

MEDIATING EFFECTS OF ORGANIZATIONAL COMMITMENT
AND PERCEIVED ORGANIZATIONAL SUPPORT ON HRM
PRACTICES AND TURNOVER INTENTION: A STUDY OF
PRIVATE UNIVERSITIES IN BANGLADESH



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DOCTOR OF PHILOSOPHY
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PERCEIVED ORGANIZATIONAL SUPPORT ON HRM PRACTICES AND
TURNOVER INTENTION: A STUDY OF PRIVATE UNIVERSITIES IN
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By

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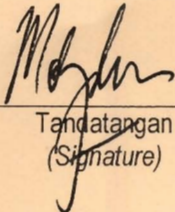
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ABSTRAK

Kadar perberhentian pekerja yang berlebihan akan merugikan mana-mana organisasi. Kadar perberhentian kakitangan akademik yang tinggi terutama di universiti swasta telah menjadi salah satu masalah yang mendesak bagi institusi pengajian tinggi (IPT) di Bangladesh. Tujuan utama kajian ini adalah untuk menentukan secara empirikal amalan-amalan pengurusan sumber manusia (HRM) yang mempengaruhi hasrat berhenti yang signifikan di kalangan kakitangan akademik di universiti swasta (IPTs) di Bangladesh. Kajian lampau telah menyatakan bahawa persepsi positif tentang amalan HRM organisasi menyebabkan komitmen organisasi (OC) dan tanggapan sokongan organisasi (POS) meningkat dan ini kemudiannya mempengaruhi hasrat perilaku pekerja. Kajian ini pula telah meninjau peranan mediasi OC dan POS terhadap hubungan di antara amalan HRM dan hasrat berhenti kakitangan akademik. Kajian ini telah menggunakan kaedah tinjauan kaji selidik. Penyelidik telah mengumpul data untuk membuat analisis statistik untuk menguji hipotesis hubungan di antara pembolehubah-pembolehubah kajian. Tinjauan tersebut telah merangkumi pelbagai teknik statistik seperti analisis faktor, analisis korelasi, analisis regresi berganda dan analisis regresi berganda secara hirarki untuk menganalisis data. Keputusan kajian telah memberi sokongan umum terhadap hipotesis yang dibentuk. Keputusan kajian menunjukkan bahawa faktor jantina dan usia (iaitu pembolehubah kawalan) telah mempengaruhi hasrat berhenti kakitangan akademik secara signifikan dan positif. Di antara enam pembolehubah bebas dalam kajian ini, didapati bahawa faktor keselamatan kerja kakitangan akademik, ganjaran mereka dan sokongan penyelia mereka adalah signifikan dan berkait secara negatif dengan hasrat berhenti mereka. Selain itu, hasil tinjauan ini juga mendapati bahawa komitmen afektif, komitmen berterusan dan tanggapan sokongan organisasi berkait secara signifikan dan negative dengan hasrat berhenti kakitangan akademik berkenaan. Selanjutnya, hasil analisis regresi berganda secara hirarki juga menunjukkan bahawa komitmen afektif, komitmen berterusan dan tanggapan sokongan organisasi memainkan peranan mediasi di antara amalan HRM dan hasrat berhenti kakitangan akademik tersebut. Secara khususnya, komitmen afektif, dan komitmen keberlangsungan didapati memainkan peranan mediasi yang sedikit dalam hubungan di antara ganjaran kakitangan akademik, sokongan penyelia mereka dan hasrat mereka untuk berhenti, sedangkan komitmen afektif mempunyai peranan mediasi sepenuhnya terhadap keselamatan pekerjaan dan hasrat mereka berhenti. Sebaliknya, tanggapan sokongan organisasi memberi mediasi sepenuhnya terhadap hubungan antara amalan HRM dan hasrat berhenti kakitangan akademik. Hubungan empirikal di antara amalan HRM, komitmen organisasi, tanggapan sokongan organisasi dan hasrat berhenti kakitangan akademik menunjukkan bahawa adalah bermanfaat bagi pengurusan universiti swasta (IPTs) agar memperbaiki situasi di mana berlakunya perberhentian yang serius.

Katakunci: amalan HRM, Bangladesh, kadar lantikhenti pensyarah, komitmen organisasi, tanggapan sokongan organisasi, universiti swasta.

ABSTRACT

Excessive employee turnover is detrimental to any organization. High rate of faculty turnover especially in the private universities has become one of the most pressing issues for higher educational institutions in Bangladesh. The main objective of this study was to empirically determine the significant human resource management (HRM) practices that influence the faculty turnover intention in the said context. Earlier study had suggested that employees' positive perceptions of organizational human resource practices could lead to increased organizational commitment (OC) and perceived organizational support (POS), which in turn could negatively influence employees' behavioral intention. The present study had explored the mediating role of OC and POS on the relationship between some HRM practices and faculty turnover intention. The study employed the survey method approach. The researcher had collected the survey data for statistical analysis to test the hypothesized relationships between the variables which were studied. The study had used a number of different statistical techniques such as factor analysis, correlation analysis, multiple regressions and hierarchical multiple regression for analyzing the data. The results of the study had provided the general support for the hypotheses. They revealed that gender and age were among the variables that had significantly and positively influenced the faculty turnover intention. Among the six independent variables, faculty job security, faculty compensation and faculty supervisory support were found to be significantly and negatively related to faculty turnover intention. In addition, they also confirmed that affective commitment, continuance commitment and perceived organizational support were significantly and negatively related to the faculty turnover intention. Furthermore, the results of the hierarchical multiple regression analyses also indicated that affective commitment, continuance commitment and perceived organizational support mediate the relationship between HRM practices and faculty turnover intention. Specifically, affective and continuance commitment partially mediate the relationship between faculty compensation, faculty supervisory support and faculty turnover intention relationship, while affective commitment fully mediates the faculty job security and faculty turnover intention relationship. Perceived organizational support fully mediates the relationship between HRM practices and faculty turnover intention. The empirical relationships between HRM practices, organizational commitment, perceived organizational support and faculty turnover intention suggested that it would be beneficial to the management of private universities to improve faculty turnover situation. Besides that, the contributions, the limitations and implications of the study were also discussed.

Keywords: HRM practices, organizational commitment, perceived organizational support, faculty turnover intention, private universities, Bangladesh

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LIST OF ABBREVIATIONS

Abbreviation	Full Form
HRM Practices	Human Resource Management Practices
POS	Perceived Organizational Support
OC	Organizational Commitment
AC	Affective Commitment
CC	Continuance Commitment
TI	Turnover Intention
COMP	Compensation
JS	Job Security
AUTO	Job Autonomy
WC	Working Conditions
PO	Promotion Opportunity
PA	Performance Appraisal
T & D	Training & Development
SS	Supervisory Support
PCA	Principal Factor Analysis
SET	Social exchange Theory
OST	Organizational Support Theory
TVE	Total Variance Explained
RCM	Rotated Component Matrix
DMA	Dhaka Metropolitan Area
PU	Private University
UGC	University Grants Commission

CHAPTER ONE

INTRODUCTION

1.1. Introduction

In describing the importance of turnover intention study Dalessio, Silverman, and Schuck (1986) have pointed out as:

More attention should be given to the direct and indirect influences of variables on intention to quit as opposed to the actual act of turnover. From the employer's standpoint, intention to quit may be a more important variable than the actual act of turnover. If the precursors to intention to quit are better understood, the employer could possibly institute changes to affect this intention. However, once an employee has quit, there is little the employer can do except assume the expense of hiring and training another employee (p. 261).

The above statements have clearly described the importance of turnover intention in the field of turnover study. Employee turnover is a serious issue for many organizations around the globe. In fact, the study of turnover intention has been a major concern for organization's management for many years (Chen, Lin, & Lien, 2010). Indeed, it is a major problem for the organizations in today's changing business environment (Shahzad, Rehman, Shad, Gul, & Khan, 2011). Recently, the study of Ahmad and Omar (2010) identified the turnover phenomenon as a persistent problem for the organizations. However, retention of valuable and skilled employees is extremely important to employers as those employees are regarded as essential to an organization's performance and success (Mayfield & Mayfield, 2008). On the other hand, employee turnover increases the possibility of losing excellent employees (Chang & Chang, 2008). The departure of employees is often unexpected and self-

initiated, thus the retention of employees has become a big challenge for the employers (Samuel & Chipunza, 2009; Ovadje, 2009). Similarly, according to Chiboiwa, Samuel and Chipunza (2010), formulation of an effective retention strategy is a common challenge for most organizations world over. As far as employee turnover is concerned, the reality is that employers can do little once the employee has quit as argued by Dalessio et al. (1986). Therefore, to mitigate the turnover issue, experts have focused on employee benefits, flexible work arrangement, career development opportunities and other initiatives, however there is still limited knowledge of the actual turnover-reducing capacity of such practices (Haines, Jalette, & Larose, 2010). Indeed, the nature of employee turnover phenomenon is complex, and the causes of turnover vary on the basis of context of research, and nature of the organizations. The generalization of turnover research findings is therefore questioned across the situation and population of the research (Griffeth, Hom, & Gaertner, 2000).

Most of the empirical studies on employee turnover were conducted in the western context mainly focused in US, Canada, UK, and Australia characterized by a developed economy, relatively advanced educational levels, and a particular set of cultural values (Foreman, 2009; Ovadje, 2009; Maertz, Stevens, & Campion, 2003). However, the results of those studies may not be generalized to other contexts, for example, Bangladesh in particular which is characterized by collectivism and high power distance. In addition, Bangladesh is one of the least developed countries where 45 percent people live under poverty line, relatively limited educational levels with a 47.9 literacy rate, and a different culture. Therefore, it is expected that a study of turnover in a collectivist context should provide additional insights into the turnover

phenomenon. In addition, the present study is expected to enrich the current turnover literatures in the context of Bangladesh in particular and Asian in general.

