (1998), university leaders are important personnel in molding this environment. They need to motivate their academic staff by providing vision and

support that nurtures both personal and professional growth. This involves creating a culture where the staff would feel valued and empowered, which, in return, enhances their engagement and commitment to the institution (Thomas et al., 2018). In a well-run public university, leaders would naturally cultivate an environment where the core principles of transformational leadership are woven into the fabric of the institution, promoting a culture of trust, innovation, and individualized support (Bass & Avolio, 1994).

Leaders among academic staff are role models of their subordinates, demonstrating integrity and dedication to the university's values as their behaviour would foster trust and respect among academic staff, encouraging others to strive for excellence (Ogunfowora et al., 2021). They would also communicate a clear vision for the future, motivating their teams to work towards common goals. At the same time, these leaders would encourage critical thinking and innovation and create a space where academic staff feel empowered to explore new ideas and challenges, knowing that their contributions are valued. The focus on intellectual growth would not only enhance academic outcomes but also drive personal and professional development.

Based on Talebloo's (2015) study, they stated that leaders would identify and cater individual needs of their staff. By offering personalized support and development opportunities, they would help academic staff feel valued and supported in their careers. This contributes to building loyalty and a strong sense of belonging, leading to higher retention rates. When these leadership principles are truly embraced, the university would obtain a more motivated and committed academic community. This positive environment would lead to better retention of talented staff, and ultimately, a stronger reputation for the university as a leading institution in both education and research (Selden and Sowa, 2015).

Diving deeper into leadership, preliminary prediction has found that the factors that affect talent retention in public universities mainly include four aspects within specifically the key elements within transformational leadership (Abeysekara & Jayakodi, 2011). However, the existing literature often addresses these components in a generalized manner, without considering the unique context and challenges of

public universities especially. This research gap is significant because understanding the impact of each component on talent retention could help tailor leadership strategies to match and achieve requirements from academic workers. The absence of such targeted research limits the ability of public universities to develop effective leadership approaches that enhance job satisfaction and retention among their academic staff. Hence, there is a limited empirical study on the transformational leadership among public universities. The absence of research that integrates both quantitative and qualitative data further restricts a deep understanding of how transformational leadership influences retention (Mangisa et al., 2020). Additionally, existing studies often miss the crucial link between organisational culture and structure and the various components of transformational leadership (Eddy & VanDerLinden, 2006).

It is crucial to identify factors that affect transformational leadership among academic staff of public universities. Researchers have categorized the influences on the talent of academics in public universities. This research proposes to investigate the individualized motivation, intellectual stimulation, inspirational motivation, and idealized influence factors that affect transformational leadership among academic staff of public universities. However, studies on these factors where the focus is on public universities sectors have received less attention in the past compared to the private universities in Malaysia. Most current research papers focus only on talent retention in private universities or on other sectors. Simultaneously, there are a lot of researchers that focus on the relationship between transformational leadership and other fields such as job satisfaction (Munir et al., 2012; Long et al., 2014), knowledge management (Gelard et al., 2014; Chi et al., 2012), and organisational performance (Kılıç & Uludağ, 2021; Datche, 2015). The lack of study for talent retention considering specifically academic staff of public universities forms the gap to be filled up in the present study.

Finally, the fast-paced changes in leadership practices and evolving staff's expectations highlight the need for real-time research to grasp how these shifts impact talent retention. As leadership styles and organisational dynamics continue to evolve, understanding their effects on retention becomes crucial. Addressing these gaps will provide valuable insights into which core components of

transformational leadership, specifically as inspirational motivation or individual consideration, are most impactful in retaining academic talent. Our research is essential for fine-tuning leadership strategies, ultimately leading to improved retention rates and better institutional performance. By focusing on these areas, universities can better support their staff and enhance their overall effectiveness (Johnstone, 1999; Dolence & Norris, 1995). Thus, the present study has the objective to take early steps to testify the relationship significance among transformational leadership and talent retention among academic staff of public universities.

1.3 Research Objectives

Research objectives are stated in general form, which provides the main idea of the investigation. Then further elaborated in the specific objectives that of the variables that manipulate this research.

1.3.1 General Objectives

This experimental finding has an objective to investigate the factors in elements of transformational leadership that influences the talent retention among academic staff of public universities in Malaysia.

1.3.2 Specific Objectives

The specific objectives are separated into as follows:

- To examine the relationship between *individualized consideration* and talent retention among academic staff of Public Research Universities in Malaysia.
- To examine the relationship between *intellectual stimulation* and talent retention among academic staff of Public Research Universities in Malaysia.

- To examine the relationship between *inspirational motivation* and talent retention among academic staff of Public Research Universities in Malaysia.
- To examine the relationship between *idealized influence* and talent retention among academic staff of Public Research Universities in Malaysia.

1.4 Research Questions

1.4.1 General Question

What determinators exist that has impact on talent retention among academic staff in Public Universities in Malaysia?

1.4.2 Specific Questions

The specific research questions are as follows:

- Is there significant relationship between *individualized consideration* and talent retention among academic staff of Public Research Universities in Malaysia?
- Is there significant relationship between *intellectual stimulation* and talent retention among academic staff of Public Research Universities in Malaysia?
- Is there significant relationship between *inspirational motivation* and talent retention among academic staff of Public Research Universities in Malaysia?
- Is there significant relationship between *idealized influence* and talent retention among academic staff of Public Research Universities in Malaysia?

1.5 Research Significance

For there is a lack of power to retain the academic staff in Malaysian public universities, however there is still need for their position within the industry to sustain the education standard and support in Malaysia. Hence, this study has its goals firmly established to identify the factors that influence talent retention in terms of transformational leadership used in the field among academic staff in Research Universities of Malaysia. This research aids us to further our knowledge about the impact of talent retention has towards the education industry, while being able to improve and have necessary change as an industry to better store talent within the local universities and build a stronger future for Malaysia.

In this study, it includes four independent variables that are found to impact talent retention. These independent variables are IC, IS, IM, II. This research acts as an urge to the educational industry in Malaysia to take this issue seriously as sorting the reasons and understanding the root of the existing issue could help them to improve their ways of treatment and leadership within their respective organisations, gain trust and motivation, and build a strong team to support their education system, whilst being able to contribute to the society a better education source.

1.6 Definitions of Key Terms

This section acts as a simple explanation to provide clearer vision and understanding to readers to which the key terms that will be discussed and experimented with in this study.

1.6.1 Transformational Leadership

Leadership skill managed to motivate the followers in the redefinition of their sense of purpose (mission and vision), strengthens commitment, and the restructuring of their systems to achieve shared goals (Leithwood & Jantzi, 2005).

1.6.1.1 Individualized Consideration

Leadership component that involves personalized support, mentorship, and recognition of unique strengths to foster individual growth and development (Korejan & Shahbazi, 2016).

1.6.1.2 Intellectual Stimulation

Leadership component that encourages creativity, critical thinking, and innovation by challenging assumptions, fostering problem-solving, and supporting new ideas with different perspectives.

1.6.1.3 Inspirational Motivation

Leadership component that encourages enthusiasm, optimism, and a shared vision for the future, motivating individuals by emphasizing purpose, achievable goals, and the importance of foresight.

1.6.1.4 Idealized Influence

Idealized influence refers to a leadership component where leaders serve as role models to demonstrate integrity, competence, and selflessness to gain respect, instil pride, and inspire others through their actions and value.

1.6.2 Talent Retention

A plan or strategy of organisations to withhold their talented employees or reduce and prevent them from leaving the company (Mazlan & Jambulingam, 2023).

1.7 Chapter Layout

Chapter 1 could be summarised as an overview to understand the general information of the study. The most important part is the clarification in the background and problem statement which emphasizes the reason and context for the current paper. Then supported by the objectives, questions, hypotheses, and the significance of this study to be conducted, ending with a conclusion.

Chapter 2 is formed on our literature review, where the research issue is further identified and discussing about related existing research from journals, articles, websites, news, and others. This chapter uncovers the underlying theories behind our topic, discussions of their suitability, proposing conceptual framework, and developing hypotheses.

Chapter 3 will be the research methodology, explaining what are used to aid us in conducting this research in range of research design, methods of gathering data, sampling design, operational definitions of constructs, our measurement scales used, and methods to analyse data.

Chapter 4 is written according to the analysis of data that was collected, including detail descriptions by percentage and amount of collected data, measurement and calculations to process data, and further analysis of the relationship and significancy between the variables.

Chapter 5 surrounds the consolidation of the calculated results from Chapter 4, and provides clarification and discussion based on the findings. This section also includes the implications of the research, limitations, and recommendations for future improvements to be referred by other prospective scholars.

1.8 Chapter Summary

Overall, this chapter, its main components are the research background and problem statement that introduce our topic. Following that, the objectives, questions, and hypotheses of this study are surrounding the transformational leadership components against talent retention in academic staffs from public universities. After that, the following chapter will continue to discuss more related information for our study.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter will highlight the relevant theories and review literature that will support the development of hypotheses for the research.

2.1 Underlying Theories

2.1.1 Transformational Leadership Theory

The first introduced Transformational Leadership Theory was James McGregor Burn (1978), whose research is related to political leaders distinguished leadership between transformational “transforming” and transactional but is now already used in organisations. He stated that transformational leadership is a process evolving equal power connection between followers and leaders to encourage individuals toward higher motivation and morale growth. Following that in 1985, Bass developed the theory from Burn and added the initial concepts to explain how transformational leadership affects followers' motivation and performance and how it may be assessed. Transformational leadership improves leadership to a higher level and involves inspiring people to align with organizational vision and objectives, encouraging them to have creative problem-solving skills, and enhancing their potential leadership by providing both challenge and support for them (Bass & Riggio,2006). Transformational leadership's main components represent the four I's, including individualized consideration (IC), intellectual stimulation (IS), inspirational motivation (IM), and idealized influence (II).

Contrasting to this theory, according to Bass and Riggio (2006), they also criticized transformational leadership theory for exaggerating and mostly focusing on the positive sides and outcomes of leadership, where in different real-life situations occurs having negative impacts when the leadership presented is a dictatorship and personalized, varying from follower to follower rather than a united and socialized majority. In addition, leaders with transformational leadership compel their followers by appealing to their deepest emotions and rarely focus on moral principles and ultimate effects on their followers such as burnout and work-life balance (Hay, 2006).

As a support for the validity of this theory, according to Kariuki et al. (2022), the study applied the Transformational Leadership Theory to collect the survey investigating transformational leadership and retention of staff relationship in the context of microfinance institutions in Kenya, which noted that transformational leadership have a positive significance on staff retention. In addition, supporting findings emerge from Sri Lanka ICT context research, the Transformation Leadership Theory was also applicated in the research to examine the influences of transformational leadership on talent retention, which concluded that transformational leadership and its components have a significant effect on talented staff's intention to remain in the organization (Edirisooriya,2020). Moreover, the study of individualized consideration (IS) on managing talent practices also used the Transformational Leadership Theory to be relevant in supporting the study in the insurance industry in Kenya (Magambo, 2023). So that can be known that it is positively significant to use for determining talent management practices.

In this study, it refers to Transformational Leadership Theory because it is related to the intended results experimentally of talent retention. That determines Transformational Leadership Theory’s components, which include intellectual stimulation (IS), individualized consideration (IC), inspirational motivation (IM), and idealized influence (II) that can influence the talent retention of academic staff to help better information on the turnover problem. Therefore, we apply the model in this study as our

theoretical foundation to conduct research on transformational leadership components influencing talent retention among academic staff in public universities.

2.2 Views of Variables

Bass and Avalio (1994) pinpointed that transformational leadership is compartmentalized into four important elements: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

2.2.1 Dependent Variable – Talent Retention (TR)

Retaining employees or talents is critical to the ability of a business or organisation to operate and compete. According to Edirisooriya (2020), the term "talent" describes the employees who represent important positions and are essential to the success of an organisation or business. Talented employees are individuals who have great potential and the capacity and desire to acquire the new expertise and skills essential to occupy significant roles within an organisation (Ott et al., 2018). Following that, talent retention is keeping the greatest employees as well as future leaders because they are the foundation for client satisfaction, productivity and the key to innovation in the organisation (Brannick, 2001; Edirisooriya, 2020).

In addition, talent retention refers to the term used to describe the strategies and procedures used by businesses to keep valued workers from leaving to work with rival firms (Khandelwal, 2024; Ott et al., 2018). Losing talent will bring a lot of negative effects or costs, which include direct expenses such as training or recruiting expenses and indirect expenses such as loss of specialized skilled employees, unique knowledge of organisation, and employees' networks. Universities are unique nature, act as repositories for knowledge, and is difficult to find better replacements for academic staff, so a few of them cannot afford to recruit, train, and let talented staff leave. According to Selesho and Naile (2014), higher education institutions (HEIs)

should give careful consideration to the significance of job satisfaction and its influence on employees' performance levels in order to manage and maintain the academic staff in institutions. The study's findings showed that salary, job satisfaction, promotions, and leadership are significant factors that affect academic staff in institutions.

Following that, according to Bass (2006) transformational leadership theory, employees under transformational leadership are motivated to achieve above expectations and exhibit high levels of satisfaction, commitment as well as loyalty to the group and organisation. It is evident that transformational leadership provides job satisfaction which is a significant factor among academics to remain in higher education institutions. Hence, transformational leadership may act as a retention practice to retain talented employees.

Moreover, according to Samuel and Chipunza (2009) and Kossivi et al. (2016), training and development and challenging work significantly influence talented employees' retention in both public and private sector industries. From transformational leadership theory, transformational leaders are concerned about employees' needs and personal development. They always stimulate their subordinates to do more than originally and stimulate their potential skill and ability such as extraordinary performance and leadership competencies. They set challenging and interesting job opportunities or tasks to help talented employees develop their skills and competencies. Thus, this transformational leadership may have a relationship with talent retention among academic staff.

Moreover, according to Kyndt et al. (2009), explored different organisational factors like stimulation and pressure of work and personal factors like self-perceived leadership skills and seniority that influence employee retention. The study also provides a fully qualified questionnaire to support our study questionnaire about talent retention.

2.2.2 Independent Variable – Individualized Consideration (IC)

According to Mir et al. (2020) and Bass & Riggio (2006), individualized consideration is the way a leader concerns about recognizing and valuing the unique achievement and growth requirements of each team member to make individual relationships. Individualized consideration acts as providing a supportive climate and learning opportunities for the followers to develop their potential higher level successively. Then, two-way communication between leaders and staff is encouraged, which considers the individual as a whole rather than just a worker leading to feeling they have cared about their well-being. So that can also be known as focusing on each staff separately with personal problems (Assaf et al., 2016). Leaders identify and provide direction, support, and aid to each staff which can enhance their confidence and loyalty in their leaders. Following that, individual considerable leaders have been linked to enhance talent retention practices including talent retention and job satisfaction (Mir et al., 2020; Magambo et al., 2023; Khalil & Sahibzadah, 2017; Edirisooriya, 2020).

2.2.3 Independent Variable – Intellectual Stimulation (IS)

Intellectual stimulation refers to a leadership approach that which leaders stimulate intellectual growth among followers, encouraging them to think creatively and problem-solving (Mir et al., 2020). Besides, Conroy et al. (2023) also indicated that intellectual stimulation will occur when leaders encourage their subordinates to develop innovative ideas and continuous learning through courses or evidence-based materials. An intellectually stimulation leaders will inspire their subordinates to look beyond the old problems by thinking in a new way (Avolio et al., 1988). By stimulating intellectual, academic staff will also enhance their creativity, problem-solving, and decision-making skills, gradually contribute more and engage to the organisation. Thus, intellectual stimulation is paramount as it can

assist the team cope with the difficulties and challenges in various ways. It fosters a culture that priorities learning, adaption, and collaborations, where the individuals may feel empowered to contribute their expertise and enhance their confidence. Moreover, by applying the many viewpoints and experiences of followers, it also improves the team's overall intelligence and creativity. Then, it fosters empowerment and trust among team members by expressing appreciation for their opinions and respect for their independence. Lastly, it gives followers a sense of intellectual challenge and fulfilment by giving them honest feedback (How Can Leaders Use Intellectual Stimulation to Cope With Uncertainty and Complexity, 2023).