In spite of having more than 1500 academic researches on employee turnover, surprisingly it is still the vibrant field of further research (Holtom, Mitchell, Lee, & Eberly, 2008). More research is still needed on employee turnover because different countries have different reasons for turnover and even reasons are different within the same industry. Earlier, researcher claimed that even after significant research progress on turnover and turnover intention, there still remains confusion as to what actually cause employees to leave or remain with the organization (Abeysekera, 2007). To understand turnover phenomenon in broader context, Holtom et al. (2008) called for a more international focus in turnover research. Moreover, they argued that considering the importance of ties in collectivist cultures, the social nature of staying or leaving may be particularly salient. Furthermore, employee turnover is a widely researched phenomenon, but there is no standard framework for understanding this concept as a whole. However there are many factors have been identified that can interpret the turnover phenomenon (Kevin, Joan, & Adrian, 2004). Scholars and researchers still continue searching the answer of what determine employee turnover in different contexts as context is important to understand the turnover phenomenon (Chen & Francesco, 2000).

Turnover is an employee's actual behavior of leaving the organization permanently. According to Firth, Mellor, Moore and Loquet (2004) employee turnover refers to the individual who may be thinking about leaving the present job permanently. And, the employee turnover has always been an important issue to the management of the

organization. However, the study of actual turnover behavior is difficult because employees who left are hardly traceable and usually the response rate to survey is quite low (Johnsrud & Rosser, 2002). Rather, intentions are, according to Igbaria and Greenhaus (1992), the most immediate determinants of actual behaviors. Similarly, according to Lambert and Hogan (2009), turnover intention is often used as the final outcome variable in turnover studies because it is easier to measure and tends to be more accurate. In many studies, turnover intention was found highly correlated with actual turnover behavior in 13 empirical studies out of 14 studies (Bluedorn, 1982). In consistent with this view, Fang (2001) argued that turnover intention can safely be used as a substitute for turnover behavior (Fang, 2001), and it is perhaps cost effective to deal with the turnover intention than managing the cost of turnover (Chiboiwa et al., 2010).

Turnover intention can be defined as the employees' intention to terminate the employment relation with the organization (Kim, Price, Mueller, & Watson, 1996). This concept is considered interchangeable with the term intention to leave. Similarly, others defined as the individuals' probability of permanent leaving the organization at near future (Vandenberg & Nelson, 1999). According to Morrell, Loan-Clarke, and Wilkinson (2001), they termed it as the employees' intention to cease the membership of organization voluntarily.

Turnover intention is considered important in the turnover literature. Again, in many studies, turnover intention has been viewed as the best predictor of actual turnover (Herrbach, Mignonac, & Gatignon, 2004; Allen, Shore, & Griffeth, 2003; Griffeth et

al., 2000; Tett & Meyer, 1993). In the previous studies, turnover intentions have primarily focused on job related factors such as role conflict, role ambiguity, role overload, job tasks, working atmosphere, job flexibility; demographic factors such as gender, age, marital status, education, tenure; personal factors such as work-family conflict, relationship with supervisor, conflict with management, collegial relations; organizational factors such as institutional control, size and type, employee benefits; external factors such as external job market, research and opportunity, extrinsic rewards; employee work-life such as professional development, technical and administrative support (Daly & Dee, 2006; Zhou & Volkwein, 2004; Rosser, 2004; Wasti, 2003; Barnes, Agago, & Coombs, 1998; Smart, 1990). It has been noticed that human resource management practices have drawn increased attention for the impacts on organizational turnover (Huselid, 1995).

Theoretically, it has been well accepted that human resource management practices usually reduce the turnover intention (Slattery & Selvarajan, 2005). Similarly, other scholars argued that employees are less likely to leave, rather stay longer with organizations when they perceive positive human resource practices such as job freedom, job security and better pay (Stewart & Brown, 2009). Thus, it can generally be hypothesized that positive human resource practices not only reducing turnover intentions; rather it can be used as employee retention strategy tool. Therefore, more attention should be paid on the relationship between human resource practices and employee turnover intention to understand the specific factors that are responsible for employees' turnover decision.

To the best of the researcher's knowledge, there was limited research attempted to examine the mediating effects of perceived organization support (cognitive attitude), and organization commitment (affective attitude) on the relationship between human resource management practices and turnover intentions particularly at the higher education industry in the context of developing countries such as Bangladesh in particular.

1.2. Background of the Study

Bangladesh came into being in nineteen seventy one when two parts of Pakistan split after a nine-month long liberation war. With little over 150 million people in a small land having national literacy rate of 47.9%, Bangladesh is the eighth largest in the world in population with high density (World Fact Book, 2008). According to the United Nations report (2002), Bangladesh is one of the 49 'least developed countries' in the world where 45 percent of the population are under the poverty line. With such a large population where poverty is rampant and the lack of educational resources, the nation has considered education sector as the top most priority, thus the sector has been receiving the highest national budget for last several years (Bangladesh Economic Review, 2007). In fact, the higher learning institutions are expected to produce the most potential and skilled human resources for the nation. In addition, the country is trying to diversify its economy with industrial development which requires highly skilled workforce.

With the ever-increasing population in Bangladesh, the demand for higher education has increased five-fold (Bangladesh Economic Review, 2007). In order to meet the

rising demand for higher education, the public universities were insufficient. Thus, the establishment of the private higher education institutions was inevitable. The private university act 1992 was enacted permitting the operations of the private university in the country. This initiative has resulted 54 private universities till to date (Ali & Akhter, 2009).

It is to be noted that private university is a proven alternative provides a new avenue for higher education around the world. The growth of higher education particularly in the private sector is a worldwide phenomenon, and the most of the famous universities around the world belong to private sector (Rahman, 2008). According to Quddus and Rashid (2000), the expansion of higher education in the private sector worldwide fulfills the demand for higher education as well as assures the social and economic development for many nations. Bangladesh in this context, as argued by Rahman (2008) is a promising nation in expanding higher education in the private sector.

Private universities in the country have undoubtedly fulfilled the demand for higher education, and have reduced the pressure of the public universities. And, within short period of time, according to Bangladesh Bureau of Educational Information and Statistics (BANBEIS, 2006) there are 54 private universities have been established in the country. However it is sad but true, except very few, most of the private universities are not able to offer quality education or maintain the minimum standard. According to University Grants Commission (UGC), the only government regulatory authority for both public and private universities, evaluation report on private universities published in the national newspaper The Daily Star (2004), the report

suggested that the performance in terms of offering quality education is not satisfactory, and only 9 out of 54 private universities maintain quality education. In addition, retention of qualified faculty members of those universities is not satisfactory. It is to be noted that for quality education, there is no alternative of qualified faculty. It is supported by the argument of Oshagbemi (1997) that faculty satisfaction mainly derived from human resource practices is the core issue of retaining qualified faculty. It is alleged that private universities with inadequate full-time faculty as well as poor infrastructure, most of them are offering sub standard education (Masum, 2008). Faculty members are switching frequently from one university to another, and sometimes to different industry, which is not favorable for any organizations. Researchers argued that service based organizations such as higher education institutions are becoming more important, and continuous efforts to develop people issues are highly recommended (Boselie & Wiele, 2002). Because, in the service organizations the value they (employees) produce is essentially intangible and not easily replicated (Stovel & Bontis, 2002).

Academic institutions are highly human capital intensive organizations where people issues are the central of the organization. High turnover among the competent and experienced faculty could undermine institution's goals. In this context, researchers argued that positive human resource practices can be a tool of retaining competent faculty (Shahzad, Bashir, & Ramay, 2008). Practically, the role of private universities in the development of the nation has become unquestionable particularly in the context of higher education sector in Bangladesh. Thus, the retention strategy for competent faculty has been crucial for private university management in particular.

The current study hopes to enrich our understanding of what particular human resource practices influence faculty decision to leave the organization.

1.3. Problem Statement

The costly and harmful effect of employee turnover is of major concern to organizations world over. Faculty turnover is a nagging problem for many private universities in Bangladesh (Jahangir, 2011). Another study on faculty turnover conducted by Joarder, Sharif, and Sabiha (2011) where researchers harshly concluded that faculty turnover is a serious problem for the management of private universities. They further added that faculty turnover rate among the private universities varies from 10 to 19 percent per year, while it was only 2 to 3 percent for public universities. Similarly, Jahangir (2011) cited in his article that among public universities there is almost no switching of faculty members but unfortunately it is a common phenomenon for private universities. The human resource management practices were the most prominent reason for such faculty turnover in the context of private universities in Bangladesh (Joarder et al., 2011). They called for further empirical investigation on faculty turnover to understand turnover phenomenon better. While in other occasion, Joarder and Sharif (2011) presented a paper on faculty turnover in the international conference held in Kuala Lumpur early this year, where researchers also highlighted that faculty turnover is one of the major problems for private universities. They added that faculty turnover of private universities was significantly high as compared to public universities.

Earlier, other researchers claimed that faculty turnover is an enduring problem at many private universities in Bangladesh (Akhter, Muniruddin, & Sogra, 2008).

Similarly, Ashraf (2009) proclaimed that frequent switching of faculty members from one university to another or sometimes to the outside of academia is a major problem for private universities. In addition, shortage of qualified faculty in one hand, and the high demand for qualified faculty on the other hand made this situation serious for private university management (Ashraf, 2009). Another study of Jalil (2009), the article published in the national newspaper on the faculty turnover issue clearly considered this phenomenon as ‘critical situation’ especially for private universities. The author argued that most of the private universities are experiencing 16 percent to 17 percent turnover per year, and this is even higher for some universities; while it is only 2 percent to 3 percent per year for public universities (Jalil, 2009).

In addition, increasing recruitment problem makes the turnover situation even unfavorable for many universities. The author also made it clear that the major issue of such a high rate at the private universities is the result of poor practices of human resources at the institutions (Jalil, 2009). It is surprisingly true that most of the private universities do not have any prescribed human resource management practices. By referring prescribed human resource management practices, researcher argued that there is no specific institutionalized human resource practice/s to motivate faculty members. In fact, managers’ lack of knowledge about the fact that all human resource practices may not work for all types of organizations. Practically, some of the human resource practices may work successfully for some organizations, while same practices may not work for other organizations. That is why every organization needs a prescribed human resource practices that may successfully work for the organization. However, the findings need to be empirically examined to indentify the

factors contributing to faculty turnover decision in the context of Bangladesh in particular.

Employee turnover, especially high rate is a problem for any organizations in the form of loss of talented employees, additional costs for recruiting and training (Loi, Hangyue, & Foley, 2006; Gray, Niehoff, & Miller, 2000; Hom & Griffeth, 1995); loss of accumulated experience (Carnicer, Sanchez, Perez, & Jimenez, 2004); affects reputation of institutions (Daly & Dee, 2006), financial costs and academic consequences (Xu, 2008). The consequences of turnover are well documented in terms of disruptions of normal operations of organizations, and lower organizational performance (Kacmar, Andrews, Van Rooy, Steilberg, & Cerrone, 2006; Morrow & McElroy, 2007). In line with the above researchers, according to Rosser and Townsend (2006, p. 1), “faculty turnover whether through departures to a new venues or retirement, is costly to institutions”. Thus it requires more attention of the management to keep it at moderate level, which is beneficial and healthy for organization (Ovadge, 2009; Brereton, Beach & Cliffs, 2003).

Most of the research on the faculty turnover of the western universities reported 2% to 10% per year. In the context of USA, faculty turnover rates for tenure-track employment averaged 6% for public universities. The study also found that faculty turnover rate is little bit less for large and well established universities as compared to other universities (Texas Higher Education Coordinating Board, 2001). According to the researcher, the standard faculty turnover rate should be within the range of 3.3 percent to 14.3 percent per year (Harrigan, 1999). However, both extremes (i.e.

turnover rate is extremely low or extremely high) are equally undesirable because of detrimental effects on the organizations (Brereton et al., 2003). In the context of Bangladesh, through the employment of qualitative investigation (personally interviewed data) the researcher found that with little exception, most of the private universities are facing faculty turnover more than 12 percent per year and some experience up to 18 percent per year; while faculty turnover rate is only 1 percent to 2 percent per year for public universities (Joarder, 2009). On the other hand, through the interviewing top management professionals of some private universities, Joarder and Sharif (2011) found that faculty turnover rate for the private universities varies between 10 percent to 19 percent per year, while faculty turnover rate was only 2 percent to 3 percent for the public universities. In this regard, researcher argued that the common factors related to faculty turnover were mainly job security, working environment, job autonomy, poor supervisory support, lack of training and career development, poor compensation package, dissatisfaction with promotion, and faculty performance appraisal (Joarder, 2009). Similarly, Jalil (2009) found that the poor human resource management practices were mainly accountable for such a high turnover rate at the private universities. Through interviewing academic staffs of some private universities, researcher argued that most of the private universities do not have specific human resource management practices for their academics, rather universities have different human resource management practices, thus, there is hardly any uniformity of human resource practices among the private universities (Jalil, 2009). It was also cited in the article of Joarder, Sharif and Ahmmed (2011) where researchers found the validity of the statement claimed by Jalil (2009) earlier i.e. in many private universities in Bangladesh there is no prescribed and defined human resource management practices. By the words poor human resource practices, researcher meant

that the areas of human resource management practices (i.e. job security, employee salary, employee training and development, working environment, supervisory support, promotion opportunity, performance appraisal a few) are not well managed or practiced in the organization in order to improve employees' professional life which in turn may create employee dissatisfaction in course of time. Researcher also found (through the interview of senior academic staffs and the staffs of the registrar office) that faculty turnover at public universities is usually between 2 to 3 percent, while this figure was quite high for private universities i.e. somewhere between 16 to 17 percent per year. In addition, researcher claimed (through personal interview) that private university management usually pay much attention to the issue of profit maximization for investors or sponsors rather than the introduction of standard human resource management practices within the institution that can foster faculty's positive attitudes (Jalil, 2009). In some cases, it was also found that there was no defined (specific) human resource management practice for faculty members in the institution, and the management was quite casual in their approach towards human resource practices in private universities in Bangladesh (Alam, Talha, Sivanand, & Ahsan, 2005). So, it can easily be argued that high turnover is a serious problem for private universities in Bangladesh and this requires further empirical evidences to find out what particular human resource practices are accountable for turnover decision in the private university context.

Table 1.1

Summary of Qualitative Findings on Public and Private Universities

Authors & Year	Public Universities	Private Universities
Joarder, et al. (2011)	Faculty turnover rate is 2% to 3% per year.	Faculty turnover rate is 10% to 19% per year. Faculty turnover is a serious problem for PU.
Ashraf (2009)	Faculty turnover is not a problem at public universities.	“Frequent faculty switching” is a major problem for private university management.
Joarder (2009)	Faculty turnover is less than 1 to 2% for public universities.	Faculty turnover is 12% to 18% for private universities.
Jalil (2009)	Faculty turnover is 2% to 3% for public universities.	Faculty turnover is 16% to 17% for private universities. For some private universities this figure is higher.
Mannan (2009)	Faculty members usually do not leave the job due to government’s other facilities.	The attrition rate of faculty members is “much higher” at private universities than in public universities.
Akhter et al. (2008)	Faculty turnover is a “enduring problem” at many private universities.
.....	American Universities	Faculty turnover for well established and large universities is 5% per year, and 7% for all other universities (THECB, 2001).
.....	Western Universities	Most western universities’ faculty turnover is 5% to 6% per year (THECB, 2001)
.....	Standard faculty turnover rate	3.3% to 14.3% per year (Harrigan, 1999).

Source: *Fieldwork Investigation*

In Table 1.1, researcher highlighted some of the qualitative studies (through personal interview) particularly published in the national newspaper, conference proceedings and academic journals on faculty turnover of both public and private universities in Bangladesh. Earlier, researchers mostly conducted interview to derive data related to faculty turnover rate of both public and private universities. Due to the sensitive nature of the faculty turnover issue, universities usually do not disclose this

information to the public because it may damage institution's reputation. As a matter of fact, practically it is difficult to find yearly turnover rate of those universities. Moreover, university grants commission (UGC) works under ministry of education, the only government regulatory authority for both public and private universities, does not have any access to yearly faculty turnover rate of those universities. Therefore, university grants commission or the ministry of education does not keep the record of yearly faculty turnover of the universities in Bangladesh, thus cannot provide any information of such kind to the interested individual researchers. In fact, private university authorities do not provide such kind of information to UGC or the ministry of education because it may affect the institution's reputation which in turn may affect the approval of continuation which is usually given by UGC. However, information regarding faculty turnover of private and public universities can be obtained through personal interview of different personnel such as registrars, senior faculty, and in some cases the director of human resources provided confidentiality is ensured and the data will be used only for academic research.

Plethora of empirical research has been conducted between human resource management practices and turnover at the organizational level (Delery, Gupta, Shaw, & Douglas, 2000; Shaw, Delery, Douglas, & Gupta, 1998); organizational performance (Huselid, 1995; Delaney & Huselid, 1996; Arthur, 1994; Paul & Anantharaman, 2003; Den Hartog, & Verbarg, 2004). Since employees' perceptions of their organization's human resource management practices is crucial in influencing their attitudes and behaviors (Allen et al., 2003; Whitener, 2001). There is empirical evidence that human resource practices can influence employee's turnover decision (Hom & Griffeth, 1995). In another review, Wright and Boswell (2002) argued that

‘the dearth of research aimed at understanding how multiple human resource practices impact individual attitude and behaviors certainly suggests a ripe of opportunity for future research’ (p. 262). Surprisingly, little attention has been offered regarding how these human resource management practices influence individual turnover decision (Allen et al., 2003).

However, majority of the research in this area has focused on the degree to which these human resource practices can enhance individual and organizational performance. It is sad but true that little work has been conducted to explore the psychological processes by which such practices influence employee attitudes and behaviors (Zhang & Agarwal, 2009). Again, most of the previous researches on human resource management practices are particularly conducted in the context of western countries (Su & Yeganeh, 2008), and the results may not be generalized in other contexts for instance Asian collective culture. Furthermore, most of the prior human resource management practices and employee turnover studies have been conducted from the professional or human resource manager’s point of view (Guchait & Cho, 2010). The present study considered different approach and studied this relationship from an employees’ point of view.

Previous empirical research found that human resource management practices differ across the countries, and sometimes it differs across the organization within the country. The universalistic concept of human resource management practices have been criticized due to lack of its overall applicability in various contexts. In fact the reality is that some specific human resource management practices are successful in certain context, may not be applicable for other context (Gardner, Park, Moynihan, &

Wright, 2001; Newman & Nollen, 1996). This is because of the national culture and its domination over the organizational practices. In fact, people from different culture have different values and behavioral patterns (Hofstede & Hofstede, 2005; Hofstede, 2001). And employees usually behave similarly and perform better in the organization when national culture and organizational practices are fully synchronized (Newman & Nollen, 1996).

Another researcher clearly stated that replication of western practices may not be implemented because of the strong association between national culture and organizations' practices (Jaeger, 1986). Therefore, even though there are many researches in the context of west, USA in particular (Huselid, 1995; Delery & Doty, 1996; Boselie, Paauwe, & Jansen, 2001; Hoque, 1999), the results may not be generalized in other contexts, and it is unable to explain the human resource practices particularly in the developing contexts. Cohen and Wheeler (1997), and Hilderbrand and Grindle (1997) supported the view that human resource management practices of the developing countries are quite different from the practices of western countries.