2.2.4 Independent Variable – Inspirational Motivation (IM)

Inspirational, often known as inspirational motivation, is accompanied by charisma. This dimension focusses on the leader's capability to lead by example for followers, communicate a vision, and utilise symbols to guide attention (Bass, 1985). According to Conroy et al. (2023), it occurs when leaders enable their subordinates to put effort to gain the achievement or personal goals. In addition, Muthimi et al. (2021) also stated that inspirational motivation involves cultivating optimism about the future, fostering a shared vision and team cohesion, and empowering the followers to excel in their duties. This behaviour indicates how crucial it is for managers or leaders to set high standards for their followers and inspire them with challenges and meaning for them to collaborate with and create a shared objective for the organisation. Referring to the research conducted by Gomes (2014), inspirational motivation provides followers with a purpose and a challenge to work towards an achievable goal. Some leaders who employed inspirational motivation to motivate, inspire, and intellectually stimulate followers in order to support their innovative and imaginative work. In addition, leaders with inspirational motivational seek to learn new skills and inspire followers to do the same, consequently

advancing their own and their careers' advancement, thereby reducing turnover rates among the organisations (Ngaithe et al., 2016).

2.2.5 Independent Variable – Idealized Influence (II)

Based on Kariuki et al. (2022) study, idealized influence refers to the procedure through which a leader establishes a psychological connection with the followers, ensuring that their followers respect the leader and, most importantly follow the aims and values of the organization. Idealized influence arises when leaders behave as models to their followers to gain trust and respect (Conroy et al., 2023). These leaders are highly admired, respected, and trusted by their followers that recognise and follow them (Bass et al., 2003; Amir Sadeghi, 2012). Besides of that, Joo and Lim (2013) and Bass and Riggio (2006) stated that employees will contribute to the organisation more when the employees believe that leaders consist of extraordinary characteristics and capabilities. These leaders are frequently viewed as having high standards for morals, integrity, honesty, and purpose. Hence, from these two aspects, idealized influence is only formed by combination of both leaders' own behaviours and the attributions to the leaders by their employees (Bass & Riggio, 2006). This alignment between leadership and followership can contribute to enhanced job satisfaction, higher levels of motivation, and a more cohesive work environment. Thus, followers are able to feel the trust and comfortable environment that the leader of an organisation has built in this way (Cetin & Kinik, 2015).

2.3 Proposed Theoretical / Conceptual Framework

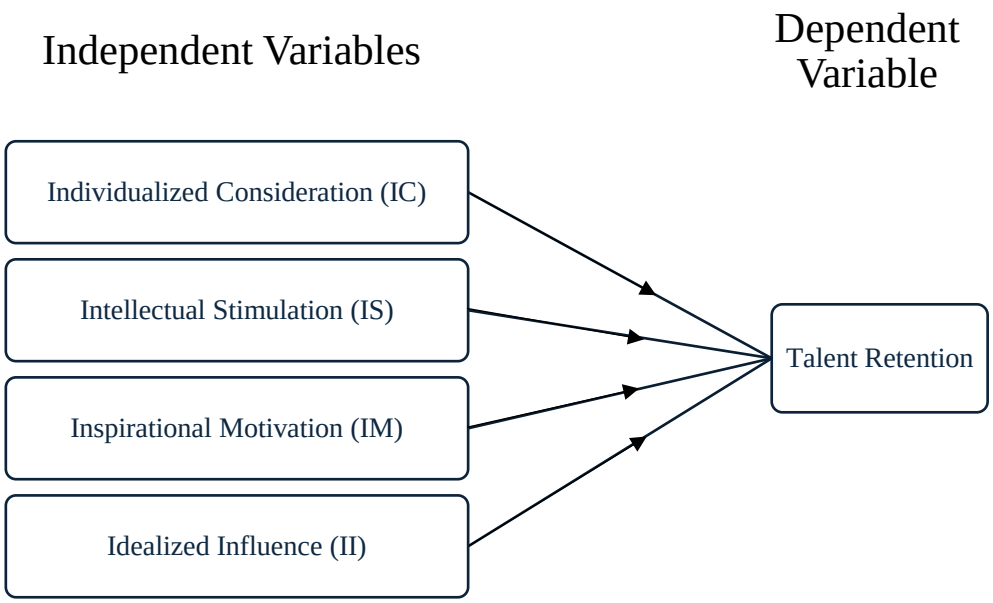

Figure 1.1. Conceptual Framework

Combining the information gathered for this research, it creates an urge for the government to fix the existing issue of retention among academic staff. This becomes the nation's focus for the neglection of it will only cause stunt of growth for the future of our country, in terms of research and development. While transformational leadership is the key component in which it has effect on the retention of employees within HEIs of this country. To support this claim, the leadership that was unsuitable for the subordinates affects the major amount of academic staff to resign and retire directly. From this it forms a link between the leadership portrayed and how it could hold on to the talent within respective institutions.

In this framework designed, it was referred to a few authors and observed their conceptual frameworks that aligns the objectives of our study as well as their use of theory and topic relating to transformational leadership components and talent retention (Edirisooriya, 2020; Mir et al., 2020; Kariuki et al., 2022). Their created framework provided aid in constructing this framework to better relate to this study. This framework consists of the dependent variable, talent retention; the independent variables, transformational leadership components (individualized consideration,

intellectual stimulation, inspirational motivation, and idealized influence). Each component of transformational leadership will be tested for its significancy of relationship with talent retention.

2.4 Hypotheses Development

2.4.1 Relationship between Individualized Consideration and Talent Retention

As stated by Magambo et al. (2023), in Kenya's insurance context demonstrates that individualized consideration positively and significantly enhances talent management practices as talent retention. There is also research that states individualized consideration and talent retention have no significant direct relationship (Mir et al. 2020). However, individualized consideration as the mediator of job satisfaction and psychological ownership impacts talent retention because it shows a significant connection with psychological ownership and employee satisfaction. In addition, the individualized consideration will enhance employees' emotional attachment and job satisfaction then lead to talent retention. In addition, according to Edirisooriya, (2020), within Sri Lanka's ICT sector, managers that has individual considerations significantly influenced the employee retention.

From these several research that have shown that individualized consideration contains a significant relationship with talent retention. Hence, hypothesis 1 of the research has been created due to it is also crucial for the public universities to make individual considerations for staff retention.

Based on these empirical findings, we hypothesize that:

H1: There is a significant relationship between *individualized consideration* and talent retention among academic staff of Public Universities in Malaysia.

2.4.2 Relationship between Intellectual Stimulation and Talent Retention

As stated by Avolio et al. (1999), transformational leadership can greatly improve motivation and performance, especially when mixed with intellectual stimulation. This method creates an encouraging atmosphere when team members' needs and goals are attended to by leaders, potentially increasing team member engagement and decreasing the turnover rate. As noted by Collins (2010) that talented workers are high-performing, high-achieving workers who regularly bring value to the instituition by presenting up with new ideas. Moreover, a work environment that is more intellectually stimulating and charismatic will lead to increased levels of cohesion, loyalty, trust, and motivation (Bass, 1997). Besides, Karatepe (2013) argues that empowering employees to take control of their own careers is effective in retaining talented staff. Thus, intellectual stimulation by transformational leadership can directly contribute to increased talent retention (Ohunakin et al., 2019).

Evidently, there is a significant relationship between intellectual stimulation and talent retention. Transformational leaders emphasize on intellectual stimulation within the institution and encouraging established talent can influent talent to remain with the institution.

Based on the findings of possible relationship between the intellectual stimulation and talent retention, the following hypothesis is formulated:

H2: There is a significant relationship between intellectual stimulation and talent retention among academic staff of Public Universities in Malaysia.

2.4.3 Relationship between Inspirational Motivation and Talent Retention

Edirisooriya (2020) concluded that in the ICT industry, inspirational motivation significantly affects talent retention. Research has shown that inspirational motivation can improve staff's retention through increasing the happiness and excitement level of an employee (Kariuki, 2021). Moreover, inspirational motivation among academic staff may result in benefits for organisations, such as human capital management, achieving organisational and personal objectives, increased employee efficiency and satisfaction, and improved workplace atmosphere (Ganta, 2014; Shin & Hur, 2021). It also emphasizes long term objectives and empowers subordinates to achieve them. Hence, subordinates are inspired and encouraged to exceed to their expectations. Inspirational leaders also lead by example, demonstrating their loyalty to the organisation's mission and effectively communicating with their subordinates, which fosters trust and loyalty among subordinates, retaining the academic staff in the universities (Donald, 2017).

Further, it is proven that inspirational motivation significantly influences talent retention. This influence is evident as motivated workers tend to be more willing to stay committed to the organisation, contributing to reduced turnover rates.

Thus, the following hypothesis is proposed:

H3: There is a significant relationship between *inspirational motivation* and talent retention among academic staff of Public Universities in Malaysia.

2.4.4 Relationship between Idealized Influence and Talent Retention

The findings by Njiraini et al. (2018) revealed a positive and significant relationship between idealized influence and talent retention. The

justification for the impact is that leaders who have idealized influence are seen as role models by their subordinates and thereby develop faith and admire them. Wong et al. (2017) emphasize charismatic leaders have a collective mission and the same purpose for the subordinates can help organisations create an enjoyable working environment, and increase their self-esteem, thus improving talent retention. In addition, Edirisooriya (2020) showed the retention rate of talented people within the organisation will increase the supervisor's capacity for idealized influence. The result further emphasizes the importance of having excellent leadership qualities and have a motivated and committed staff.

This proves that transformative leaders who have idealized influence traits can increase talent retention in circumstances where academic staff desire to work for the organisation in order to accomplish its goals. Hence, it showed a strong significant relationship between idealized influence and talent retention.

With an inferred approach as suggested, the following hypothesis is proposed:

H4: There is a significant relationship between *idealized influence* and talent retention among academic staff of Public Universities in Malaysia.

2.5 Conclusion

This chapter is constructed for the purpose of understanding beforehand of which the theory that is based off of in our process of creating this investigation and research. Transformational Leadership Theory is introduced with reference to Bass's (1985) updated version of the theory. This builds the groundwork for this study, where there are existing arguments that shows validity on the adaptation of this theory. Four main variables are adopted from the components of transformational leadership theory, individualized consideration, intellectual

stimulation, inspirational motivation, and idealized influence towards influencing the dependent variable of our study, talent retention. Similarly in our study, hypotheses are formed for relationship between variables, with arguments of their respective significancy on effecting talent retention.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In Chapter 3, the clarification and explanation of the ways of choice in which we proceeded with to carry out this research will be concisely provided. The following contains the research design, methods of data collection, sampling design, operational definitions of constructs, scales used, and analytical techniques. These are all crucial to be discussed before data analyzation to clarify how these methods aid us making sure our result of this study and its significancy are both accurate.

3.1 Research Design

In the view of Zikmund (2003), the primary objective of research design be referred to or classified into three categories, namely exploratory, descriptive, and causal research, all of which are also known as explanatory research. This research was conducted to evaluate the effects of transformational leadership style in terms of talent retention among public university academic staff. The study adopts descriptive research designs as it aims to systematically describe and quantify the relationships between transformational leadership's variety of dimensions and their effectiveness in talent retention. This type of research offers an accurate description of the characteristics and behaviours of a specified group as subject (Sirisilla, 2023).

Transformational leadership is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This study focuses on how these components influence academic staff's decisions to retain their positions at public universities. Thus, the descriptive research design is appropriate as it allows for a comprehensive analysis of these relationships. By using the descriptive approach, the research will provide detailed information on the extent to which each transformational leadership component impacts talent

retention. This approach involves collecting and analysing data to correlation and pattern identification between leadership style execution and retention rates in terms of the academic staff. In addition, the design includes the structured questionnaire survey development to aid in gathering quantitative data from a representative sample of academic staff across various departments and levels within selected public universities. The analytics of data will be processed with the aid from statistical methods to produce descriptive statistics and identify key components and relationships.

3.2 Data Collection Methods

This research collects data as which it is the suggested tools and techniques used by researchers. These methods may vary on a spectrum of minimal to maximum effort of survey reports to complex studies might use approaches in qualitative or quantitative method of collection (Bhat, 2024). Two distinct kinds of data are gathered: primary data and secondary data.

3.2.1 Primary Data

Based on Rabianski (2003) study, primary data can be defined as information gathered by many researchers from original sources, without any secondary sources. This data type is gained first-hand, ensuring it is specific to the research objectives and content. Primary data includes surveys, interviews, and observations (Ajayi,2017). The survey consists of distributing structured questionnaires (closed-ended) to a selected population, allowing researchers to gather quantitative data on various variables relevant to the study (Richards & Schmidt, 2002). Hence, primary data is preferred in this research due to its inherent accuracy and reliability.

Additionally, the reliability of the primary data is enhanced by the researcher’s control of the data collection process, from the design of research instruments to the actual data collection, ensuring that the results

are no biased that might affect secondary sources (Jonson et al., 2020). Besides, primary data is unique and valuable to the current study, because it has not been used or analysed by other researchers, which will lead to misunderstanding of the data. Thus, primary data can fully align with their data collection methods with their specific research goals.

3.2.2 Secondary Data

Secondary data can be defined as the information that has already been gathered, processed, and published by researchers (Boslaugh, 2007). Besides, Lehmann (1979) and Parasuraman (1986) also defined secondary data as information collected from various respondents, including individuals and organisations, specifically for research purposes. Secondary data includes academic journals and research articles, which provide detailed reports and analyses from previous studies. Additionally, survey data from previous research can be repurposed for secondary analysis. Utilizing secondary data allows researchers to build on existing knowledge efficiently, though it is essential to assess its relevance and accuracy in relation to the current research objectives.

The secondary data from this research are mainly from online academic journals and research articles. This approach is necessary because primary data is insufficient for addressing the research objectives comprehensively. By using secondary data, the study gains a broader range of findings that complement and enrich the primary data. These sources provide valuable information, support the analysis with existing literature, and help to validate or contrast the primary data results, ensuring a more robust examination of the research topic.

3.3 Sampling Design

Sample design is related to strategies and procedures to be used when choosing sample from the target population of the research and the estimation approach formula for determining the sample statistics (Syed, 2016).

3.3.1 Target Population

The target population for this study is academic staff in Research Universities of Public Universities Malaysia where transformational leadership components influence talent retention. The loss of talented academic staff has the potential to seriously affect to university, students, and other staff, so it is crucial to understand the academic staff's transformational leadership toward talent retention to prevent potential talent turnover. Then, in Malaysia, there are three types of public universities, and from the problem statement able to know that Research Universities are important to contribute resources for MAIC to innovate excellence. Hence, the target population focuses on academic staffs in Research Universities.

3.3.2 Sampling Frame and Sampling Location

Goodman et al. (2012) discussed that the list from which units are selected for the research is called the 'sampling frame'. The "list" which can be a real list of units such as the contact numbers of people in the book, will be sampled. If the sampling frame does not accurately represent the population of interest it will be happening the frame error results. In this research, the sampling frame as academic staff who are working in Research Universities, and we can attempt to obtain the list via internet sources like the official website of each Research Universities.

The sampling location is the location or area where samples are gathered for scientific examination. Malaysia serves as the sampling location for the research because it focuses on the talent retention of academic staff in Public Universities in Malaysia, especially the Public Research Universities.

3.3.3 Sampling Technique

Normally, the main sampling techniques are probability and nonprobability sampling (Taherdoost, 2016). Probability sampling method refers to a specific probability that participants will be included in the sample. On the other hand, nonprobability sampling is no method of estimating the probability of the participants or respondents being included in the sample. For the current research, from the nonprobability sampling methods, purposive sampling is selected with a certain purpose or goal in view, choice of the sampling units depends on characteristics that are needed in a sample (Syed, 2016). The units are selected "on purpose" in purposive sampling. In this research, academic staff who are working at Research University in Malaysia will be selected to respond to the questionnaire that was prepared.