In regards to mediating variables of the study, perceived organizational support (POS) has been considered as one of the mediating variables for present study. This is the employees' perception about the organization's commitment to the employees. The exploration of POS has widely been observed in the western context, however the findings of POS in the Asian collective context is still in the preliminary stage. In addition, Tumwesigye (2010) explained that compared to other predictors of turnover, POS is arguably one of the least researched especially in the developing context, while Perryer, Jordan, Firms and Travaglione (2010) argued that POS is a neglected

variable in the study of turnover intention. The growing research into POS did not adequately examine the influence of POS between HRM practices (organizational actions) and employee turnover (Tan, 2008). Moreover, POS has been found inconsistent in the previous literatures (Lew, 2009; Wayne, Shore, & Liden, 1997). This POS is directly related to the employees' perception. For instance, employees with high POS are more likely than the employees with low POS to respond positively to human resource practices. Shore and Shore (1995), and Wayne et al. (1997) argued that human resource practices are positively related to POS, while Allen et al. (2003) reported POS is negatively related to turnover intention. In this regard, Kuvaas (2008) suggests that POS may mediate the relationship between human resource practices and individual human resource outcome such as turnover intention (Rhoades & Eisenberger, 2002).

While on the other hand, organizational commitment has widely been used as unidimensional construct by the previous researchers, however it is more accepted and used as multidimensional construct (Allen & Meyer, 1990). In fact, most empirical studies of organizational commitment have focused on affective commitment. This is because affective commitment is the strongest and most consistent predictor of employee turnover (Allen et al., 2003; Meyer and Smith, 2000; Rhoades et al., 2001). Previous researchers used affective organizational commitment as the mediating variables, however, it has been suggested that multidimensions of organizational commitment as the potential mediator in the relationship of human resource practices and turnover intentions should be used (Kuvaas, 2008; Allen et al., 2003).

Most of the empirical studies on turnover were conducted in the context of western countries mainly in United States, Canada, England, and Australia (Ovadje, 2009; Maertz et al., 2003). The results of these studies may not be generalized to other contexts such as Asian context which is characterized by collectivism and high power distance (Hofstede, 2001). Moreover, generalizability of research findings across situations and populations has been questioned (Griffeth et al., 2000). Consistent with this notion, Chen and Francesco (2000) argued that research context is important for understanding the turnover phenomenon. Due to the less focus on turnover worldwide, Holtom et al. (2008) called for a more international focus in turnover research, and particularly more research on turnover is still needed in the Asian context (Kim, 2005; Khatri, Budhwar, & Chong, 2001).

To the best of the researcher's knowledge, there is no such empirical study on the relationship between human resource management practices and faculty turnover intentions at the context of higher education in Bangladesh. To advance our understanding of turnover, this study is also expected to examine the mediating effects of organizational commitment and perceived organizational support on the relationship of human resource management practices and faculty turnover intention in the context of non-western sample for this case, private universities in Bangladesh.

1.4. Research Questions

The research was undertaken in an attempt to provide answers to the following questions:

1. What are the significant human resource management practices that influence faculty turnover intention?
2. What are the significant human resource management practices that influence affective commitment of faculty members?
3. What are the significant human resource management practices that influence continuance commitment of faculty members?
4. What are the significant human resource management practices that influence faculty perception of organizational support?
5. Does affective commitment influence their turnover intention behavior?
6. Does continuance commitment influence faculty turnover intention behavior?
7. Does faculty perception of organizational support influence their turnover intention behavior?
8. Does affective commitment mediate the relationship between human resource management practices and faculty turnover intention?
9. Does continuance commitment mediate the relationship between human resource management practices and faculty turnover intention?
10. Does faculty perception of organizational support mediate the relationship between human resources management practices and faculty turnover intention?

1.5. Research Objectives

The main objective of this study is to investigate the relationship between the various dimensions of human resource management practices and faculty turnover intention. The relationships to be studied include direct and indirect effects of human resource management practices on the turnover intention. The indirect effects through organizational commitment and perceived organizational support on the relationship of human resource management practices and turnover intention in the context of private universities in Bangladesh should also be investigated.

The specific aims are as follows:

1. To examine the significant human resource management practices that influence faculty turnover intention;
2. To examine the significant human resource management practices that influence faculty's affective commitment;
3. To examine the significant human resource management practices that influence faculty's continuance commitment;
4. To determine the significant human resource management practices that influence faculty perception of organizational support;
5. To examine the influence of affective commitment on their turnover intention behavior;
6. To examine the influence of continuance commitment on their turnover intention behavior;
7. To investigate the influence of faculty perception of organizational support on faculty turnover intention;

8. To find out whether affective commitment mediates the relationship between human resource management practices and faculty turnover intention;
9. To find out whether continuance commitment mediates the relationship between human resource management practices and faculty turnover intention;
10. To find out whether faculty perception of organizational support mediates the relationship between human resource management practices and faculty turnover intention;
11. To develop a new model on the relationship between HRM practices, organizational commitment, perceived organizational support, and turnover intention for private higher educational institutions in the context of non-western countries.

1.6. Research Rationale and Justification

There are important reasons that why the present study needs to be conducted especially in the context of Bangladesh.

Firstly, recently a number of qualitative investigations found that faculty turnover at the private universities is critical in Bangladesh, and the poor human resource management practices are the major reasons for such a high turnover at those institutions (Joarder & Sharif, 2011; Jalil, 2009; Ashraf; 2009; Joarder, 2009; Akhter et al., 2008). Acknowledging the limitations of qualitative research, the researchers called for further empirical research on the faculty turnover phenomenon to examine what particular human resource management practices do actually cause the faculty turnover at the private universities in Bangladesh (Joarder & Sharif, 2011; Jalil,

2009). Therefore, the present study is expected to provide better understanding of those factors that actually cause faculty turnover. The findings of this study may be used to formulate the faculty retention strategy for private higher educational institutions particularly.

In addition, due to lack of turnover research, there is a call for more research on employee turnover intention especially in the context of Asian countries (Kim, 2005; Khatri et al., 2001), and more international focus on turnover research is required (Holtom et al., 2008). Thus, the present study is expected to enrich the turnover literatures in Asian context in particular and global context in general. This in fact inspired the researcher to conduct the present study.

Secondly, the importance of human resource management practices was first recognized in the western part of world with a greater research focus on developed nations rather than developing countries (Su & Yeganeh, 2008; Budhwar & Debrah, 2004). Researchers argued that little has been examined about the patterns of human resource management practices of the developing nations. Thus, there is a lack of information about the dynamics of human resource management practices in this developing part of the world. Moreover, the findings of the western context will not be generalized because of cultural differences among the nations. The nature of human resource management practices of the developing nations is quite different from the practices of the developed nations as argued by Cohen and Wheeler (1997), and Hilderbrand and Grindle (1997). In line with the previous literatures, Hofstede and Hofstede (2005) explained that people from different cultural backgrounds tend to have different values and behaviors. This dissimilarities among the contexts, in fact

urged researcher to carry out the present study with the expectation of enriching the turnover intention literatures in Asian context in general, and Bangladesh in particular.

Thirdly, service based organizations are becoming more important as compared to manufacturing, and the presence of human resource practices or people issues are more important in the service organizations (Boselie & Wiele, 2002; Accenture, 2001). In the context of Bangladesh, service sectors including higher education industry is the largest of the economy showing an increasing trend of growth, contributing about half of the total national GDP. It is widely believed that for a service industry like higher education sector, good human resource practices are must as compared to other sectors to gain competitive advantage (Faruqui & Islam, 2005). Private university management should look into this (human resource practices) matter because high turnover rate not only incur financial loss for academic institutions; it also affect the reputation of institutions which in turn may create obstacle for recruiting and retaining good faculty. This in the long run may raise the question of survival of the institutions. Thus, the research focus would be given to the areas of service sectors particularly in the private higher education sector in Bangladesh, as clearly mentioned by the commerce minister of the country (Khan, 2009). Moreover, there is abundance of research in the area of manufacturing sector, leaving service sector as less researched area. In fact, little has been investigated on the determinants of human resource management practices in the service sector (Battisti, Iona, & Fu, 2008). In addition, education sector has been considered as potential sector for Bangladesh, especially the role of private universities is unquestionable in the development of national human resources (Jalil, 2009). These in

fact inspired the researcher to include service sector such as higher education industry in the present study.

Finally, the literature on human resource management and turnover intention in developing nations in general, and Bangladesh in particular is growing; however, it is mainly from the views of managers and human resource professionals. The other aspect of employees' view point has been ignored from this development. To the best of researcher knowledge, there is to date no such empirical study investigating the relationship between human resource practices and turnover intention from the employees' point of view in the context of Bangladesh. This lack of research has inspired the researcher to carry out the present study.

1.7. Contribution of the Study

The present study contributes to the existing literatures in several ways.

As far as theoretical contribution is concerned, the present study may add further knowledge to the existing body of knowledge to both human resource management and turnover intention literatures. Especially, the introduction of both cognitive attitude such as perceived organizational support (POS) and affective attitude such as organizational commitment (OC) as the mediating variables in the present study between the relationship of employees' perceptions of human resource management practices, and their turnover intention particularly in the under-researched context of Asian organizations is expected to enrich the Asian turnover literatures. Moreover, the inclusion of eight human resource management practices in the present study may widen employers' understanding of the factors affecting employees' turnover

decision. Furthermore, the present study has included the employees' views and data for the analysis have been collected on the basis of employees' perceptions of the human resource management practices of the organizations to understand employee turnover phenomenon, which was limited in the previous literatures. Therefore, the present study is expected to contribute to the current literatures of turnover.

Since most of the empirical research work on turnover models have been developed and tested in USA, Canada, Australia, and England (Ovadjie, 2009; Maertz et al., 2003), the results of those studies may not be applicable in the context of Asian organizations. This is because of the different research settings, unique national culture and the practices of different locations with diversified nature of human resources (Kim, 2005; Hofstede & Hofstede, 2005). Thus, little is known about the factors affecting turnover among the employees of this part of the developing world. Moreover, there is still dearth of empirical research on turnover phenomenon in the Asian context (Kim, 2005; Khatri et al., 2001). Therefore, the present study is expected to fill the gap by exploring the turnover intention of employees in the context of Asian organization. Thus, this study may contribute to the existing body of literatures on turnover intention in the context of Asia in general, and Bangladesh in particular.

Another important aspect of the present study is that most of the previous researches on the human resource management practices are conducted in the western developed context (Su & Yeganeh, 2008; Budhwar & Debrah, 2004). Therefore, the present study is expected to contribute to the literature of human resource management in

general and particularly in the Asian context how the theses practices contribute to the field of employees' retention.

The practical contribution is concerned, the findings of the present study may facilitate the policy makers, education administrators, university grants commission and especially the private university management to develop effective strategy to retain potential faculty. Thus, this study may be used as the strategic tool for managing faculty turnover. In addition, to the best of researcher knowledge due to the dearth of empirical research on employee turnover in the context of Bangladesh, this study is expected to encourage other researchers and may widen up the future opportunity for further research initiatives. Thus, this study may contribute to enrich the current literature on the relationship between human resource management practices and turnover intention by using a different group of samples that experience high turnover.

1.8. Scope of the Study

The objectives of the study are to investigate the direct and indirect effects of human resource management practices on faculty turnover intention in the context of private universities in Bangladesh. It was argued that individual's beliefs about the organizational related variables particularly human resource management practices has been overlooked and omitted as the determinants in turnover intention studies (Arthur, 1994; Mor Barak et al., 2001). Moreover, most of the empirical researches on human resource management and turnover models have been developed and tested in western context (Ovadje, 2009; Maertz et al., 2003). The nature of human resources

of the developing nations is quite different as compared to the employees of developed countries in terms of how employees react, how they behave and their perceptions of the human resource practices in the work place (Khan et al. 2010). A large number of researches have been conducted in relation to human resource practices and employee turnover relationship in the context of developed countries; however there is lack of empirical research evidence in the context of developing nations such as Bangladesh in particular (Faruqui & Islam, 2005). Bangladesh has considered education sector as the top most priority sector in the country and the sector has been receiving the highest national budget for last several years (Bangladesh Economic Review, 2007). In fact, higher education sector in Bangladesh is expected to produce the most potential and skilled human resources for the nation (Joarder, Sharif, & Ahmmed, 2010). More specifically, for the sake of higher education, private university education in particular requires further evidences in the area of human resource practices to find out what specific human resource practices are accountable for faculty turnover at private university in Bangladesh. The present study is expected to explore the human resource management practices as the determinants of turnover intention of the employees (faculty) working in the Asian context. Therefore, the study may contribute to enrich the current literature of HRM practices, organizational commitment, perceived organizational support and turnover intention in the non-western context. This study may be used as the strategic tool for managing faculty turnover.

The study included only full-time faculty who are engaged in teaching and research activities in the private universities mainly located in Dhaka Metropolitan Area for survey data. Thus, part-time faculty or any faculty members with management

position for instance program director or chairman or dean was excluded from the study. Though the study was limited to one particular area for the survey data, it is expected that faculty members may reflect the same nature and characteristics involved in other private universities located various parts of the country. The exclusion of public universities narrows down the scope of the present study as well. Therefore, generalization of the study findings should be made with caution.

The tremendous growth of the private universities in Bangladesh has undoubtedly fulfilled the national demand for higher education in the country. In fact, the expansion of higher education in the private sector is a worldwide phenomenon and fulfills the demand for higher education and social and economic development for many nations (Quddus & Rashid, 2000). Bangladesh in this context as argued by Rahman (2008) is a promising nation in expanding higher education in the private sector. Practically, the role of private universities in the development of national human resources has become unquestionable particularly in private higher education sector in Bangladesh. However, it is alleged that since the inception, private universities with inadequate qualified faculty and with no specific faculty retention strategy, offer sub standard higher education (Masum, 2008). Therefore, the retention strategy for competent faculty has been crucial for private university management.

1.9. Conceptual Definitions of Key Variables

Conceptual definition which is defined as a concept to render it measurable is achieved by looking at the behavioral dimension, facets or properties denoted by the concept. The conceptual definition of all independent variables, mediating variables, and dependent variable found in the research framework is shown in Table 1.2.

Table 1.2

Conceptual Definition of Key Variables Used in the Study

Variables	Definition	Source
HRM Practices	HRM practices refer to institutional activities dedicated to the management of human resources in order to achieve the institutional goals. In this study, HRM Practices have been denoted as the various activities undertaken by the private universities to retain their faculty.	(Schuler & Jackson, 1987).
Faculty Job Security	The extent to which an employee expects to stay in the job for extended period of time. How far the job is secured among the faculty members of the private universities has been highlighted in the study.	Delery & Doty, (1996)
Faculty Compensation	Conceptualized as the cash monetary benefits which employees receive for their services to their employer. In this study, faculty compensation has been defined as the monthly financial benefits (i.e. salary) of faculty for their services to the universities which reflects their standard of life.	Tessema & Soeters, (2006)
Faculty Job Autonomy	The extent to which an employee gets freedom or control over his or her job. In this study, faculty job autonomy has been defined as the faculty member's authority over the job given by the private university management.	Daly & Dee, (2006)
Faculty Working Condition	Providing good and safe working condition. Faculty working conditions have been denoted as the safe physical working atmosphere.	Edgar & Geare, (2005)
Faculty Promotion Opportunity	The extent to which employees get chances of professional upward movement within the organization. Faculty promotion opportunity has been referred by academic institutions' policies, transparency, and availability of the upward movement of the faculty members within the institution.	Allen et al. (2003)
Faculty Performance Appraisal	Conceptualized as the periodic assessment of employees' performance by the immediate supervisor. In this study, faculty performance appraisal has been defined as faculty members' performance evaluation by the department head.	Chang (2005)
Faculty Training & development	Defined as to what extent employees receive training for professional development from the organization. This refers the current training and developmental activities for the faculty members initiated by the private university management.	Delery & Doty, (1996)
Faculty Supervisory Support	Interpersonal relationships between supervisor and subordinates. In this study, the relationship between faculty members and department head has been portrayed in the private universities in Bangladesh.	Tan (2008)
Perceived Organizational	Employees' perceptions to organization's support to them. This refers the perception of individual faculty	Eisenberger et al. (1986)

Support	member about the support provided by the academic institution facilitating the benefits of the faculty member.	
Organizational Commitment	Conceptualized as the strength of employees' identification with and involvement in a particular organization. Faculty organizational commitment refers the commitment of individual faculty to the academic institution.	Allen & Meyer, (1990)
Faculty Turnover Intention	Employees' own estimated probability of leaving the organization permanently in future. In this study, faculty turnover intention has been conceptualized as the faculty members' intention to leave the current institution in near future.	Wayne et al. (1997); Lum et al. (1998)

1.10 Organization of the Thesis

Chapter ONE provides a brief introduction to the research background and the problem statement for the study followed by research question and objectives, and the justification of the study. This chapter also discusses the contributions of the study, definition of key terms, scope of the study, and then presents the organization of the research and process of this study.

Chapter TWO begins with the introduction of the concept of the turnover and turnover intention followed by the distinctive features of both turnover and turnover intention. It also covers the literature review with a focus on the previous research on turnover. This chapter also explains the underlying theories of the study, discusses the relationships among the independent, mediating and dependent variables followed by the justification of the variables used in the present study.

Chapter THREE provides the research framework followed by statement of the hypotheses. It also explains in detail about the research methods used in the present

study that includes the research instrument, population, sample and sampling techniques followed by data collection and analysis techniques.

Chapter FOUR presents the qualitative findings of the study. This chapter also describes the importance of using the mixed method in the research. It then highlights the focus group interview and in-depth interview in details. The summary of the qualitative results of this study are presented in this chapter.

Chapter FIVE presents the quantitative findings of the data analysis of the study. This chapter also covers the summary of the overall response rate, characteristics of respondents, factor analysis and restatement of hypotheses followed by modified research framework. Correlations, multiple regression and hierarchical regression are also discussed in this chapter.

Chapter SIX presents the discussions, suggestions and concluding remarks. It discussed the major findings of the study with possible justifications of the study result. It then explains the major contribution and implications of the research followed by the elaborations of the important research limitations and avenues for future research with a precise conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter will describe the previous literatures on turnover intentions, human resource management practices, perceived organizational support, and organizational commitment. In addition, the concept of employee turnover and turnover intention, the reasons for using turnover intention instead of using actual turnover in this study have been described clearly in this chapter. The justifications of the variables used in the present study have been reviewed carefully. The underlying theories have been discussed here in this chapter.

2.2. Concept of Human Resource Management

The term called ‘human resource management’ previously was known as the ‘personnel management’ now has been commonly used for a decade or more. According to Dessler (2007), human resource management is the modern expanded version of traditional personnel management due to the technological change in the working environment and a shift in the societal values. However, Torrington and Hall (1998) distinguished between personnel management and human resource management by arguing that personnel management is considered as workforce-centered while HRM is resource-centered. However, Guest’s view of HRM was different from the concept of personnel management. According to Guest (1997), the concept of human resource management is not an alternate to personnel management;

rather it is a particular form of personnel management which emphasized the strategic issues of employee commitment, flexibility, quality and integration.

2.3. Concept of Employee Turnover

Employee turnover, although it is mainly a concern to the professionals of human resource department (Peterson, 2004), academics and organizational managers have paid much attention to this current phenomenon (Ton & Huckman, 2008) due to its detrimental effects on the organizations. Practically, among all the organizational resources people are the most important resources, while they are most difficult to control as well (Szamosi, 2006; Perez & Ordonez de Pablos, 2003). According to Mobley (1982), employee turnover is the cessation or termination of membership with the organization by an individual employee. In other words, it is permanent leaving of an employee from the organization. Scholar commonly viewed turnover and its proxy, turnover intentions as the form of withdrawal (Price, 1997). However, there is a distinction between turnover and turnover intention which needs to be discussed first. It can clearly be argued that the term 'turnover' represents the actual turnover behavior, the movement of the employees' to other organizations (Price, 2001), while the terms 'turnover intention' represent the employees' behavioral intention which is employees' perceived probability of leaving the current organization (Cotton & Tuttle, 1986).