3.3.4 Sampling Size

Table3.1

Table for sample size based on the desired accuracy source

`	**Variance of the population P=50%**					
	Confidence level=95% Margin of error			*Confidence level=99% Margin of error*		
Population Size	5	3	1	5	3	1
50	44	48	50	46	49	50
75	63	70	74	67	72	75
100	79	91	99	87	95	99
150	108	132	148	122	139	149
200	132	168	196	154	180	198
250	151	203	244	181	220	246
300	168	234	291	206	258	295
400	196	291	384	249	328	391
500	217	340	475	285	393	485
600	234	384	565	314	452	579
700	248	423	652	340	507	672
800	260	457	738	362	557	763
1000	278	516	906	398	647	943
1500	306	624	1297	459	825	1375
2000	322	696	1655	497	957	1784
3000	341	787	2286	541	1138	2539
5000	357	879	3288	583	1342	3838
10000	370	964	4899	620	1550	6228
25000	378	1023	6939	643	1709	9944
50000	381	1045	8057	652	1770	12413
100000	383	1056	8762	656	1802	14172
250000	384	1063	9249	659	1821	15489
500000	384	1065	9423	660	1828	15984
1000000	384	1066	9513	660	1831	16244

Note: From Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research.

According to the latest statistics from the Ministry of Higher Education (MoHE) Malaysia, in 2023 the population of academic staff in Research Universities: is 9,616 (UPM:1,795; USM:1,983; UTM:1,654; UKM:1,990; UM:2,194). For this research, the population size in this research is around 10,000 therefore according to *Table 3.1* based on a 95 % confidence level and a margin of error + or – 5%, the sample size of this research is at least 370 respondents to produce a more reliable result.

3.4 Research Instrument

3.4.1 Questionnaire Design

In designing the questionnaire, aside from adopting the questions from the original author for both transformational leadership components (independent variables) and talent retention (dependent variable), the questions prepared for this research are in accordance with the standard where it is carefully made sure of its simplicity and concise of phrases used, to minimize confusion and misunderstandings while maximizing comprehensiveness of the questions, to be at par with to be considered a good questionnaire (Robbins, 1999).

The first page of the questionnaire is made as the ‘cover page’, to clarify the objectives of this research, what topic is intentioned to be investigated; while guaranteeing to the respondents their information collected will solely apply for use within this study and will be kept confidential. Respondents’ consents will be recorded and proceed to collect their information without overstepping their privacy and simultaneously protecting the survey distributors using their consent as proof of accepting the collection of information.

As mentioned, Section A of this questionnaire contains the 9 demographical questions about the respondents. This Section mainly uses fixed-alternative technique, as known as closed ended questions, providing respondents a limited-alternative options which encourages them to choose which of the options that suits best for them respectively. This technique is used to ease the respondents in which they could spend lesser mind power and concentration to construct an answer of their own at the beginning of the survey. This technique is best suited for the starting section, as its easiness to answer prepares and motivates the respondents to answer more questions ahead by getting them invested. Also, grouped and standardized responses in this section could better provide a range for the further analysis and interpretation of the collected data.

Following that, Section B contains the independent variables of this study, using Likert Scale from 1 (strongly disagree) to 5 (strongly agree) to determine the respondents' respective feelings towards the questions accordingly. Each independent variable has 4 questions. Section C, similarly, is collected by using Likert Scale weighing the respondents' level of agreement every question, where in this section, the dependent variable, talent retention, is tested.

Example of Fixed-Alternative Question:

Gender	Age
○ Male	○ < 30 years
○ Female	○ 30 to 40 years
	○ 41 to 50 years
	○ > 50 years

3.4.2 Pilot Studies

After constructing and finalizing the questionnaire survey, it was ready to be distributed to the academic staff of Research Universities as mentioned to accumulate a total of 50 respondents, which has requested for their consent filling out our Google Form.

On 20th October 2024, the researchers of this study started to send the questionnaire Google Form link to the targeted respondents, academic staff of Research Universities in Malaysia, via email to which we found according to the universities' official academic staff's website. We collected accordingly and had follow-up emails to maximize our responses. After three weeks to a month of accumulating the respondents, researchers gathered the data and conducted pilot test analysis on 27th November 2024.

Analysis is done with assistance from SPSS software, in testing the reliability of this questionnaire, where its consistency and reliability is analysed following the Rule of Thumb of Cronbach's Coefficient Alpha, where with alpha value ranging from 0.7 to below 0.8 shows good reliability, 0.8 to below 0.9 shows very good, and ranging from 0.9 and above is excellent.

Table 3.2

Below is the rule of Thumb for Cronbach's Alpha:

α **Alpha Coefficient Range**	**Strength of Association**
$\alpha < 0.60$	Poor reliability
$\alpha = 0.60$ to <0.70	Fair reliability
$\alpha = 0.70$ to <0.80	Good reliability
$\alpha = 0.80$ to <0.90	Very good reliability
$\alpha \geq 0.90$	Excellent reliability

Source: Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business Research Methods (9th ed.). New York: South-Western/Cengage Learning.

Table 3.3

Summary of Reliability Test Result (Pilot Study)

	Items	**Cronbach's Coefficient Alpha**	**Strength of Reliability**
Dependent Variable:			
Talent Retention (TR)	11	0.898	Very Good
Independent Variables:			

IC	4	0.713	Good
IS	4	0.800	Very Good
IM	4	0.785	Good
II	4	0.778	Good

Source: Developed from SPSS software for research purposes.

Table 3.3 shows the pilot test results for this research in order to proceed with our wider information gathering. The highest reliability value among all of the other independent variables is IS (0.800), while the lowest reliability value amongst them is IC (0.713). Meanwhile, talent retention (TR) of the academic staff in Research universities has the Coefficient Alpha of 0.898. All these values resulted above 0.7 which indicates a good and very good reliability, suggesting that this questionnaire constructed is reliable and appropriate to be used further for a larger scale of targeted respondents.

3.5 Construct Measurement (Scale and Operational Definitions)

Within construction of the questionnaire for this study, in general, questions will be separated into three sections, A, B, and C, which are allocated for the demographical questions, independent variables, and dependent variable respectively for the mentioned sections.

3.5.1 Measures

From the perspective of science introduced by Stevens (1946), data collected could be classified into many forms to be measured, however, scales of measurements are differentiated into several different definite classes. To determine which data should be classified into their respective categories, the understanding behind the objective of each query being

constructed is crucial. There are four types of scales of measurement which include nominal scale, ordinal scale, interval scale, and ratio scale.

Nominal scale's numerals are used as labels without mathematical properties, to gather observations into smaller groups that have common qualitative attributes, where it does not suggest any order or value (Idika et al., 2023). In simple terms, nominal scales aid in categorizing major data into smaller differentiated groups (Brown, 2011). In this research, nominal scales are used to categorize Section A's demographical information such as the respondents' gender or currently serving the university.

Examples of Nominal Scale Question:

Gender ○ Male ○ Female	Currently serving University ○ Universiti Kebangsaan Malaysia ○ Universiti Malaya ○ Universitu Sains Malaysia ○ Universiti Teknologi Malaysia ○ Universiti Putra Malaysia

According to Stevens (1946), an ordinal scale is utilized in the process of ranking orders. Levels that had been ranked have a certain meaning to them. Using this scale, the number does not mean it holds value, however, organizes the group data into levels or orders with specific features. The differences between the grouped categories might not be constant (de Raadt et al., 2021).

Examples of Ordinal Scale Question:

Age

- < 30 years
- 30 to 40 years
- 41 to 50 years
- > 50 years

Other than these scale measures, Likert Scale (Likert five-point scale), also known as interval scale, is used to aid in sorting the order of data, where it differs from ordinary scale as between the intervals the difference of value is equal (Brown, 2011). Likert Scale holds nominal and ordinal characteristics, additionally, it collects the difference between quantities of a concept. This five-point scale measures either positive or negative response towards a question, which suggests it is bipolar scaling. This research constructs the Likert Scale with '1 = strongly disagree', '2 = disagree', '3 = neutral', '4 = agree', and '5 = strongly agree'. This scale will be adapted in Section B and C of the survey for the determination of all the independent variables and the dependent variable.

Examples of Likert Scale Questions:

Example of questions to test on Individual Consideration:	**SD**	**D**	**N**	**A**	**SA**
My immediate superior spends time teaching and coaching.	**1**	**2**	**3**	**4**	**5**
Example of questions to test on Intellectual Stimulation:					
My immediate superior re-examines critical assumptions for appropriateness.	**1**	**2**	**3**	**4**	**5**
Example of questions to test on Inspirational Motivation:					
My immediate superior talks optimistically about the future.	**1**	**2**	**3**	**4**	**5**
Example of questions to test on Idealized Influence;					
My immediate superior instils pride in others.	**1**	**2**	**3**	**4**	**5**

Example of questions to test on Talent Retention:

I am planning on working for another university within a period of three years.	**1 2 3 4 5**

3.5.2 Reliability

A reliability of a measure is depended on how consistent the obtained scores are from the measure. A "true score" is desirable for a measurement instrument to be reliable for its accuracy and free from "error" (Kimberlin & Winterstein, 2008). To yield results that are consistent, the stability of measure and internal consistency should be emphasized. Stability of the measure is important as administrating the same standards of the test at different times; internal consistency is whether the results are similar for a collection of information from the same batch of survey.

Internal consistency is often calculated with Cronbach's Alpha (α) Coefficient, splitting responses into two sets ('split-half' test), and finding the average correlation between the sets (Roberts & Priest, 2006). The reliability is referred to the results of Coefficient Alpha, where ranges from 0 to 1, where higher the value increases its consistency, indicating the level of reliability.

3.5.3 Validity

Kimberlin and Winterstein (2008) have emphasized in their study, validity of a measurement is making sure that an instrument that is used measures what it was meant or supposed to measure. Before an instrument's evaluation of being valid, it must firstly be reliable. Validity of the

questionnaire consists of a few types or levels of components, content, construct, and criterion validity.

Content validity is addressing the questionnaire content, how completely the survey covers the desired and supposed investigation topic. Validity of the questionnaire depends on the content that was prepared, if it is suitable to use in respective situations. The accuracy needs to be verified by experts in respective fields that has experience and knowledge to determine its validity to be used. Construct validity is gathering evidence from research of multiple studies using a specific measurement, showing relation to the theory. Criterion validity is a stronger level of validity, calculating the correlation between measures of similar construct that relates under the same theory, confirming the standard of a measure based on another measure.

For the survey used for this research, it is an exact adoption from the original authors and researchers of transformational leadership, from and talent retention, while after research, multiple other researchers and studies refers to this adaptation of questionnaire as well, to examine their respective significance and hypotheses.

3.6 Data Processing

This describes the process of gathering unprocessed information from the survey and turning it into information that can be used (Duggal, 2024). To guarantee that the data from the survey are accurate and comprehensive, that need steps are data checking, data editing, and data coding then to analyse the research hypothesis.

3.6.1 Data Checking

First of all, after the collection of data from the survey, data checking make sure data are no misunderstandings, errors, duplications, or missing. This

can be known as data validation is the process before analysis for its data preciseness and quality (Vale,2023). Checking process ensures all data whether from the correct target respondents before analysis. As a result, bad or error data are discovered able to control the quality of research because data are used to analyse significant impact on the overall research objective. Thus, double-checking all data correctly is important to reduce the possibility of missing or non-relevant data but it is also time-consuming.

3.6.2 Data Editing

Data editing is the process of correcting the discovered errors and missing data that promote data quality for the validity and credibility of research (Kumar, 2023). Editing can happen almost at any stage of data collection or analysis. The objective of data editing is to ensure accurate, uniformly entered, and comprehensive as well as consistent usable data. It is possible to correct obvious errors, missed data can substitute from other respondents to replace the missing data. Bad data like duplications also can be removed to ensure that the correct result will not be affected.

3.6.3 Data Coding

Data coding is a process of classifying or categorizing data and assigning numerals or other symbols to each item based on the class to which it belongs (Gurus, 2023). Data from questionnaire responses may be using the actual number to represent the respondents' answers like (0,1, 2, 3, ….). For example, in sections B and C, use the numbers 1 to symbolize strongly disagree, 2, to disagree, neutral, 4, to agree, and 5 to symbolize strongly agree. After that, the coded data can be analysed by using statistical software.

3.7 Data Analysis

Data analysis is generally the process of examining, transforming, and modelling data collected with certain logical and statistical calculations to further interpret and discover relationships eventually providing the research problem with an answer and solution (Mohan & Elangovan, 2011). Tables, graphs, illustrations, and other relevant information that shows clarification of analysation is constructed in objective of fruiting a conclusion. To aid this analysis process, SPSS software is implemented and utilized to generate and interpret the data in forms of graphs.

3.7.1 Descriptive Analysis

This section explains that descriptive analysis works as describing the data characteristics, summarising the sample and its used measures. It computes the raw data and confirming the relation between the existing variables (Singh & Singh, 2015). With explanations of the data, graphs, illustrations, and charts are easier to understand, helping researchers to effectively clarifying their research, condensing heavy loaded information and data into simplified and easy to understand (Zikmund, 2003). To show concise result of the gathered information, pie charts, tables of frequency and percentages of each gathered data will be included.

3.7.2 Reliability Analysis (Scale Measurement)

As mentioned in above sections, the measurement instrument used to gather data for this research is questionnaire surveys, as it is easier to distribute through modern technology and lesser wastage and cost. However, there are arguments about the drawbacks of questionnaires on its questionable reliability if it is solely depended on (Van Der Beek & Frings-Dresen, 1998). As a cause, Cronbach's Alpha (α) Coefficient is implemented to test the survey's reliability, as discussed and shown in *3.4.2 Pilot Studies*, internal

consistency reliability. On another hand, SPSS software could compute the reliability statistics with 7-step procedure.

3.7.3 Inferential Analysis

Two aspects are focused, the population parameters estimation, and hypothesis and significance testing (Singh & Singh, 2015). While focusing on these aspects, the sample size value and data plays a crucial role for inferential analysis to draw a conclusion onto the bigger population. Estimations are assumed from the result of collected sample data and assuming for the population, situations and conditions work the same way. With the conclusion drawn, the hypotheses are reflected onto the general population to resolve the existing problem within its society or organisation. To test the hypotheses and its significance, assumptions of hypothesis must be formed, both null and alternative hypothesis. The alternative hypothesis must be accepted if null is rejected. Then only its respective significance is decided, when calculated value exceed the critical value, null hypothesis is rejected.

To compute inferential analysis, the most often used are among Chi-Square test, Independent Samples T-Test, One Way ANOVA, Pearson Correlation Coefficient, and Multiple Regression. Each of these methods are designated to calculate different scenarios and requirements of the study's variables. Pearson Correlation Coefficient and Multiple Regression will be used for the current research.

3.7.3.1 Pearson Correlation Coefficient

The measurement of the strength of linear relationships between two variables are measured using Pearson Correlation Coefficient. This coefficient measures the interval scale, which takes a value from -1 through

0 to +1. A negative or positive correlation or relationship could be computed, if all points lay perfectly on a straight line, it suggests a perfect correlation, which means a correlation coefficient of 1 or -1, +1 indicates perfect positive relationship, while -1 suggests perfect negative relationship between the variables. If the result shows correlation coefficient = 0, it means the selected variable has no relationship between them. This method of analysation is chosen to explain and interpret separately the linear significance of relationships between each of the four independent variables (individual consideration, intellectual stimulation, inspirational motivation, and idealized influence) and the dependent variable (talent retention).

Table 3.4

Table interprets the Strength of Pearson Correlation Coefficient:

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

Source: Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). Research methods for business. *Education+ Training, 49*(4), 336-337. https://doi.org/10.1108/et.2007.49.4.336.2

3.7.3.2 Multiple Regression

Multiple Regression is an analysis method that determines regressions on the conceptual frameworks that contains one single dependent variable which has more than two independent variables. Where this is an extension from linear regression, for linear regression could only compute data that only has a single dependent variable and one singular independent variable (Grant, 2023). The purpose of using this calculation and analysis is rooted from regression's objective, to show how independent variable affects dependent variable, demonstrating a cause-and-effect relationship and how

much it has effect (Bobbitt, 2021). This process of analysis will be aided with SPSS software as well. In Multiple Regression, this analysis clarifies how much of the effect is caused, in proportion, for each independent variable towards the dependent variable. In this calculation, it extends from the formulation of linear regression, as shown below.