The term 'turnover' means that employees' permanent leaving or discontinuation of employment relationship of an employee with the organization. Scholars in this field correctly defined it as the rotation of employees around the market; between the firms,

jobs, and occupations; and between the states of employment and unemployment (Abbasi & Hollman, 2000). And the organization may lose its valuable employees. Thus, employee turnover is sometime costly and the cost occurs in the form of termination, advertisement, recruitment and selection, and hiring of new employees (Abbasi & Hollman, 2008). As people are the most valuable asset for the organizations (Szamosi, 2006), the organizations invest great deal of resources to attract and retain talented employees. Thus it is undoubtedly unfortunate and costly when employees leave organization willingly or voluntarily. That is why academics and organizational managers paid much attention to employee turnover issue, particularly the voluntary nature of turnover (Ton & Huckman, 2008).

Basically, there are three major reasons for employees to leave the organization, such as retirement, dismissal, and voluntary resignation. The first two, retirement and dismissal are initiated and influenced by the organizations, while the third form of departure represents employee's own decision to leave the organization (Winterton, 2004). In other words, employees may leave work willingly or the organization may fire or terminate its employees. When employees leave organization willingly it is called voluntary turnover. According to Price (1977) voluntary turnover is the movement of an employee across the membership boundary of the organization. This voluntary nature of turnover is detrimental to the organization especially when talented employees leave. This is also called dysfunctional turnover. It is dysfunctional because it affects organization's usual activities, and damages organization's benefits. It is expensive in the forms of monetary cost of replacing new employees, training and developing expenses, disruptions of teaching and research programs, extra workloads on others, and time of experts given to the hiring new

employees (Price, Kiekbusch, & Theis, 2007; Rosser, 2004; Dess & Shaw, 2001; Ehrenberg, Kasper, & Rees, 1991). In addition, it also affects the morale of the remaining employees (Lee & Bruvold, 2003; Dess & Shaw, 2001). That is why considering the overall impacts of turnover, Dalton, Todor, and Krackhardt (1982) argued that organizations must attach more importance to the dysfunctional turnover, but not the whole of voluntary turnover.

On the other hand, involuntary turnover which is organization initiated employees' departure is not expensive, rather beneficial for organization. For example, 'net gain' to the organizations occurs when organizations terminate poor performing employees and replace by better performing employees. The poor performing employees become unproductive and burden of the organizations. This is also called functional turnover for organizations. Because of this functional turnover, organizations get chance to replace poor performers. Scholars, in the academic setting, explained that moderate level of turnover is a natural part of professional advancement and it creates the opportunity for fresh ideas from new employees (Ambrose, Huston, & Norman, 2005; Rosser, 2004; Zhou & Volkwein, 2004; Johnsrud & Heck, 1994). Thus, the researchers interest in voluntary turnover results from the fact that organizations have less control employee-initiated turnover than the organization-initiated discharge (Holtom et al., 2008).

Excessive turnover is detrimental for the organizations, and it undermines the efficiency and productivity of the organization. Moreover, in some occasions, it threatens the organization's long term survival (Brereton et al., 2003). Apart from direct monetary costs, excessive turnover causes some intangible or indirect costs to the

organizations such as reduced morale, overloads on remaining employees, costs of learning, and the loss of social capital (Dess & Shaw, 2001). Practically, it is somewhat impossible to realize the actual costs occur due to excessive turnover. The importance of this point is highlighted when it is noted that the turnover of an employee can cost the organization over one and a half times the employee's annual salary when considering the overall costs, which include reassigning tasks, recruiting and training a replacement (Cascio, 2006, Douglas, 1990). However, sometimes it can cost more than double the annual salary of the employee based on industry, position and nature of job, replacement availability (Hinkin & Tracey, 2000).

In the turnover research, the actual turnover measures are extremely difficult due to unavailability of data. Furthermore, once the employees left the organization, they are hardly traceable and difficult to gain access to them. Moreover, the response rate to the survey is often low (Firth, Mellor, Moore, & Loquet, 2004; Johnsrud & Rosser, 2002). In addition, administrative records are not available to outside researchers or may be incomplete or inaccurate (Mitchell, MacKenzie, Styve, & Gover, 2000). That is why Fang (2001) correctly mentioned that turnover intention can safely be used as a substitute for actual turnover behavior. In consistent with this idea, Lambert and Hogan (2009) argued that turnover intention is often used as final outcome variable in turnover research.

2.4. Why Turnover Intention was used in the present Study?

In the present study, researcher use turnover intention approach because former faculty members who had left the institution are mostly unavailable for assessment of

the various work and non-work factors that had led to their actual behavior. In many turnover studies, turnover intentions are used as the only antecedent consistently found to be a direct antecedent to actual turnover behavior (Griffeth et al., 2000; Hom & Griffeth, 1995). Research evidences indicate that turnover intention in many occasions is the best predictor of actual turnover (Herrbach et al., 2004; Griffeth et al., 2000; Lambert, Hogan, & Barton, 2001; Price, 2001; Tett & Meyer, 1993).

There are some justifications for employing turnover intention in the present study instead of using the actual turnover is discussed below. First, the relationship between actual turnover and turnover intention is consistently strong and positive. According to Naumann, Widmier and Jackson (2000), the correlation coefficient of this relationship is between .41 to .71, which supports the previous meta-analysis findings of Steel and Ovalle (1984). Steel and Ovalle (1984) found correlation coefficient of .5 between the relationship of actual turnover and turnover intention. This coefficient value of .5 has been regarded as large by Cohen (1993). They have further stated that as dependent variable turnover intention is becoming increasingly indispensable to theoretical and empirical research work linked with actual turnover (see Aryee & Chay, 2001; Van Scooter, 2000; Chen, Lam, Schaubroeck, & Nauman, 2002).

Secondly, after reviewing a substantial number of studies, Mor Barak, Nissly and Levin (2001) argued that in many occasions researchers used turnover intention as dependent variable instead of actual turnover. There are two main reasons for using turnover intention in turnover research. There is evidence that employees usually make a conscious decision before actually quitting the jobs and it is easy and practical

to ask employees about their intention to leave in a cross-sectional survey study than the longitudinal study to find out about actual turnover.

It is noted that since managers can actively influence the factors causing employee's turnover intention as the employee has not left the organization yet, understanding of turnover intention is of more value for managers. Therefore, studies which contribute to an understanding of the relationships between these variables are not simply of theoretical interest, but are also of considerable practical value to managers who are then able to address these factors in a preventative manner and avoid problems associated with the outcome of actual turnover.

Finally, turnover intention is preferred because actual turnover is more difficult to predict due to the external factors that may affect actual turnover behavior, and it is less expensive as compared to collecting data on actual turnover (Bluedorn, 1982). Additionally, after reviewing 14 turnover studies, Bluedorn (1982) found that in 13 studies researchers used turnover intention as dependent variable to explain employee turnover.

Most research on voluntary turnover has viewed turnover as uniformly costly to the organization (Price, 2001). It is in fact more harmful to the organization and occurs more frequently than involuntary turnover (Lambert & Hogan, 2009). The consequences of voluntary turnover are well documented in terms of disruptions to the normal operations of the organizations, and lower organizational performance (Huselid, 1995; Kacmar et al., 2006; Morrow & McElroy, 2007). Indeed, voluntary turnover has both direct costs such as replacement costs, training costs, the costs of

reduced productivity (Brereton et al., 2003), while the indirect costs such as reduced morale, extra pressure on remaining employees, and the loss of social capital (Dess & Shaw, 2001).

Practically, it is difficult to find actual costs of employees' voluntary turnover, it is estimated that on average one and half times the annual salary of an employee in question (Douglas, 1990). The recent findings indicate that the loss of each voluntary turnover may reach more than doubles of the employees' salary depending on the industry, the nature of job, and availability of the replacements (Hinkin & Tracey, 2000), and particularly at research institutions the loss hits sometimes more than half a million dollars (Ehrenberg, Rizzo, & Jakubson, 2003). In addition, voluntary turnover is completely out of the employer's control, thus it is difficult to manage. Therefore, it should be given more attention (Xu, 2008).

While, on the other side, retirement and dismissal, the organization initiative turnover is called functional turnover. Functional turnover is an exit from the organization that is beneficial to the organization (Price, 2001). It is beneficial to the organization in the form of replacing the old or poor performers, and creating new opportunities for new employees with fresh ideas (Ambrose et al., 2005). Thus, the involuntary turnover is not expensive for organization, rather it is beneficial. Moreover, involuntary turnover is usually under the control of the organization, thus it is manageable. Therefore, considering all these factors, the present study focuses employees' initiative turnover that is voluntary turnover of the faculty members of the private university in Bangladesh.

According to Riley (2006), organizations face substantial loss when a high performer with knowledge, skills, and abilities leaves voluntarily especially in the area of employee shortage. Because organizations that invest resources to attract, develop, and motivate qualified employees do not want to see them leaving particularly in a tight labor market (Cascio, 2000; Glebbeek & Bax, 2004). In line with this, private universities with inadequate full time faculty members as well as high rate of faculty turnover face substantial loss in terms of financial costs, quality education and reputation of the organization are concerned. In addition, remaining employees of the organization may suffer from job insecurity; the interpersonal relationships among the employees may hamper. Scholars found that the interpersonal relationships are the central to the communication patterns and unique characteristics to any organizations (Shaw et al., 2005). Thus, high turnover for any organization can be a threat for interpersonal relationships among the employees.

In the academic setting, scholars argued that some amount of faculty turnover is a natural part of professional advancement at individual level, and is necessary for creating opportunities for new employees with fresh ideas at organizational level (Ambrose et al., 2005; Zhou & Volkwein, 2004; Rosser, 2004; Johnsrud & Heck, 1994). In a number of faculty turnover literatures, scholars have found specific factors that contribute to the faculty decision of leaving their current organization. For example, faculty discipline variation (Xu, 2008); urban faculty work-life (Daly & Dee, 2006); faculty work environment, family responsibilities and labor market (Zhou & Volkwein, 2004); faculty work-life satisfaction (Rosser, 2004); faculty morale (Johnsrud & Rosser, 2002); faculty job related stress (Barnes et al., 1998); faculty work satisfaction and environment (Smart, 1990). However, it is important for

academics to have positive human resource practices at the organization. Furthermore, researcher argued that the perception of positive human resource practices is likely to generate loyalty, and commitment for the organization (Pfeffer, 1994).

A number of studies have suggested that human resource management practices will increase organization's performance by increasing employees' participation (Guest, 1997; Wright, Gardner, & Moynihan, 2003; Paauwe, 1998) which in turn reduce their intention to leave (Tessema & Soeters, 2006). The importance of human resource practices have been recognized in the western part of the world with greater research focus (Su & Yeganeh, 2008; Budhwar & Debrah, 2004). That is why, several business leaders have designed retention program that include generous employee benefits, flexible work arrangements, career development opportunities, and other initiatives that are intended to reduce intention to quit. But, limited knowledge of the actual turnover-reducing capacity of such practices (Haines et al., 2010). The previous studies have concentrated mostly on human resource practices and firm performance at organizational level (Becker & Huselid, 1998; Delery & Doty, 1996; Huselid, 1995). Although, human resource management practices received increased attention on organizational performance, little explanation has been explained how these human resource practices influence individual employees' decision to leave (Allen et al., 2003). In line with this argument, other scholars suggested that dearth of research focus aimed at better understanding of how these human resource practices influence individual turnover decision certainly opens a window of opportunity for further research (Wright & Boswell, 2002). In fact, there are limited organizational-level studies investigated the human resource practices as the determinants of turnover, and fewer still concentrated on voluntary turnover (Guthrie, 2001; Shaw et al., 1998). In the recent literature, researchers explained that due to difficult access to

organizational-level measures of aggregate-level constructs, few studies have addressed organizational variables such as human resource management practices (Haines et al., 2010).

Extensive research has been done on employee turnover behavior in the last century, and the findings have expanded the perspectives from merely individual factors and personal decisions to organizational factors (Johnsrud & Heck, 1994). Cotton and Tuttle (1986) in their meta-analysis of more than 120 turnover studies, identified 26 relevant factors including individual, work-related, and contextual factors (e.g. pay, education, age, length of service, and job satisfaction). However, they have cautioned in generalization of the relationship between the identified factors and turnover behaviors, because the relationship varies in different employee populations. Similarly, in line with previous findings of Cotton and Tuttle, (1986), recent literatures explain that people from different cultural background expose different values and behaviors (Hofstede, 2001; Hofstede & Hofstede, 2005). Thus it can be conclude that because of the cultural dissimilarities, heterogeneous nature of people, different behavioral patterns of the people demand more research on turnover phenomenon in different locations.

2.5. Turnover Studies in the Context of Bangladesh

One of the most recent qualitative studies on faculty turnover in private universities conducted by Joarder et al. (2011), the study revealed that faculty turnover is one of the pressing issues for private university management. The study also revealed that faculty turnover rate varies 10 to 19 percent per year among the private universities, while it was only 2 to 3 percent for public universities. The study also highlighted that

the poor practices of human resources of the institution cause such high rate of faculty turnover at the private universities in Bangladesh. Practically, there are no specific human resource practices that can attract potential faculty in the private universities.

Similarly, another study on the private universities published in the national newspaper, researcher clearly stated that faculty turnover is one of the major problems for the private university management (Jalil, 2009). In this study, researcher also argued that most of the private universities do not have any specific and prescribed human resource practices for the betterment of the faculty. In the conclusion, researcher called for an empirical investigation on this turnover issue to identify the important human resources practices leading to faculty turnover decision in the context of Bangladesh.

Recently, another study by Jahangir (2011) on the faculty turnover in the private universities, researcher argued that faculty turnover is a real concern for private universities and it's a nagging problem for many private universities in the country. The study revealed that faculty retention is regarded as a core challenge for private universities. Among public universities there is almost no switching of faculty members but unfortunately it is a common phenomenon in case of private universities. In the conclusion, researcher recommended that in order to improve the faculty turnover condition private university management should focus on faculty compensation, job security, working atmosphere, job autonomy, and supervisory support. Similarly, Ashraf (2009) claimed that frequent faculty switching from one university to another or sometimes outside of the academia is a major problem for private universities. In the study of Akhter et al. (2008), researchers claimed faculty turnover is an enduring problem for many private universities in Bangladesh.

Another study conducted by Billah (2009) on the relationship between human resource practices and employee intention to leave in the context of commercial bank employees in Bangladesh. The study results revealed that employee compensation, career advancement, working condition and recruitment and selection were the most influencing factors for bank employees to make turnover decision. However, supervisory support did not have any influencing ability to bank employees' turnover decision. Researcher concluded that compensation is the most significant predictors of employee turnover decision in the commercial bank employees in Bangladesh.

Recently, a university professor wrote in his article that faculty turnover is a nagging problem for many private universities in Bangladesh. In addition, the author also mentioned that among public universities there is almost no switching of faculty members, but unfortunately it is a common phenomenon for private universities. Thus, faculty retention is regarded as a core challenge for private universities. However, in the conclusion, the author suggested that the management of the private universities should concentrate on faculty compensation, job security, working environment, job autonomy, and faculty supervisory support to improve faculty condition (Jahangir, 2011).

2.6. Precursors of Turnover Intention

There are different kinds of factors such as personal or demographic, job related issues, organizational, contextual or attitudinal factors that can affect employees' turnover decision, have been reviewed thoroughly for better understanding the turnover phenomenon. There are plenty of turnover literatures shows that the

demographic factors such as age, gender, marital status, education, and work experience affect individual's turnover decision (Zhou & Volkwein, 2004; Hagedorn, 1996). However, few of them are actually can predict turnover.

2.6.1. Demographic Factors

The *influence of age* on turnover intention has been found inconsistent. There are some evidences where age is negatively related to turnover intention, and it is higher for unmarried employees (Griffeth et al., 2000; Cohen, 2003; Hom & Griffeth, 1995; Cotton & Tuttle, 1986). In the academic setting, scholars have found that irrespective of male or female, usually young faculty have more tendency to leave the frequently than senior faculty (Smart, 1990; Honeyman & Summers, 1994). However, age has been found positively related with turnover in different setting such as hospitality industry (Tepeci & Barlett, 2001). In a study of correctional staff, the study result showed direct relationship between age and turnover intention (Lambert & Hogan, 2009).

Gender has been found highly influencing factor in many occasions in the turnover literatures. For example, turnover is high for female employees in the non-academic organization (Cotton & Tuttle, 1986; Weisberg & Kirshenbaum, 1993), while turnover rate for male faculty is higher than their counterpart in the academic setting (Brown, 1967). However, different findings have been reported by Ehrenberg et al. (1991), where researchers argued that only at the professor level, turnover rate is higher for male as compared to female professor. Iverson and Deery (1997) in Australian context, and Khatri et al. (2001) in Asian context, argued that gender is related to turnover decision. However, the turnover study of Ovadje (2009) in African

context found that there is no influence of gender on turnover intention, and the study result suggested that gender is not related to turnover intention. Again, recent literatures have found no significant difference between male and female turnover rates (Griffeth et al., 2000).

As far as *marital status* is concerned, researchers argued that marital status is a contributing factor to the employees' turnover decision process. They found married employees are more likely to stay with the organization as compared to unmarried employees (Cotton & Tuttle, 1986; Bluedorn, 1982). Interestingly, marital status mostly influence female employees due to their primary obligation is family responsibilities (Porter & Steers, 1973). But, the contrasting result has been reported by Ovadje (2009) the study result suggested that there is no difference between marital status and turnover intention, and this finding is consistent with more recent meta-analysis by Griffeth et al. (2000). However, marital status is insignificant in the academic environment (Smart, 1990).

In regards to *employees' education* and turnover, irrespective of male or female employee, the level of education has significant impact on employees' turnover decision. It is quite natural that the highly educated employees get more options in the job market, thus switch job more often (Berg, 1991). That is why Lambert (2006) argued that employees with higher educational levels tend to have more and better employment opportunities than their less educated counterparts. In line with this, Cotton and Tuttle (1986) reported in their meta-analysis study that employees' education is positively related to turnover process. Similarly, Trevor (2001) argued that highly educated and intelligent employees are expected to have more external employment opportunities, thus more likely to leave. A recent finding is that it may be

difficult for organization to offer sufficient rewards for highly educated employees to equalize the exchange (Joiner & Bakalis, 2006). However, different finding has been reported where it is found a weak positive relationship with turnover process (Khatri et al., 2001), and has indirect effects on turnover through job satisfaction (Lambert et al., 2001).

As far as employees' *length of service* or work experience is concerned, in the causal model Smart (1990) has found that employees' length of service is important, and have direct relationship with turnover intention irrespective of tenured or non-tenured faculty. He argued that employees with longer work experience have low tendency to leave the institution, and this finding has supported the findings of Zhou and Volkwein (2004). They have reported that employees' length of service is strongly related to employees' turnover decision. In the meta-analysis of Griffeth et al. (2000), researchers found that length of service is negatively related to employee turnover, and this supports the findings of Weisberg and Kirshenbaum (1991), and Porter and Steers (1973).