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \cdots + \beta_k X_k + \epsilon$$

Where:

y = dependent variable

β_0 = y − intercept

β_k = coefficient of independent variables

X_k = independent variables

ϵ = error term

Where should this formula have adapted into this research:

$$TR = \beta_0 + \beta_1 IC + \beta_2 IS + \beta_3 IM + \beta_4 II + \epsilon$$

3.8 Conclusion

To conclude Chapter 3, it discussed the used research methodology, and the analysis tools applied to this research. Including the description of data gathering methods, sample design, instruments used, process of data, and analysation. The following chapter will be based on the methods that have been discussed within this chapter to go over the result analysis and computation of data for respondents of the questionnaire.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

This chapter uses the information collected from 229 respondents of Public Research Universities in a questionnaire to make an analysis. Statistical Package for Social Science (SPSS) software is utilised in the process of data analysing and information as descriptive, measurement of scale, and inferential. Additionally, the result of the analysis will be displayed by diagrams and table to easier for determine.

4.1 Descriptive Analysis

Analysis from a descriptive perspective represents a fundamental research approach that systematically examines and summarizes dataset characteristics. This analysis can be used to reflect the respondents' pattern, such as gender, age, designation, and also the position of the immediate superior. Besides that, tables and diagrams provide an accurate representation and make it easier to understand.

4.1.1 Respondent's Demographic Profile

Information about the demographic characteristics of the respondents from the questionnaire, including gender, age, university, current designation, administrative position, position of immediate superior, employment status, years of attachment in current university, and period of services, has been systematically gathered.

4.1.1.1 Gender

Table 4.1

Gender of Respondents

Gender	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Male	118	51.5	118	51.5
Female	111	48.5	229	100.0

Source: Developed from SPSS software for research purposes.

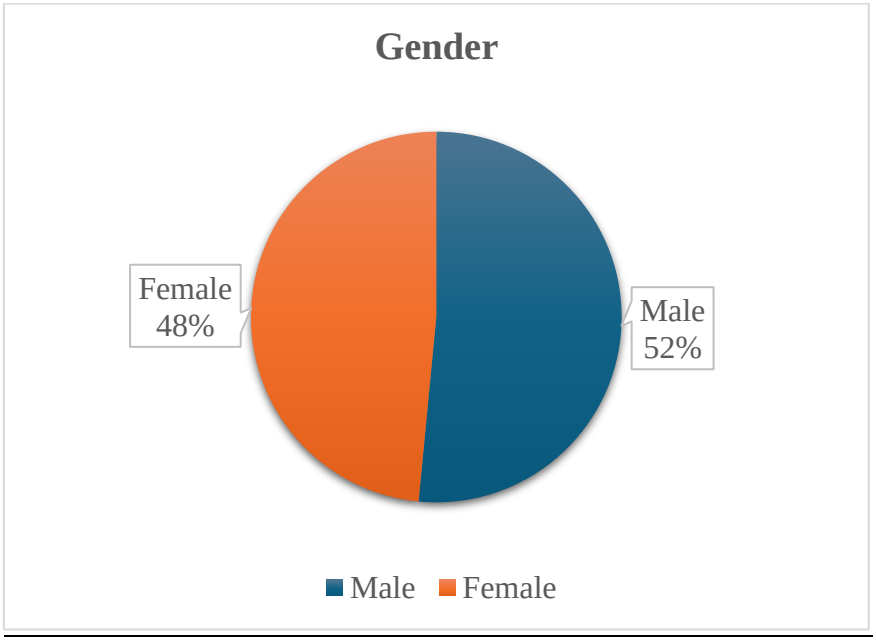

Figure 2.1: Gender of Respondents

From Table 4.1 and Figure 2.1, out of the 229 respondents, 51.5% (118 respondents) are male, while 48.5% (111 respondents) are female. This indicates that are more male respondents than female respondents.

4.1.1.2 Age

Table 4.2

Age Group of Respondents

Age (years)	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
<30	32	14.0	32	14.0
30 - 40	72	31.4	104	45.4
40 - 50	81	35.4	185	80.8
>50	44	19.2	229	100.0

Source: Developed from SPSS software for research purposes.

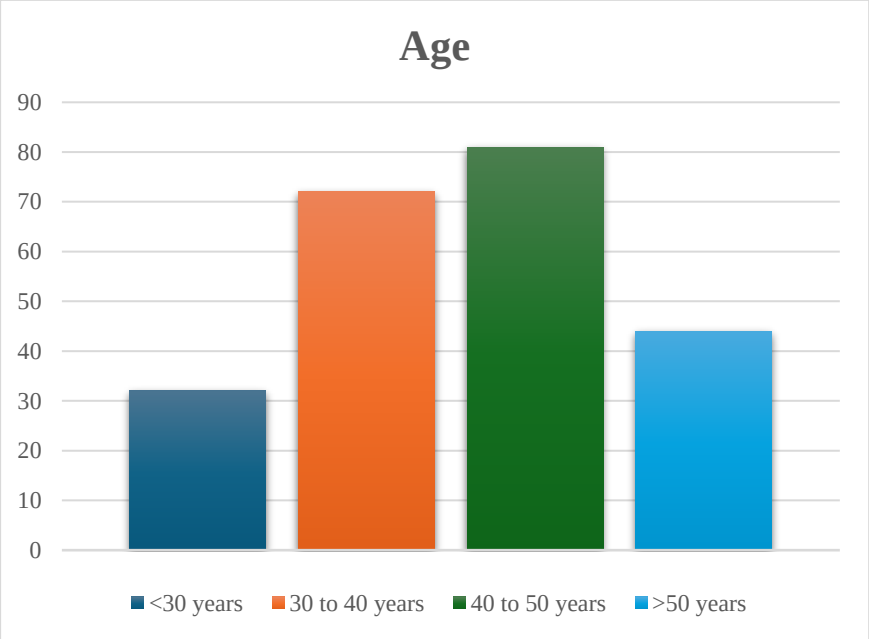

Figure 2.2. Age Group of Respondents

Table 4.2 and Figure 2.2 show that the respondents' ages were categorized into four groups. According to 229 total respondents, 14% (32 respondents) were below 30 years old, 31.4% (72 respondents) were in the 30-40 years age group, 35.4% (81 respondents) were in the 40-50 years age group, and 19.2% (44 respondents) were 50 years old or older. Importantly, most of the respondents were aged between 40 to 50 years old, while a minority of the respondents were aged below 30 years old.

4.1.1.3 Universities

Table 4.3

Working University of Respondents

University	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
UKM	37	16.2	37	16.2
UM	64	27.9	101	44.1
USM	51	22.3	152	66.4
UTM	51	22.3	203	88.6
UPM	26	11.4	229	100.0

Source: Developed from SPSS software for research purposes.

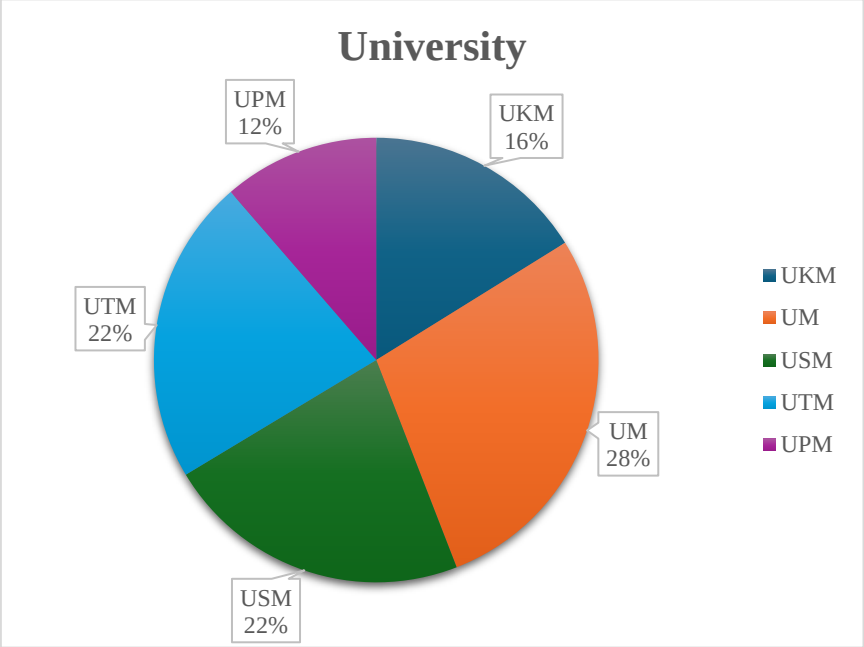

Figure 2.3. University of Respondents

From Table 4.3 and Figure 2.3, there are 16.2% (37 respondents) academic staff from UKM; 27.9% (64 respondents) from UM; 22.3% (51 respondents) from both USM and UTM; 11.4% (26 respondents) from UPM. As a conclusion, the highest contribution is from UM academic staff, where UPM has the least.

4.1.1.4 Designation

Table 4.4

Designation of Respondents

Designation	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Lecturer	127	55.5	127	55.5
Senior Lecturer	75	32.8	202	88.2
Associate Professor	18	7.9	220	96.1
Professor	9	3.9	229	100.0

Source: Developed from SPSS software for research purposes.

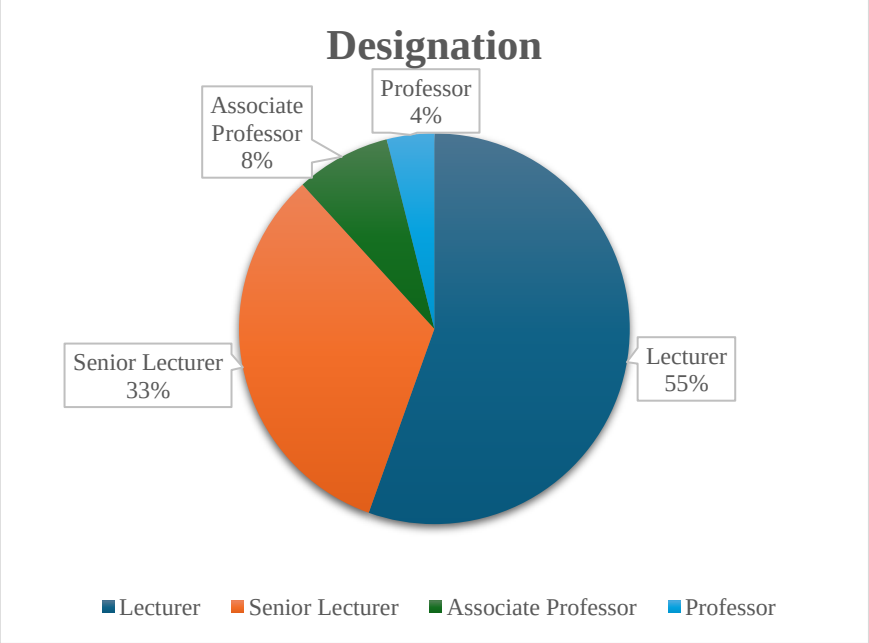

Figure 2.4. Designation of Respondents

From Table and Figure 2.4, it shows 55.5% (127 respondents) academic staff are designating as Lecturers in their respective universities, 32.8% (75 respondents) are Senior Lecturers, 7.9% (18 respondents) are Associate

professors, and 3.9% (9 respondents) are Professors in their respective universities.

4.1.1.5 Administrative Position

Table 4.5

Administrative Position of Respondents

Designation	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Dean	2	.9	2	.9
Deputy Dean	14	6.1	16	7.0
Head of Department	23	10.0	39	17.0
Head of Program	29	12.7	68	29.7
Cluster Head	14	6.1	82	35.8
Unit Head	22	9.6	104	45.4
Non-administration Holder	120	52.4	224	97.8
Coordinator	3	1.3	227	99.1
Deputy Chairman	1	.4	228	99.6
Deputy Director	1	.4	229	100.0

Source: Developed from SPSS software for research purposes.

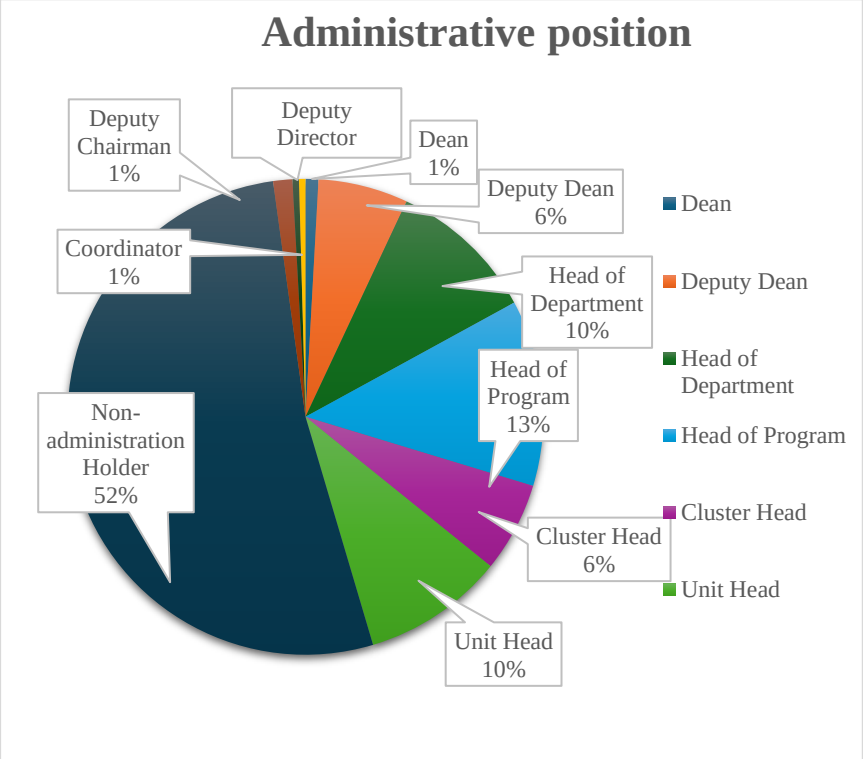

Figure 2.5. Administrative Position of Respondents

The respondents' administrative positions are categorized in Table 4.5. Out of 229 respondents, 52.4% (120 respondents) do not hold an administrative position. Among those in leadership positions, the most prevalent roles are Head of Program (12.7%, 29 respondents), Head of Department (10.0%, 23 respondents), and Unit Head (9.6%, 22 respondents), suggesting that mid-level administrative positions form the backbone of university management. Conversely, high-ranking executive positions, such as Dean (0.9%, 2 respondents), Deputy Dean (6.1%, 14 respondents), Cluster Head (6.1%, 14 respondents), and Coordinator (1.3%, 3 respondents), have relatively lower representation. The Deputy Chairman and Deputy Director positions are the least common, with only one respondent each (0.4%).

4.1.1.6 Immediate Superior Position

Table 4.6

Immediate Superior Position of Respondents

Designation	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Dean	50	21.8	50	21.8
Deputy Dean	33	14.4	83	36.2
Head of Department	76	33.2	159	69.4
Head of Program	39	17.0	198	86.5
Cluster Head	12	5.2	210	91.7
Unit Head	13	5.7	223	97.4
Non-administration Holder	4	1.7	227	99.1
Vice Chancellor	1	.4	228	99.6
Director	1	.4	229	100

Source: Developed from SPSS software for research purposes.

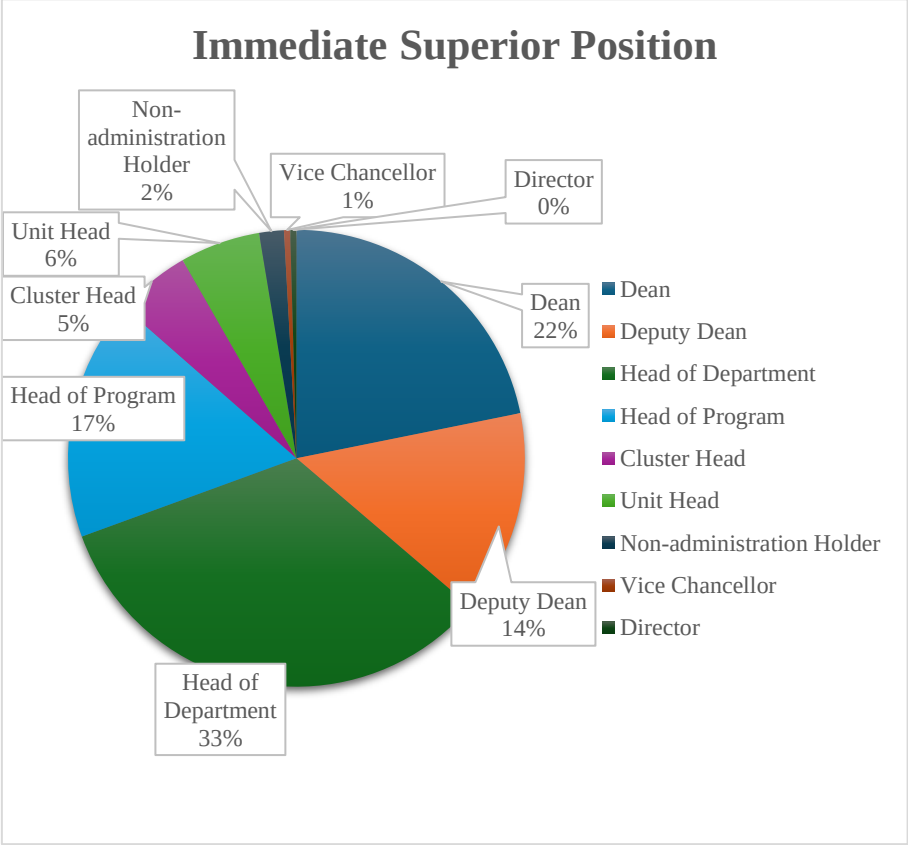

Figure 2.6. Immediate Superior Position of Respondents

The respondents' immediate superiors are categorized in Table 4.6. Among 229 respondents, the Head of Department is the most common immediate superior, with 33.2% (76 respondents) reporting to them. This is followed by Dean (21.8%, 50 respondents), Head of Program (17.0%, 39 respondents), and Deputy Dean (14.4%, 33 respondents). A smaller proportion of respondents report to a Unit Head (5.7%, 13 respondents) and Cluster Head (5.2%, 12 respondents). Senior executive roles, such as Vice Chancellor and Director, are the least common, with only 0.4% (1 respondent) each. Additionally, 1.7% (4 respondents) selected "Non-administration Holder". The findings indicate that most respondents report to mid-level administrators, while only a small number have direct supervision from senior leadership.

4.1.1.7 Employment Status

Table 4.7

Employment status of Respondents

Employment status	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Permanent	170	74.2	170	74.2
Part-time	30	13.1	200	87.3
Contract	29	12.7	229	100.0

Source: Developed from SPSS software for research purposes.

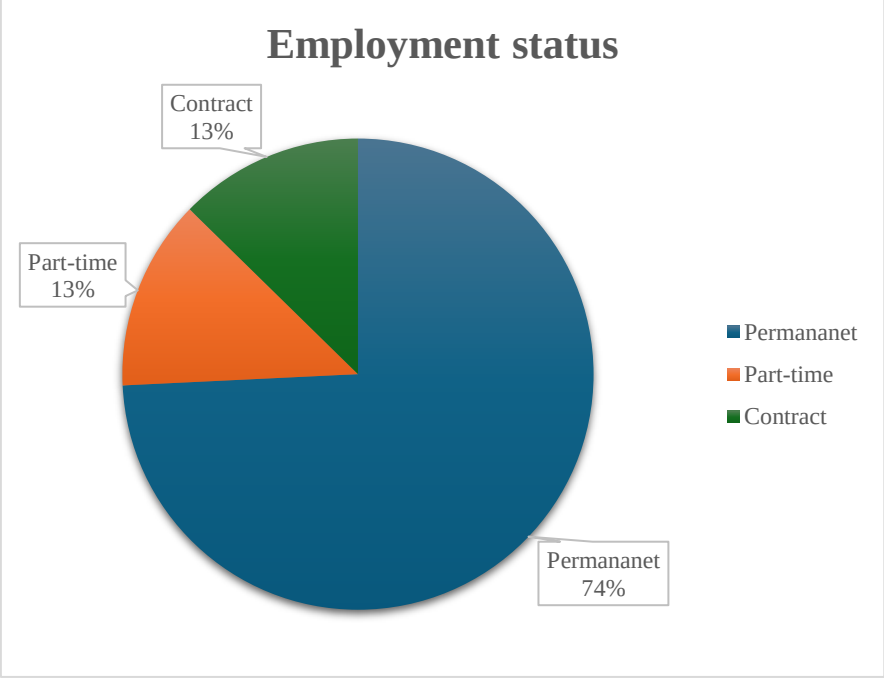

Figure 2.7. Employment status of Respondents

The respondents' employment status is categorized in Table 4.7. Among 229 respondents, the majority, 74.2% (170 respondents), hold permanent positions, indicating job stability for most employees. Part-time employees

account for 13.1% (30 respondents), while contract-based employees make up 12.7% (29 respondents). The result show that most employees have secure, long-term positions, while a smaller group works on a part-time or contract basis.

4.1.1.8 Years of Attachment to University

Table 4.8

Years of Attachment to University of Respondents

Years of Attachment to University	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
<2 years	38	16.6	38	16.6
2 to 5 years	71	31.0	109	47.6
6 to 10 years	81	35.4	190	83.0
>10 years	39	17.0	229	100.0

Source: Developed from SPSS software for research purposes.

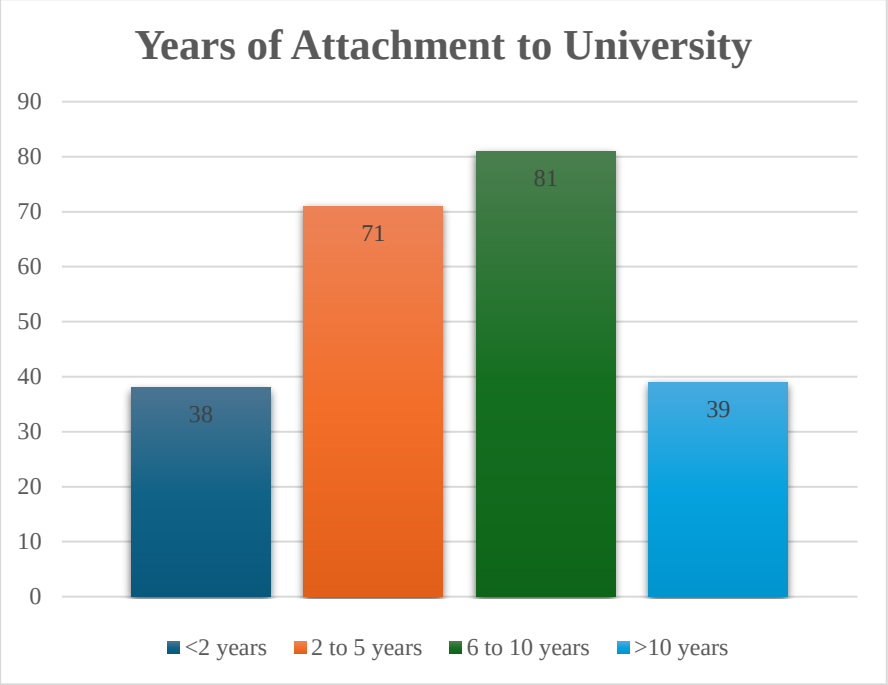

Figure 2.8. Years of Attachment to University of Respondents

As shown in Table 4.8 and Figure 2.8, the longest duration of employment at the university is between 6 to 10 years, reported by 81 respondents with 35.4%. The second most common duration is 2 to 5 years with 71 respondents covering 31%. This is followed by employment exceeding 10 years, reported by 39 respondents (17%). The shortest duration, below 2 years, accounts for 38 respondents (16.6%). These findings suggest that many employees tend to remain at the university for extended periods.

4.1.1.9 Years of Service in HEI

Table 4.9

Years of Service in HEI of Respondents

Years of Service in HEI (years)	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
<2	34	14.8	34	14.8

2 - 5	80	34.9	114	49.8
6 - 10	68	29.7	182	79.5
> 10	47	20.5	229	100.0

Source: Developed from SPSS software for research purposes.

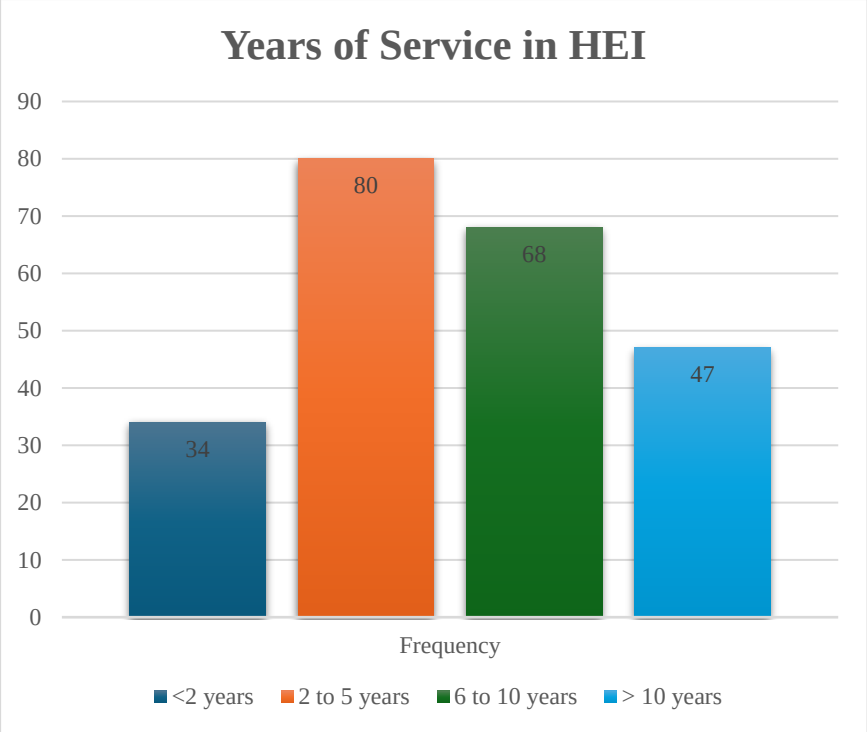

Figure 2.9. Years of Service in HEI of Respondents

The respondents' years of service in higher education institutions (HEI) are shown in Table 4.9. Among 229 respondents, the largest group, 34.9% (80 respondents), have worked in HEIs for 2 to 5 years. This is followed by 29.7% (68 respondents) with 6 to 10 years of experience. A smaller percentage, 20.5% (47 percentage), have been in HEIs for more than 10 years, while 14.8% (34 respondents) have worked for less than 2 years.

4.1.2 Central Tendencies Measurement of Construct

4.1.2.1 Individual Consideration

Table 4.10

Central Tendencies Measurement of Individual Considerations

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
IC1	My immediate superior spends time teaching and coaching.	4.1179	1.19908	1	2
IC2	My immediate superior treats others as an individuals rather than just as a member of a group.	3.8166	1.17035	3	4
IC3	My immediate superior considers an individual as having different needs, abilities, and aspirations from others.	3.7205	1.20327	4	1
IC4	My immediate superior helps others to	4.0699	1.19002	2	3

	develop their strengths.

Source: Developed from SPSS software for research purposes.

As presented in Table 4.10, the analytical results demonstrate each question of IC; the highest mean value is IC1, 4.118, which indicates general agreement among the respondents from the academic staff of Public Research University. The following are IC4, IC2, and IC3, with 4.067, 3.817, and 3.72, respectively. Although IC3 obtained the lowest mean of 3.72, it has the highest standard deviation of 1.203. It is followed by IC1, IC4, and IC2, with standard deviations of 1.199, 1.190, and 1.170, respectively.

4.1.2.2 Intellectual Stimulation

Table 4.11

Central Tendencies Measurement of Intellectual stimulation

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
IS1	My immediate superior re-examines critical assumptions for	4.1485	1.21567	2	2

	appropriateness.				
IS2	My immediate superior seeks differing perspectives when solving problems.	3.8734	1.09890	3	3
IS3	My immediate superior gets others look at problems from many different angles.	4.1223	1.25057	1	1
IS4	My immediate superior suggests new ways of looking at how to complete	3.5983	1.07817	4	4

	assignments.				

Source: Developed from SPSS software for research purposes.

Referring to Table 4.11, indicates IS3 achieves both the highest mean score of 4.122 and a standard deviation of 1.251. However, the result demonstrates that IS4 performs the lowest average response value of 3.598 and a standard deviation of 1.078. While IS1 and IS2 as the second and third mean and standard deviation with 4.149, 3.873 and 1.216, 1.099 respectively.

4.1.2.3 Inspirational Motivation

Table 4.12

Central Tendencies Measurement of Inspirational motivation

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
IM1	My immediate superior talks optimistically about the future.	3.9389	1.13002	1	4

IM2	My immediate superior enthusiastically about what needs to be accomplished.	3.8908	1.17030	3	2
IM3	My immediate superior articulates a compelling vision of the future.	3.8952	1.13455	2	3
IM4	My immediate superior expresses confidence that goals will be achieved.	3.8428	1.24665	4	1

Source: Developed from SPSS software for research purposes.

According to Table 4.12, although IM1 performs the highest mean value of 3.939, however, the lowest variability of 1.130 among all survey questions. Nevertheless, IM4 demonstrates the minimum mean value with 3.843 and the maximum standard deviation with 1.247. In terms of mean value, following the second and the third is IM3 and IM2 with 3.895 and 3.890. Regarding standard deviation, both IM3 and IM2 have swapped ranks as IM2 has a higher standard deviation of 1.170 compared with IM3 of 1.135.

4.1.2.4 Idealized Influence

Table 4.13

Central Tendencies Measurement of Idealized influence

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
II1	My immediate superior instils pride in others.	3.7948	1.24491	4	1
II2	My immediate superior goes beyond self-interest for the good of the group.	3.9432	1.17776	2	4
II3	My immediate superior acts in ways that builds others.	3.9214	1.20777	3	2
II4	My immediate superior displays a sense of power and confidence.	3.9738	1.18441	1	3

Source: Developed from SPSS software for research purposes.

From the findings of Table 4.13 in II, II4 leads with the highest mean at 3.974. Followed by II2 and II3 have a mean of 3.943 and 3.921, the lowest mean value of 3.795 is II1. Regarding standard deviation, II1 exhibited the highest standard deviation of 1.245, while II3 and II4 displayed progressively reduce standard deviations of 1.208 and 1.184, respectively. The lowest standard deviation of 1.178 is II2.

4.1.2.5 Talent Retention

Table 4.14

Central Tendencies Measurement of Talent retention

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
TR1	I am planning on working for another company within a period of three years (R)	4.0000	1.14325	8	5
TR2	Within this university my work gives me satisfaction.	4.0393	1.11734	6	10
TR3	If I wanted to do another job or function, I would look first at the possibilities	4.0175	1.16966	7	3

	within this university.				
TR4	I see a future for myself within this university.	3.9956	1.15279	9	4
TR5	It doesn't matter if I'm working for this company or another, as long as I have work. (R)	3.9214	1.11722	10	11
TR6	If it were up to me, I will definitely be working for this university for the next five years.	3.8908	1.13607	11	6
TR7	If I could start over again, I would choose to work for another company. (R)	4.0655	1.20310	4.5	2
TR8	If I received an attractive job offer from	4.1004	1.12525	2	7

	another company, I would take the job. (R)				
TR9	The work I'm doing is very important to me.	4.1397	1.22390	1	1
TR10	I love working for this university.	4.0655	1.12394	4.5	8
TR11	I have checked out a job in another company previously. (R)	4.0742	1.11948	3	9

Source: Developed from SPSS software for research purposes.

As presented in Table 4.14, analysis indicates that TR9 achieves both the highest mean of 4.140 and the greatest variability of 1.224. While TR7 and TR10 show an identical mean value of 4.066. TR6 demonstrate the lowest mean of 3.891. Additionally, TR5 exhibit the least standard deviation with 1.117.

4.2 Scale Measurement

4.2.1 Reliability Test

Table 4.15

Cronbach's Alpha Reliability Test

Variable	Number of Items	Cronbach's Alpha Value	Strength of Reliability
Dependent Variable:			
TR	11	.965	Excellent
Independent Variable:			
IC	4	.862	Very Good
IS	4	.871	Very Good
IM	4	.861	Very Good
II	4	.838	Very Good

Source: Developed from SPSS software for research purposes.

Table 4.13 shows that the Cronbach's Alpha Value of each variable, for the dependent variable which is TR, its reliability shows 0.965, while other independent variables IC, IS, IM, and II have values of 0.862, 0.871, 0.861, and 0.824 respectively. According to *Table 3.2*, the research can be concluded that the questionnaire prepared is reliable as all these values resulted an amount above 0.8, which indicates very good and excellent reliability.

4.3 Preliminary data screening

4.3.1 Normality Test

Table 4.16

Normality Test

Variable	Skewness	Kurtosis
Dependent Variable:		

TR	-1.588	.880
Independent Variable:		
IC	-1.500	.991
IS	-1.435	.749
IM	-1.374	.724
II	-1.446	.728

Source: Developed from SPSS software for research purposes.

Table 4.3.1 shows the skewness and kurtosis values for the dependent variable TR and independent variables IC, IS, IM, and II. The results indicate that the dependent variable (TR) has a skewness of –1.588, indicating a left-skewed distribution, with a kurtosis value of 0.880, which falls within an acceptable range. Similarly, the independent variables (IC, IS, IM, II) exhibit negative skewness values, ranging from -1.500 to -1.374, suggesting that the data is moderately to highly left-skewed. The kurtosis values, ranging from 0.724 to 0.991, remain within an acceptable range, indicating that the data does not exhibit extreme peaks or heavy tails.

4.4 Inferential Analysis

4.4.1 Pearson Correlation Analysis

The results of Pearson Correlation Analysis for this research are referred to *Table 3.4.*

4.4.1.1 Individualized Considerations (IC) with Talent Retention (TR)

H1: There is a significant relationship between *individualized consideration* and talent retention among academic staff of Public Universities in Malaysia.

Table 4.17

Correlation between Individualized Consideration with Talent Retention

		Talent Retention
Individual Consideration (IC)	Pearson Correlation	0.891
	Sig. (2-tailed)	<.001
	N	229

Source: Developed from SPSS software for research purposes.

According to Table 4.15 demonstrates a positive correlation between leaders' individualized consideration and talent retention. Due to the IC and TR correlation coefficient value of 0.891, the Pearson correlation value of 0.891 falls within the ±0.71 to ±0.90 range, indicating a high positive relationship between IC and TR. Following that, the significance level (p-value) is less than 0.001 is considered highly significant.

4.4.1.2 Intellectual Stimulation (IS) with Talent Retention (TR)

H2: There is a significant relationship between intellectual stimulation and talent retention among academic staff of Public Universities in Malaysia.

Table 4.18

Correlation between Intellectual Stimulation with Talent Retention

		Talent Retention
Intellectual Stimulation (IS)	Pearson Correlation	0.913
	Sig. (2-tailed)	<.001
	N	229

Source: Developed from SPSS software for research purposes.

According to Table 4.16 show that the correlation coefficient for IS of 0.913, which falls within the ±0.91 to ±1.00 range and is considered a very strong positive relationship. Owing to the significance level (p-value) is less than 0.001, which is also considered highly significant. This means that there is a very strong and significant relationship between intellectual stimulation and talent retention.

4.4.1.3 Inspirational Motivation (IM) with Talent Retention (TR)

H3: There is a significant relationship between *inspirational motivation* and talent retention among academic staff of Public Universities in Malaysia.

Table 4.19

Correlation between Inspirational Motivation with Talent Retention

		Talent Retention
Inspirational Motivation (IM)	Pearson Correlation	0.882
	Sig. (2-tailed)	<.001
	N	229

Source: Developed from SPSS software for research purposes.

Based on Table 4.17, IM's Pearson correlation value is 0.882, falling within the high correlation range ±0.71 to ±0.90. This indicates a high positive correlation. Supported by the significance level (p-value) of less than 0.001, which is considered highly significant and high positive correlation between inspirational motivation and talent retention,

4.4.1.4 Idealized Influence (II) with Talent Retention (TR)

H4: There is a significant relationship between idealized influence and talent retention among academic staff of Public Universities in Malaysia.

Table 4.20

Correlation between Idealized Influence with Talent Retention

		Talent Retention
Idealized Influence (II)	Pearson Correlation	0.888
	Sig. (2-tailed)	<.001
	N	229

Source: Developed from SPSS software for research purposes.

As presented in Table 4.18, the Pearson Correlation of idealized influence is 0.888, falling within the range of ±0.71 to ±0.90 and indicating a high positive correlation. The significance level (p-value) is less than 0.001, which is also considered highly significant. This indicates a high and significant relationship between idealized influence and talent retention.

4.4.2 Multiple Linear Regression Analysis

4.4.2.1 Determinants of Talent Retention

Using SPSS statistical software, a multiple regression analysis was performed to assess how the four independent variables (Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence) collectively predict Talent Retention as the dependent variable.

Table 4.21

Analysis of Variance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	197.977	4	49.494	441.904	<.001[b]
	Residual	25.089	224	.112		
	Total	223.066	228			

Source: Developed from SPSS software for research purposes.

Based on the ANOVA result, the F-ratio of our regression models is shown, which ideally the larger the F-ratio, the higher the variance between the variables; while $p < 0.05$. In *Table 4.19*, the F value shows a rather high value of 441.904, while the p-value is less than 0.001, concluding the high significance of the relationship between the independent variables and the dependent variable. It indicates that the regression model is a good fit for the data, all the independent variables (IC, IS, IM, II) are statistically significant in explaining the dependent variable (TR).

Table 4.22

R-square Value's Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.942[a]	.888	.886	.33467

Source: Developed from SPSS software for research purposes.

The R Square value represents the percentage of variance in the dependent variable that can be explained by the independent variables in the study. *Table 4.20* shows that the independent variables (IC, IS, IM, II) demonstrate 88.8% of the variations in the dependent variable (TR). However, the leaving 11.2% (100% - 88.8%) being unexplained in this study. The remaining unexplained suggests that there are other additional variables that take up the role of explaining talent retention that is beyond consideration within this research.

Table 4.23

The Estimate of Parameter

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.157	0.095		1.657	0.099
	IC	0.217	0.054	0.220	3.993	<0.001
	IS	0.415	0.053	0.415	7.822	<0.001
	IM	0.164	0.056	0.163	2.929	0.004
	II	0.191	0.056	0.191	3.388	<0.001

Source: Developed from SPSS software for research purposes.

The multiple regressions model for this study is as follows:

Equation:

$TR = 0.157 + 0.217\ (IC) + 0.415\ (IS) + 0.164\ (IM) + 0.191\ (II)$

In this study, the relationship between the four independent variables, which are the four Is include individualized considerations (IC), intellectual stimulation (IS), inspirational motivation (IM), and idealized influence (II), and the dependent variable is talent retention (TR). According to Table 4.20, the result shows that all independent variables are statistically significant at less than 0.05.

The first independent variable, individualized considerations (IC), has a statistically significant positive effect on the dependent variable due to its p-value being less than 0.001. Additionally, the unstandardized coefficient B value is positive at 0.217, it indicates that every one unit increase in IC, TR among academic staff of public research universities increases by 0.217 units, holding other variables maintain constant.

Intellectual stimulation (IS), the second independent variable in the study, is found to be significant, supported by its p-value of below than 0.001. It has the highest unstandardized beta coefficient for the talent retention among academic staff of public universities is 0.415 units, assuming that other variables remain unchanged.

Furthermore, the third independent variable, inspirational motivation (IM), has highest value as of 0.004 for its p-value among other independent variables, but it is still below 0.005, which is considered as a significant level. Besides, the unstandardized beta coefficient of 0.164 is the lowest among the independent variables, indicating that for every increment of one unit in IM, the talent retention increases by 0.164 units, holding other predictors constant. Thus, IM has the least explanatory power among the variables in the research.

Following that, the last independent variable is idealized influence (II) shows a statistically significant effect on the dependent variable with a p-value below 0.001. With an unstandardized beta coefficient of 0.191, according to the results, a one-unit increase in II leads to a 0.191-unit improvement in talent retention, assuming all other components remain constant.

Overall, the model suggests that all these independent variables positively influence the dependent variable, with IS being the most influential with unstandardized beta coefficients of 0.415.

4.5 Conclusion

Overall, all results in this chapter were obtained from the questionnaire data, processed through SPSS software. The analysis covers demographic statistics, reliability and normality assessment, Pearson correlation coefficient, and multiple linear regression. Additionally, tables and pie or bar charts are offered to assist in visualising the data result.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATION

5.0 Introduction

This chapter focuses on discussing the major findings of our topic based on the analysis conducted in Chapter 4. In addition, the application of the study will be expounded upon, followed by the limitations that were faced during the research as well as suggestions which could be referred for readers and future research.

5.1 Discussion of Major Finding

Based on the findings from SPSS, researchers have determined the results for each hypothesis.

Table 5.1

Overview of Statistical Analysis

Test	Hypothesis	Result	Outcomes
Individualized Consideration	H1: There is significant relationship between **individualized consideration** and talent retention among academic staff of Public Research Universities in Malaysia.	r= 0.891 t-value=3.993 p-value= <0.001	Supported

Intellectual Stimulation	H2: There is significant relationship between **intellectual stimulation** and talent retention among academic staff of Public Research Universities in Malaysia.	r=0.913 t-value=7.822 p-value= <0.001	Supported
Inspirational Motivation	H3: There is significant relationship between **inspirational motivation** and talent retention among academic staff of Public Research Universities in Malaysia.	r=0.882 t-value=2.929 p-value= 0.004	Supported
Idealized Influence	H4: There is significant relationship between **idealized influence** and talent retention among academic staff of Public Research Universities in Malaysia.	r=0.888 t-value=3.388 p-value= <0.001	Supported

5.1.1 H1: Relationship between Individualized Consideration and Talent Retention

The result from the analysis revealed that individualized consideration is positively linked to talent retention among academic staff of Public Research Universities in Malaysia. The result shows that the greater individualized consideration, the higher the possibility that talented employees will remain in the organization. The strong significant relationship between individualized consideration and talent retention in this research aligns with both previous empirical findings and theory.

From the understandings of Transformational Leadership Theory, leaders that impose this leadership style are concerned with each follower's unique requirements to achieve their goals and personal growth (Bass & Riggio, 2006). Empirical studies by Magambo et al. (2023), Kariuki (2021), and Edirisooriya (2020) support this relationship. Besides, Magambo et al. (2023) assert that in order to achieve high retention and productivity, managers must actively identify and comprehend the development requirements of their employees. Similarly, Edirisooriya (2020) states that a transformational leader promotes personal growth through individualized considerations, which results in the retention of talent within the institution. Following that, even though individualized consideration through mediation toward talent retention, the finding of Mir et al. (2020) suggests that giving individualized consideration would strengthen their emotional connection with the organisation.

This study has the circumstances where individualized consideration is a key element of transformational leadership as it pointed out the importance of leaders to enhance talent retention through providing personalized support to academic staff. When the academic staff feel valued, understood, and inspired, they will tend to perform well within the company, which eventually increase the retention rates and long-term organisational engagement.

Thus, their academic supervisor with individualized consideration is considered significant relationship with academic staff's retention. The academic staff's perception is that the supervisor cares about them when obtain opportunities from supervisor to develop themselves.

5.1.2 H2: Relationship between Intellectual Stimulation and Talent Retention

The second hypothesis proposed that intellectual stimulation is positively correlated with talent retention, and the analysis supports this relationship. This research found a significant relationship that is positive related between intellectual stimulation and talent retention in terms of academic staff from Public Research Universities in Malaysia.

This aligns with Bass & Riggio's (2006) transformational leadership theory, intellectual stimulation enhances followers' engagement and commitment to think independently and approach problem-solving from new perspectives when faced with challenges. Hence, it supports our findings by showing that academic leaders create a creative environment, critical thinking, and continuous development when they deliver intellectual stimulation. This finally results in increased talent retention among academics in Malaysia's Public Research Universities by promoting intellectual stimulation to motivate academic staff to develop new ideas and solutions.

This correlation is supported by previous studies such as Edirisooriya (2020), Kariuki et al. (2022), and Mir et al. (2020). Additionally, the research of Ohunakin et al. (2019) in Nigerian hospitality firms showed that intellectual stimulation significantly reduces the turnover intention of the staff. Tian et al. (2020) reported that managers with intellectual stimulation provide support and encouragement to their members of the team to contribute creative ideas for modifying current practice and direction to achieve successful results, which in turn increases employee retention. According to

Edirisooriya (2020), stated that the competence to manage innovation and change is essential of transformation leaders who affect to retain talented employees within organisations. Therefore, their academic supervisor with intellectual stimulation is considered significant relationship with academic staff's retention.

5.1.3 H3: Relationship between Inspirational Motivation and Talent Retention

Hypothesis 3 proposed that inspirational motivation is positively correlated to talent retention. The finding shows a clear and statistical association between inspirational motivation and talent retention among the academic staff of Public Research Universities in Malaysia. However, it may be slightly less impactful than other transformational leadership components in retaining academic talent.

As discussed in Chapter 2, inspirational motivation includes setting model, communicating a vision, and utilizing symbols to guide the attention of followers. Based on the Transformational Leadership Theory, the inspirational motivation plays a crucial role in facilitating shared vision and encouraging academic staff to exceed their expectations (Bass & Riggio, 2006). According to this study, academic supervisors who inspire their employees and communicate a clear goal foster a stronger emotional attachment to the institution. As a result, inspirational motivation can significantly enhance job commitment, ultimately leading to increased talent retention among academic staff in Public Research Universities Malaysia.

This finding aligns with prior research by Edirisooriya (2020), a supervisor's inspirational motivation perform a significant influence on talent retention in the ICT sector, the study also stated that the accountability for the company's overall performance would encourage their followers to

stay in the organization. Additionally, research by Kariuki (2021) also further supports the findings of this research, suggesting that employee retention is significantly impacted by inspiring motivation. From that study, inspiration motivation empowers leaders to effectively communicate better future vision, foster teamwork, and work with passion and optimism. Therefore, this study suggests that inspirational motivation positively contributes to talent retention among academic staff in Malaysia's Public Research Universities.

5.1.4 H4: Relationship between Idealized Influence and Talent Retention

The result indicates idealized influence is significantly and positively related to talent retention among academic staff of Public Research Universities in Malaysia, supporting Hypothesis 4.

As discussed in Chapter 2, the Transformational Leadership Theory has stated that idealized influence is a key element of transformational leadership. Acting as a role model and showing ethical values and moral standards inspire trust, admiration, and loyalty among their subordinates, fostering a strong connection that enhances commitment to the institution (Bass & Riggio, 2006). This supports our study by showing that academic leaders who serve as role models and uphold moral principles will foster a supportive workplace culture, ultimately increasing the talent retention within the institution.

This result aligns with previous research carried out by Edirisooriya (2020), Njiraini et al. (2018), and Kariuki et al. (2022), which indicated that idealized influence is significantly related to talent retention. The study previous research by Edirisooriya (2020), highlighting a higher retention rate of talented employees within an institution leader’s idealized influence. According to Tian et al. (2020), idealized influence acts as leader who

demonstrates traits like creative thinking, faith, curiosity, interest, and effective communication, these will significantly affect their employee's retention. Idealized influence is a situation in which leaders strive to establish superior relationships with their followers as a helpful tool to influence followers to become more loyal to leader and organisation. (Kariuki et al., 2022).

Hence, the leader with idealized influence shows a significant relationship to talent retention.

5.2 Implications of Study

5.2.1 Practical Implications

After this research study, it is clear that transformational leadership are contributing to the talent retention of academic staff. The results show clear relation of the leaders' level of effort put into exerting transformational leadership affecting their subordinates to reciprocate through their level of intention to stay within the organisation. The effects shown from the results emphasized the significancy of the academic leaders' input into executing transformational leadership to their subordinates. This study draws attention on how it is practically important for the leaders to acknowledge and exercise better of the transformational leadership components (II, IM, IS, IC), as it is greatly reciprocated by the subordinates (academic staff) in showing their willingness to stay within the organisation. In several other studies, even though in context of other employment role, generally they collectively conclude that there is practical value to implement transformational leadership to positively affect talent retention (Ntseke et al., 2022; Xiong et al., 2023).

To support the practicality of this study, from the policymakers' view, for example the Ministry of Higher Education Malaysia (MoHE), they could refer to the data of how effective transformational leadership is towards the

retention of their employees and take action in policy creation to prevent employee turnovers in the future. Suggestions from Howell and Costley (2006), leadership training is crucial and a key factor to effective leadership, MoHE could use above study results as a support to implement national policies that mandate leadership development programs, forums, conferences, and trainings that emphasizes on its importance by focusing on building strong fundamentals in transformational leadership components deep within lecturers, head of departments, deans, and others, among the research universities and or others.

From another perspective, policymakers can understand from this study of which area of the public research universities that needs more attention, and for the future of the country, firmly understanding in the need of transformational leadership to be implemented as to prevent the misjudgement or overlook of potential root causes of uncertainties (turnover) that may occur. This study acts as a prevention and preparation for the developing and forward-moving regions of studies that determines the future of our country's growth. Policymakers can confidently grasp the possible issues which they could take appropriate measures beforehand and fund in the suitable places as a preventative tactic as prevention is better than cure.

Within research universities themselves, the academic staff could take this as an opportunity to self-reflect on their adaptation and execution of their own leadership style, and how their supervisor-subordinate relationships have been in the past. London et al. (2022) mentioned that self-awareness is the first step in evolving and improving and an attribute to leadership integrity, enhancing their leadership effectiveness, where this study may help them realize their implementation of leadership behavior and where to improve. They could use this opportunity to further suggest aiding programs such as mentorship programs to increase the interaction between leaders and their subordinates and exchanging experiences of how to improve in guidance, support and professional development opportunities.

Focusing on the human resources view after this study results, it is a clever way to seek great talent from its core. Since a leader that has qualities of transformational leadership is highly important as discussed in this study, Raman (2020) suggests that effective interviewing and filtering with aid of measuring tools could be considered. Acquisition of organisational leaders should emphasize on the characteristics of transformational leadership is suggested, with aid from integrity and personality tests.

5.2.2 Theoretical implications

In Transformational Leadership theory, it summarizes that transformational leadership improves leadership quality and standard to a higher-level, which encourages their subordinates to collectively work towards the vision and mission of the organisation, encouraging creative problem solving and nurturing potential leadership skills through challenges and providing guidance as a leader (Bass & Riggio, 2006).

After obtaining the data analysis results, referring to theories and journal articles found that have been discussed in *2.1 Underlying Theories*, the depth of research is extended. The theoretical depth is added where this research of the current focuses of knowledge transferring institutions is proven significant towards the components of transformational leadership (II, IM, IS, IC) are all proven its significancy to positively affect talent retention. This research does not solely measure the positive results of imposing transformational leadership behaviors, yet it discovers the impact of its absence. According to the questionnaire responses, there are some academic staff that are unhappy and dissatisfied with their immediate superior's leadership behavior which in result they did not care of if they were to leave their respective institutions.

Nonetheless, this study validates other findings that supports the similar hypothesis in which they are examined for other industries (Febrian et al., 2023; Perez, 2021) specifically among academic staff of Public Research

Universities Malaysia. Additionally, this study firmly challenges the articles that claim there is no direct relationship between components of transformational leadership and talent retention (Mir et al. 2020). This research does not exempt the fact that there might be other factors other than components of transformational leadership that impacts talent retention of academic staff of Public Research Universities, however, these factors are to be further studied by research scholars to deepen the knowledge and discoveries of reasons of turnover.

5.3 Limitations of Study

5.3.1 Time as a Constraint

For this research, one of the primary limitations was the restricted timeframe for data collection and analysis. To clarify, the supposed time for the members to send questionnaire surveys is also during our industrial training period, which most of the time was dedicated to industrial training related workload, in terms of reports to the university and to our respective companies. Between this period, the time allocated to discuss for this research is limited and reduced as different working hours and free time of all members.

Besides, the limited time affected our efficiency and ability in obtaining the minimum amount of sample size that was suggested, which is at least 370 respondents *(may refer to 3.3.4 Sampling Size)*. Recalling to the events that occurred, it is rather difficult to hit the target of 370 respondents, as our targeted population is academic staff which majority of them have the tendency to dismiss or overlook emails that we have sent and resent. We have also tried to understand the reason behind their unresponsiveness, in which our data collection period was from late October 2024 until early February 2025, where we have come across their respective semester breaks and multiple public holidays.

However, we still managed to get 229 respondents which we are grateful for and decided to proceed for data running after approval of our research supervisor, as there was limited time left to continue with our research. To support the use of 229 respondents, Memon et al. (2020) suggested that with small sample size of 150 and above that is carefully selected is more effective than blindly selecting a 300 and above sample size, where referring to Mooi et al. (2018), a sample's strength is depended on the accuracy of selecting samples instead of the size of the sample.

5.3.2 Lack of Physical Communication

Communication is key for effective work done. However, as mentioned, all three of the members commenced respective internships at different locations scattered around Kuala Lumpur and Penang. Unfortunately, it was only realized afterwards that physical communication is what worked best for our group after experiencing working together before our internship period, however, in the 13 weeks of incapability to meet physically for research discussions, while the members were frequently unable to be present simultaneously to engage in real-time online discussions in WhatsApp, it declined each another's comprehension in discussions.

5.3.3 Cost as a Constraint

The members deeply understand and have contemplated the possible ways of using monetary incentives to encourage the respondent's participation and improving the response rates. However, it is agreed among the members to not use the money incentives because this approach was not initially planned and agreed upon. The group members decided not to proceed with monetary incentives as to obtain 370 respondents, we were unsure about the budgeting, calculation, and planning for this approach to be effective as it is not well discussed nor designed.

5.4 Recommendations for Future Research

Reflecting on the limitations faced during this research, it is recommended that the future studies allocate a more extended timeframe for data collection and analysis. Researchers should consider on separating academic research activities from industrial training periods to fully impose enough focus and availability on the research. Time allocations need to be made clear, and priorities must be agreed upon the group members.

Moreover, it is suggested to emphasize on realizing members' most suitable communication and work style. Understanding each other is the key of having good comprehension in communication and reduce any conflicts when working together. While understanding, researchers must schedule and plan for discussion sessions to align the ideas of their work.

In view of the challenges for gathering sample size, future research is recommended to allocate a longer data collection period, avoiding holidays and breaks as possible. Future researchers could diversify their outreach methods beyond email, such as through institutional networks, or direct engagement during academic events.

Lastly, future research may consider alternative monetary or non-monetary incentives or intrinsic motivation strategies by clearly communicating the importance and impact of the research.

5.5 Conclusion

The goal of carrying out this research is to examine the relationship between Transformational Leadership components with Talent Retention among the academic staff in Public Research Universities in Malaysia. Results indicate that all the established hypotheses (H1, H2, H3, and H4) are accepted and supported by data. We can conclude that all the independent variables of this study

(individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence) have a significant positive relationship toward talent retention (TR). The project serves as a future reference for future study regarding talent retention.

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APPENDIX 1: PERMISSION LETTER

UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)
Wholly owned by UTAR Education Foundation (200201010564(578227-M))

24 April 2025

To Whom It May Concern

Dear Sir/Madam,

Permission to Conduct Survey

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

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

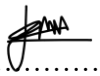
The students are as follows:

Name of Student	**Student ID**
Ong Su Kai	2102308
Teh Kim Hao	2202832
Chan Sin Er	2202285

If you need further verification, please do not hesitate to

contact me. Thank you.

Yours sincerely,



……

Dr Siti Fazilah Binti
Abdul Shukor Head of
Department,
Teh Hong Piow Faculty of Business and
Finance Email: sitifazilah@utar.edu.my

APPENDIX 2: SURVEY QUESTION

Dear respondents,

We are students in Bachelor of Business Administration (Honors) from Faculty of Business and Finance (FBF) in University Tunku Abdul Rahman (UTAR). This study investigates on the relationship between transformational leadership and talent retention among the subordinates in five research universities in Malaysia.

In achieving the survey objectives, the respondents identified are the employees (subordinates) whom we wish to gauge whether they can perceive their immediate superiors have transformational leadership towards talent retention. This survey seeks to support the immediate superior's abilities towards subordinate's retention and will unveil some motivating prospects of employee to stay within the university.

Academics from Malaysian Research Universities have been selected to participate in this survey. Therefore, your feedback represents that of in five Research Universities in Malaysia. As your knowledge and experience towards academic excellence have significant contributions towards the academic field, we hope that you will spend some of your valuable time to complete this survey.
There are THREE (3) sections in the questionnaire. Section A is on Demographic Profile. Section B and C cover all the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions.

The information collected from you will be kept strictly confidential and private. All responses and findings will be used solely for academic purposes. We would appreciate it very much if you could complete the questionnaire through the Google link provided within 14 days from the date of this letter.

Thank you for taking the time to complete this questionnaire. Should you have any questions or suggestions, we are willing to correspond to enhance the value of your feedback, you may contact us at ongsukai@1utar.my. Once again, your support is invaluable to this study.

Your sincerely,

Ong Su Kai 21ABB02308 ongsukai@1utar.my
Teh Kim Hao 22ABB02832 heoteh0920@1utar.my
Chan Sin Er 22ABB02285 sinerchan03@1utar.my

PERSONAL DATA PROTECTION NOTICE

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

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

   a) Name
   b) Identity card
   c) Place of Birth
   d) Address
   e) Education History
   f) Employment History
   g) Medical History
   h) Blood type
   i) Race
   j) Religion
   k) Photo
   l) Personal Information and Associated Research Data

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

   a) For assessment of any application to UTAR
   b) For processing any benefits and services
   c) For communication purposes
   d) For advertorial and news
   e) For general administration and record purposes
   f) For enhancing the value of education
   g) For educational and related purposes consequential to UTAR
   h) For replying any responds to complaints and enquiries
   i) For the purpose of our corporate governance
   j) For the purposes of conducting research/ collaboration

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

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

5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading

and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance with the terms and conditions in the Notice and our relevant policy.

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

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

Acknowledgment of Notice

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

……
Name:
Date:

Section A: Demographic Profile

1. Gender
    - Male
    - Female

2. Age
    - < 30 years
    - 30 to 40 years
    - 41 to 50 years
    - > 50 years

3. University:
    - Universiti Kebangsaan Malaysia
    - Universiti Malaya
    - Universitu Sains Malaysia
    - Universiti Teknologi Malaysia
    - Universiti Putra Malaysia

4. Your designation (Respondents can tick one or more designations)
    - Lecturer
    - Senior Lecturer
    - Associate Professor
    - Professor

5. If you hold an administrative position, please indicate.
    - Dean
    - Deputy Dean
    - Head of Department
    - Head of Program
    - Cluster Head
    - Unit Head
    - Others: _____
    - Not applicable

6. Position of your immediate superior: _____
    - Dean
    - Deputy Dean
    - Head of Department
    - Head of Program
    - Cluster Head
    - Unit Head
    - Others: _____
    - Not applicable

7. Employment status
    - Permanent
    - Part-time

- Contract

8. Year of attachment in your current university.
    - < 2 years
    - 2 to 5 years
    - 6 to 10 years
    - > 10 years

9. How long have you been serving in your High Education Institution.
    - < 2 years
    - 2 to 5 years
    - 6 to 10 years
    - > 10 years

Following is several statements about how you feel about your immediate superior. Using the response scale below, indicate your level of agreement or disagreement for each statement by circling the appropriate number.

Sample:

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

Section B: Transformational Leadership Components

Individual Consideration:

No.	Questions	SD	D	N	A	SA
1.	My immediate superior spends time teaching and coaching.	**1**	**2**	**3**	**4**	**5**
2.	My immediate superior treats others as an individual rather than jut as a member of a group.	**1**	**2**	**3**	**4**	**5**
3.	My immediate superior considers an individual as having different needs, abilities, and aspirations from others.	**1**	**2**	**3**	**4**	**5**
4.	My immediate superior helps others to develop their strengths.	**1**	**2**	**3**	**4**	**5**

Intellectual stimulation:

No.	Questions	SD	D	N	A	SA
1.	My immediate superior re-examines critical assumptions for appropriateness.	**1**	**2**	**3**	**4**	**5**
2.	My immediate superior seeks differing perspectives when solving problems.	**1**	**2**	**3**	**4**	**5**

3.	My immediate superior gets others look at problems from many different angles.	**1**	**2**	**3**	**4**	**5**
4.	My immediate superior suggests new ways of looking at how to complete assignments.	**1**	**2**	**3**	**4**	**5**

Inspirational motivation:

No.	**Questions**	**SD**	**D**	**N**	**A**	**SA**
1.	My immediate superior talks optimistically about the future.	**1**	**2**	**3**	**4**	**5**
2.	My immediate superior enthusiastically about what needs to be accomplished.	**1**	**2**	**3**	**4**	**5**
3.	My immediate superior articulates a compelling vision of the future.	**1**	**2**	**3**	**4**	**5**
4.	My immediate superior expresses confidence that goals will be achieved.	**1**	**2**	**3**	**4**	**5**

Idealized influence:

No.	**Questions**	**SD**	**D**	**N**	**A**	**SA**
1.	My immediate superior instils pride in others.	**1**	**2**	**3**	**4**	**5**
2.	My immediate superior goes beyond self-interest for the good of the group.	**1**	**2**	**3**	**4**	**5**
3.	My immediate superior acts in ways that builds others.	**1**	**2**	**3**	**4**	**5**
4.	My immediate superior displays a sense of power and confidence.	**1**	**2**	**3**	**4**	**5**

Following are number of statements that best reflect about you. Using the response scale below, indicate your level of agreement or disagreement with each statement by selecting the appropriate number.

Section C: Talent Retention

No.	Questions	SD	D	N	A	SA
1.	I am planning on working for another university within a period of three years.	**1**	**2**	**3**	**4**	**5**
2.	Within this university my work gives me satisfaction.	**1**	**2**	**3**	**4**	**5**
3.	If I wanted to do another job or function, I would look first at the possibilities within this university.	**1**	**2**	**3**	**4**	**5**
4.	I see a future for myself within this university.	**1**	**2**	**3**	**4**	**5**
5.	It doesn't matter if I'm working for this university or another, as long as I have work.	**1**	**2**	**3**	**4**	**5**
6.	If it were up to me, I will definitely be working for this university for the next five years.	**1**	**2**	**3**	**4**	**5**
7.	If I could start over again, I would choose to work for another university.	**1**	**2**	**3**	**4**	**5**
8.	If I received an attractive job offer from another university, I would take the job.	**1**	**2**	**3**	**4**	**5**
9.	The work I'm doing is very important to me.	**1**	**2**	**3**	**4**	**5**
10.	I love working for this university.	**1**	**2**	**3**	**4**	**5**
11.	I have checked out a job in another university previously.	**1**	**2**	**3**	**4**	**5**

APPENDIX 3: STATISTICS OF MINISTRY OF HEIGHER EDUCATION

Bilangan Staf Akademik mengikut Taraf Warganegara dan Jantina berdasarkan Universiti Awam (UA), 2021-2022

Number of Academic Staffs by Citizenship and Gender in Public Universities 2021-2022

Jadual *Table* **2.9**

Bil. *No.*	UA *Public Universities*	Tahun *Year*	Warganegara / *Malaysian*			Bukan Warganegara *Non-Malaysian*			Jumlah / *Total*		
			L / M	P / F	J / T	L / M	P / F	J / T	L / M	P / F	J / T
1	UM	**2022**	**792**	**1,051**	**1,843**	**130**	**64**	**194**	**922**	**1,115**	**2,037**
		2021	805	1,086	1,891	137	60	197	942	1,146	2,088
2	USM	**2022**	**859**	**1,084**	**1,943**	**56**	**13**	**69**	**915**	**1,097**	**2,012**
		2021	879	1,093	1,972	52	12	64	931	1,105	2,036
3	UKM	**2022**	**827**	**1,127**	**1,954**	**41**	**4**	**45**	**868**	**1,131**	**1,999**
		2021	846	1,136	1,982	49	10	59	895	1,146	2,041
4	UPM	**2022**	**711**	**1,048**	**1,759**	**27**	**6**	**33**	**738**	**1,054**	**1,792**
		2021	747	1,052	1,799	26	5	31	773	1,057	1,830
5	UTM	**2022**	**795**	**792**	**1,587**	**35**	**11**	**46**	**830**	**803**	**1,633**
		2021	835	772	1,607	43	11	54	878	783	1,661
6	UUM	**2022**	**449**	**670**	**1,119**	**51**	**9**	**60**	**500**	**679**	**1,179**
		2021	477	697	1,174	51	10	61	528	707	1,235
7	UIAM	**2022**	**692**	**1,081**	**1,773**	**198**	**38**	**236**	**890**	**1,119**	**2,009**
		2021	675	1,063	1,738	188	34	222	863	1,097	1,960
8	UNIMAS	**2022**	**357**	**434**	**791**	**26**	**16**	**42**	**383**	**450**	**833**
		2021	351	419	770	31	21	52	382	440	822
9	UMS	**2022**	**477**	**531**	**1,008**	**46**	**14**	**60**	**523**	**545**	**1,068**
		2021	475	520	995	46	21	67	521	541	1,062
10	UPSI	**2022**	**356**	**455**	**811**	**31**	**10**	**41**	**387**	**465**	**852**
		2021	371	465	836	31	9	40	402	474	876
11	UiTM	**2022**	**2,914**	**5,950**	**8,864**	**34**	**14**	**48**	**2,948**	**5,964**	**8,912**
		2021	2,957	5,951	8,908	36	13	49	2,993	5,964	8,957
12	UniSZA	**2022**	**303**	**382**	**685**	**44**	**14**	**58**	**347**	**396**	**743**
		2021	288	372	660	41	14	55	329	386	715
13	UMT	**2022**	**254**	**387**	**641**	**42**	**12**	**54**	**296**	**399**	**695**
		2021	250	379	629	33	9	42	283	388	671
14	USIM	**2022**	**300**	**494**	**794**	**42**	**3**	**45**	**342**	**497**	**839**
		2021	290	468	758	43	3	46	333	471	804
15	UTHM	**2022**	**557**	**536**	**1,093**	**35**	**5**	**40**	**592**	**541**	**1,133**
		2021	550	530	1,080	36	5	41	586	535	1,121
16	UTeM	**2022**	**507**	**336**	**843**	**12**	**1**	**13**	**519**	**337**	**856**
		2021	504	335	839	16	1	17	520	336	856
17	UMP	**2022**	**367**	**374**	**741**	**17**	**1**	**18**	**384**	**375**	**759**
		2021	363	366	729	31	4	35	394	370	764
18	UNIMAP	**2022**	**558**	**546**	**1,104**	**9**	**3**	**12**	**567**	**549**	**1,116**
		2021	573	537	1,110	9	4	13	582	541	1,123
19	UMK	**2022**	**203**	**296**	**499**	**28**	**7**	**35**	**231**	**303**	**534**
		2021	209	302	511	28	6	34	237	308	545
20	UPNM	**2022**	**180**	**206**	**386**	**5**		**5**	**185**	**206**	**391**
		2021	184	208	392	7	2	9	191	210	401
Jumlah / *Total*		**2022**	**12,458**	**17,780**	**30,238**	**909**	**245**	**1,154**	**13,367**	**18,025**	**31,392**
		2021	12,629	17,751	30,380	934	254	1,188	13,563	18,005	31,568

APPENDIX 4: TABLE OF DETERMINING SAMPLE SIZE

	Variance of the population P=50%					
	Confidence level=95% Margin of error			*Confidence level=99% Margin of error*		
Population Size	5	3	1	5	3	1
50	44	48	50	46	49	50
75	63	70	74	67	72	75
100	79	91	99	87	95	99
150	108	132	148	122	139	149
200	132	168	196	154	180	198
250	151	203	244	181	220	246
300	168	234	291	206	258	295
400	196	291	384	249	328	391
500	217	340	475	285	393	485
600	234	384	565	314	452	579
700	248	423	652	340	507	672
800	260	457	738	362	557	763
1000	278	516	906	398	647	943
1500	306	624	1297	459	825	1375
2000	322	696	1655	497	957	1784
3000	341	787	2286	541	1138	2539
5000	357	879	3288	583	1342	3838
10000	370	964	4899	620	1550	6228
25000	378	1023	6939	643	1709	9944
50000	381	1045	8057	652	1770	12413
100000	383	1056	8762	656	1802	14172
250000	384	1063	9249	659	1821	15489
500000	384	1065	9423	660	1828	15984
1000000	384	1066	9513	660	1831	16244

APPENDIX 5: RELIABILITY TEST ANALYSIS RESULT FOR PILOT TEST

Pilot Test

Individualized Consideration:

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.710	4

Intellectual Stimulation:

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.798	4

Inspirational Motivation:

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.785	.788	4

Idealized Influence:

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.783	4

Talent Retention:

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.906	11

APPENDIX 6: DESCRIPTIVE ANALYSIS RESULTS

Statistics

		Gender	University	Designation	Administrative position	Immediate supperior position	Employment status
N	Valid	229	229	229	229	229	229
	Missing	0	0	0	0	0	0
Mean		1.4847	2.8472	1.6026	5.6769	2.9825	1.3843
Median		1.0000	3.0000	1.0000	7.0000	3.0000	1.0000
Mode		1.00	2.00	1.00	7.00	3.00	1.00
Std. Deviation		.50086	1.25944	.79703	1.80653	1.56991	.70145
Variance		.251	1.586	.635	3.264	2.465	.492
Range		1.00	4.00	3.00	9.00	8.00	2.00
Minimum		1.00	1.00	1.00	1.00	1.00	1.00
Maximum		2.00	5.00	4.00	10.00	9.00	3.00
Percentiles	25	1.0000	2.0000	1.0000	4.0000	2.0000	1.0000
	50	1.0000	3.0000	1.0000	7.0000	3.0000	1.0000
	75	2.0000	4.0000	2.0000	7.0000	4.0000	2.0000

Statistics

		Age	Years of Attachment to University	Years of Service in HEI
N	Valid	229	229	229
	Missing	0	0	0
Mean		2.5983	2.5284	2.5590
Median		3.0000	3.0000	3.0000
Mode		3.00	3.00	2.00
Std. Deviation		.95293	.96215	.97884
Variance		.908	.926	.958
Range		3.00	3.00	3.00
Minimum		1.00	1.00	1.00
Maximum		4.00	4.00	4.00
Percentiles	25	2.0000	2.0000	2.0000
	50	3.0000	3.0000	3.0000
	75	3.0000	3.0000	3.0000

Gender:

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	118	51.5	51.5	51.5
	Female	111	48.5	48.5	100.0
	Total	229	100.0	100.0	

Age:

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<30 years	32	14.0	14.0	14.0
	30 to 40 years	72	31.4	31.4	45.4
	40 to 50 years	81	35.4	35.4	80.8
	>50 years	44	19.2	19.2	100.0
	Total	229	100.0	100.0	

University:

University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UKM	37	16.2	16.2	16.2
	UM	64	27.9	27.9	44.1
	USM	51	22.3	22.3	66.4
	UTM	51	22.3	22.3	88.6
	UPM	26	11.4	11.4	100.0
	Total	229	100.0	100.0	

Designation:

Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	127	55.5	55.5	55.5
	Senior Lecturer	75	32.8	32.8	88.2
	Associate Professor	18	7.9	7.9	96.1
	Professor	9	3.9	3.9	100.0
	Total	229	100.0	100.0	

Administrative position:

Administrative position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dean	2	.9	.9	.9
	Deputy Dean	14	6.1	6.1	7.0
	Head of Department	23	10.0	10.0	17.0
	Head of Program	29	12.7	12.7	29.7
	Cluster Head	14	6.1	6.1	35.8
	Unit Head	22	9.6	9.6	45.4
	Not Applicable	120	52.4	52.4	97.8
	Coordinator	3	1.3	1.3	99.1
	Deputy Chairman	1	.4	.4	99.6
	Deputy Director	1	.4	.4	100.0
	Total	229	100.0	100.0	

Immediate superior position:

Immediate superior position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dean	50	21.8	21.8	21.8
	Deputy Dean	33	14.4	14.4	36.2
	Head of Department	76	33.2	33.2	69.4
	Head of Program	39	17.0	17.0	86.5
	Cluster Head	12	5.2	5.2	91.7
	Unit Head	13	5.7	5.7	97.4
	Not Applicable	4	1.7	1.7	99.1
	Vice Chancellor	1	.4	.4	99.6
	Director	1	.4	.4	100.0
	Total	229	100.0	100.0	

Employment Status:

Employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permananet	170	74.2	74.2	74.2
	Part-time	30	13.1	13.1	87.3
	Contract	29	12.7	12.7	100.0
	Total	229	100.0	100.0	

Years of Attachment to University:

Years of Attachment to University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<2 years	38	16.6	16.6	16.6
	2 to 5 years	71	31.0	31.0	47.6
	6 to 10 years	81	35.4	35.4	83.0
	>10 years	39	17.0	17.0	100.0
	Total	229	100.0	100.0	

Years of Service in HEI:

Years of Service in HEI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<2 years	34	14.8	14.8	14.8
	2 to 5 years	80	34.9	34.9	49.8
	6 to 10 years	68	29.7	29.7	79.5
	> 10 years	47	20.5	20.5	100.0
	Total	229	100.0	100.0	

Individual Consideration:

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic
My immediate superior spends time teaching and coaching.	229	1.00	5.00	4.1179	1.19908	-1.307	.161	.602
My immediate superior treats others as an individuals rather than just as a member of a group.	229	1.00	5.00	3.8166	1.17035	-1.112	.161	.352
My immediate superior considers an individual as having different needs, abilities, and aspirations from others.	229	1.00	5.00	3.7205	1.20327	-1.047	.161	.068
My immediate superior helps others to develop their strengths.	229	1.00	5.00	4.0699	1.19002	-1.223	.161	.357
Valid N (listwise)	229							

Intellectual Stimulation:

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic
My immediate superior re-examines critical assumptions for appropriateness.	229	1.00	5.00	4.1485	1.21567	-1.411	.161	.848
My immediate superior seeks differing perspectives when solving problems.	229	1.00	5.00	3.8734	1.09890	-1.167	.161	.713
My immediate superior gets others look at problems from many different angles.	229	1.00	5.00	4.1223	1.25057	-1.265	.161	.277
My immediate superior suggests new ways of looking at how to complete assignments.	229	1.00	5.00	3.5983	1.07817	-.903	.161	.161
Valid N (listwise)	229							

Inspirational Motivation:

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic
My immediate superior talks optimistically about the future.	229	1.00	5.00	3.9389	1.13002	-1.020	.161	.042
My immediate superior enthusiastically about what needs to be accomplished.	229	1.00	5.00	3.8908	1.17030	-1.078	.161	.249
My immediate superior articulates a compelling vision of the future.	229	1.00	6.00	3.8952	1.13455	-.938	.161	.066
My immediate superior expresses confidence that goals will be achieved.	229	1.00	5.00	3.8428	1.24665	-1.055	.161	.101
Valid N (listwise)	229							

Idealized Influence:

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic
My immediate superior instils pride in others.	229	1.00	5.00	3.7948	1.24491	-.939	.161	-.211
My immediate superior goes beyond self-interest for the good of the group.	229	1.00	5.00	3.9432	1.17776	-1.124	.161	.219
My immediate superior acts in ways that builds others.	229	1.00	5.00	3.9214	1.20777	-1.084	.161	.096
My immediate superior displays a sense of power and confidence.	229	1.00	5.00	3.9738	1.18441	-1.147	.161	.304
Valid N (listwise)	229							

Talent Retention:

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic
TR1R	229	1.00	5.00	4.0000	1.14325	-1.173	.161	.466
Within this university my work gives me satisfaction.	229	1.00	5.00	4.0393	1.11734	-1.239	.161	.692
If I wanted to do another job or function, I would look first at the possibilities within this university.	229	1.00	5.00	4.0175	1.16966	-1.262	.161	.615
I see a future for myself within this university.	229	1.00	5.00	3.9956	1.15279	-1.187	.161	.499
TR5R	229	1.00	5.00	3.9214	1.11722	-1.119	.161	.592
If it were up to me, I will definitely be working for this university for the next five years.	229	1.00	5.00	3.8908	1.13607	-1.033	.161	.124
TR7R	229	1.00	5.00	4.0655	1.20310	-1.331	.161	.708
TR8R	229	1.00	5.00	4.1004	1.12525	-1.355	.161	.984
The work I'm doing is very important to me.	229	1.00	5.00	4.1397	1.22390	-1.457	.161	.997
I love working for this university.	229	1.00	5.00	4.0655	1.12394	-1.252	.161	.625
TR11R	229	1.00	5.00	4.0742	1.11948	-1.245	.161	.638
Valid N (listwise)	229							

APPENDIX 7: RELIABILITY TEST ANALYSIS RESULT

Individualized Considerations:

Scale: IC

Case Processing Summary

		N	%
Cases	Valid	229	100.0
	Excluded[a]	0	.0
	Total	229	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.862	4

Intellectual Stimulation:

Scale: IS

Case Processing Summary

		N	%
Cases	Valid	229	100.0
	Excluded[a]	0	.0
	Total	229	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.871	4

Inspirational Motivation:

Scale: IM

Case Processing Summary

		N	%
Cases	Valid	229	100.0
	Excluded[a]	0	.0
	Total	229	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.861	4

Idealized Influence:

Scale: II

Case Processing Summary

		N	%
Cases	Valid	229	100.0
	Excluded[a]	0	.0
	Total	229	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.839	4

Talent Retention:

Scale: TR

Case Processing Summary

		N	%
Cases	Valid	229	100.0
	Excluded[a]	0	.0
	Total	229	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.965	11

APPENDIX 8: NORMALITY TEST ANALYSIS RESULT

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
IC_AVE	229	1.00	5.00	3.9312	1.00160	-1.500	.161	.991
IS_AVE	229	1.25	5.00	3.9356	.98811	-1.435	.161	.749
IM_AVE	229	1.00	5.00	3.8919	.98372	-1.374	.161	.724
II_AVE	229	1.00	5.00	3.9083	.98803	-1.446	.161	.728
TR_AVE	229	1.27	4.91	4.0282	.98912	-1.588	.161	.880
Valid N (listwise)	229							

APPENDIX 9: PERSON CORRELATION ANALYSIS RESULT

Correlations

		IC_AVE	IS_AVE	IM_AVE	II_AVE	TR_AVE
IC_AVE	Pearson Correlation	1	.872**	.875**	.875**	.891**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	229	229	229	229	229
IS_AVE	Pearson Correlation	.872**	1	.864**	.869**	.913**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	229	229	229	229	229
IM_AVE	Pearson Correlation	.875**	.864**	1	.885**	.882**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	229	229	229	229	229
II_AVE	Pearson Correlation	.875**	.869**	.885**	1	.888**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	229	229	229	229	229
TR_AVE	Pearson Correlation	.891**	.913**	.882**	.888**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	229	229	229	229	229

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

APPENDIX 10: MULTIPLE LINEAR REGRESSION ANALYSIS RESULT

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942[a]	.888	.886	.33467

a. Predictors: (Constant), II_AVE, IS_AVE, IC_AVE, IM_AVE

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	197.977	4	49.494	441.904	<.001[b]
	Residual	25.089	224	.112		
	Total	223.066	228			

a. Dependent Variable: TR_AVE

b. Predictors: (Constant), II_AVE, IS_AVE, IC_AVE, IM_AVE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.157	.095		1.657	.099	-.030	.344
	IC_AVE	.217	.054	.220	3.993	<.001	.110	.325
	IS_AVE	.415	.053	.415	7.822	<.001	.310	.520
	IM_AVE	.164	.056	.163	2.929	.004	.054	.274
	II_AVE	.191	.056	.191	3.388	<.001	.080	.302

a. Dependent Variable: TR_AVE