The findings that relate demographic variables to turnover intention are still not definitive. Nevertheless, gender, age, marital status, educational level and length of service may influence turnover intention as noted by the previous scholars (Hemdi & Nasurdin, 2005; Bluedorn, 1982). Therefore, for the purpose of the present study, these variables will be used as control variables, thus they will be controlled in the statistical analyses in this study.

2.6.2. Job-related Factors

The most common job related factors such as job stress, work autonomy, and task variety have been thoroughly investigated by the previous researchers as the predictors of turnover. Job stress can be explained by role conflict and ambiguity, role overload, insufficient resources, and tight schedule.

Studies indicate that there is higher turnover tendency among employees who suffer higher levels of stress for a period of time (Johnsrud & Rosser, 2002; Rosser, 2004). It reduces job satisfaction directly and increases absenteeism (Fang, 2001). According to Conklin and Desselle (2007), job stress is one of the most important predictors of faculty turnover. In academic setting, too much of workloads have been considered as most stressful aspects of faculty work-life (Barnes et al., 1998). On the other hand, faculty job autonomy according to Price's (1997) definition is the ability of an employee to set organizational goals and to structure the organization to maximize professional concerns. It is important for faculty members and it has significant effects on faculty job satisfaction, which in turn may influence faculty decision to stay or to leave the organization (Price & Mueller, 1986; Griffeth et al., 2000). Generally, employees feel more comfortable working in the organization where there is more job freedom as compared to the organization with no such aspect of employee work-life.

2.6.3. Organizational Factors

There are many organizational factors that have considered as the predictors of turnover intentions research such as organizational justice, compensation and benefits, promotion opportunity, organizational support, supervisory and collegial relations. In

the organizational justice, distributive justice is found very significant which is negatively related to turnover intentions (Aryee & Chay, 2001; Iverson, 1999). In regards to procedural justice, employees who perceive fair treatment have higher job satisfaction with greater commitment and lower turnover intention (Khatri et al., 2001; Aryee & Chay, 2001).

As far as employee's compensation is concerned, there are many evidences in the literatures that compensation is negatively related to turnover (Cotton & Tuttle, 1986; Grace & Khalsa, 2003). However, there are some evidences that strongly disagree with this notion (Ambrose et al., 2005; Barnes et al., 1998). In regards to promotion opportunity, it increases employees' job satisfaction and commitment, while reduces intention to leave (Price, 2001). This is also negatively related to turnover (Cotton & Tuttle, 1986). Perception of organizational support is positively related to job satisfaction and commitment which in turn reduces turnover intention (Allen et al., 2003). Previous research shows that employees with higher perceived organizational support are less likely to seek alternative job opportunity in other organization (Eisenberger, Fasolo, & David-laMastro, 1990). While, good relationships with colleagues in the workplace may reduce work-related stress, increase job satisfaction and commitment and reduces intention to leave (Lum et al., 2002; Currivan, 1999).

2.6.4. Attitudinal Factors

Job satisfaction and organizational commitment have been investigated in the turnover literatures in many occasions, and found as most significant predictors of turnover intentions. Job satisfaction has been reported consistent and negatively

related to turnover (Hom & Griffeth, 1991; Bluedorn, 1982; Price & Mueller, 1986), and to turnover intentions (Griffeth et al., 2000; Currivan, 1999). However, job satisfaction alone can explain a little percentage of the total variance in turnover model i.e. less than 15% (Blau & Boal, 1989). In regards to other attitudinal factors, literatures show that employees who are strongly committed are less likely quit (Allen & Meyer, 1990), and more likely to stay with the organization (Igbaria & Greenhaus, 1992; Cotton & Tuttle, 1986). Empirical studies found that employees' low level of organizational commitment to the organization leads to job search and increases the chances of leaving the current job (Kim et al., 1996).

2.6.5 External Factors

According to researchers external factors are the function of labor market condition to a great extent, and organizations can hardly do anything to influence external labor market (Khatri et al., 2001). Thus, this factor can be called as uncontrollable, and it plays an important role in employees' turnover decision. According to Price and Mueller (1986), an alternative job opportunity is perceived availability of job alternatives in the labor market which has negative impact of employees' job satisfaction and organizational commitment. It is found that the attractiveness of an outside job offer is positively related to employees' turnover decision (Weiler, 1985). Recent literatures argue that availability of opportunities for another employment is likely to increase employee turnover (Daly & Dee, 2006). In another study, Conklin and Desselle (2007) claimed that geographic location and family responsibilities are the most cited reasons for faculty members to stay with or leave the current organization.

2.7. Human Resource Management Practices (HRM Practices)

The importance of managing human resources, the essence of the organization, has been growing over the past years in academia and in practice. These practices help employees to form their attitudes and behaviors (Meyer & Smith, 2000). Earlier, one of the study found that perceptions of human resource practices are more important than the actual practices in developing employee commitment (Kiniki, Carson, & Bohlander, 1992). Management scholars and practitioners have exerted continuous efforts in learning more about human resource practices and how these practices enhance employees' performance and achieve organizational goals (Ahmad & Schroeder, 2003; Boselie et al., 2001; Guest, 1997; Huselid, 1995). The influence of human resource practices on performance at organizational level, individual level, or group level is an important issue in the area of human resource management and organizational psychology. In this regard, positive perceptions of human resource practices cause employees to believe in social exchange relationship between employees and the organization (Wayne et al., 1997; Lee & Bruvold, 2003). Generally, employees who are satisfied with the organization are willing to contribute to the organization (Eisenberger et al., 2001).

Human resource practices have received increased attention for its impact on organizational performance. All the organizations around the world are increasingly finding themselves in a highly dynamic and competitive environment. The employment of combination of human resource practices in the organization is must in order to facilitate organizational functioning in this complex environment (Tzafrir, Harel, Baruch, & Dolan, 2004; Schuler, Dolan, & Jackson, 2001). However, the majority of the research in this area has focused on the degree to which these human

resource practices can enhance individual and organizational performance. Little work has explored the psychological processes by which human resource practices influence employee attitudes and behaviors (Zhang & Agarwal, 2009). Thus, there is lack of knowledge of how these human resource practices affect individual employees' perceptions, their attitudes, and their behaviors; and what employees actually think and how they react to the practices (Deery, 2002; Harley, 2002; Grants & Shields, 2002). Furthermore, little explanation has been given in relation to how these human resource practices influence individual turnover decision (Allen et al., 2003).

There are some studies in this area mainly focused on individual practices such as training and development is highly correlated with organizational commitment (Bartlett, 2001); promotion is linked with organizational commitment (Kanter, 1977); profit sharing is associated with organizational commitment. However, all these studies focused only a particular human resource practice which is may not enough to understand the employees' commitment level. In fact, employees' commitment level will not be changed or will be different by introducing single practice in the organization (Ogilvie, 1986), rather a bundle of diversified practices mainly dedicated for employees' well-being will enhance employees' commitment level, and which in turn reduce their intention to leave (Chang, 2005).

Huselid (1995) found that there is strong relationship of high involvement of human resource practices and organizational performance. In other words, organizational human resource practices influence its overall performance. Recent finding supports the previous finding of Huselid (1995), that is, organizational performance will be

greater when the human resource practices are integrated and implemented together (Pathak, Budhwar, Singh, & Hannas, 2005). Therefore, it can be argued that human resource practices can be effective when they are part of a systematic program. Indeed, most of the previous studies of human resource practices mainly focuses on organization's performance, and limited studies on individual employee' attitudes (Huselid, 1995; Batt, 2002). Particularly, in the service based organization, superior human resource practices are crucial to retain potential employees (Schneider & Bowen, 1993).

Huselid (1995), and Delery and Doty (1996) used the 'best practices' approach of human resource practices in their studies. Huselid (1995) reported that the organizations adopts the best practices approach have significantly higher employee commitment, higher productivity, and lower turnover rate. In consistent with previous researchers (Delery & Doty, 1996; Huselid, 1995; Allen et al., 2003) the dimensions of human resource practices have been categorized into two distinct groups such as employee motivation-enhancing human resource practices (Job security, compensation, job autonomy, and fairness in rewards), and employee skill-enhancing human resource practices (performance appraisal, training and development, promotion opportunity, and supervisory support).

The plethora of literatures of human resource practices have been reported exclusively undertaken in the context of developed and western countries (Nasurdin, Hemdi, & Guat, 2008; Su & Yeganeh, 2008). There is a lack of information regarding dynamic nature of human resources in the context of developing countries. Moreover, it is difficult to generalize the human resources practices of the western context, and adopt

the western concept of human resources practices in the developing countries. The global concept of human resource practices has been criticized due to the cultural differences among the nations. Thus, human resources practices vary significantly from nation to nation, the specific practices are beneficial for a nation, and same practices may be ineffective for another nation (Newman & Nollen, 1996; Gardner et al., 2001). Scholars have explained the reasons for such variations in the human resources practices i.e. national culture highly influences the organization's internal human resource practices. In addition, people from different culture have different behavioral pattern (Hofstede & Hofstede, 2005).

Therefore, more research is needed in the developing context to understand the dynamic nature of human resources and the influence of various human resources practices on the employees of developing countries. According to Budhwar and Debrah (2004), there is a greater need to know how employees in various parts of the world perceive human resource practices in different context. Thus, the current study is also expected to fill the gap in our knowledge on human resource practices in the context of developing countries such as Bangladesh.

2.7.1. Motivation-enhancing HRM Practices

The human resource practices that particularly highlight organization's concern for employees' well-being have been found affecting employees' attitudes and behaviors (Wayne et al., 1997). In fact, when employees perceive that the organization values and concern for the betterment of the employees, they feel obligated to repay the organization through their commitment and intention to stay (Whitener, 2001). And

the positive perceptions of employees in regards to organizational practices reduce employees' intention to leave attitude (Allen et al., 2003). Therefore, the justification for using the social exchange theory (Blau, 1964), and the norm of reciprocity (Gouldner, 1960) in the current study has been satisfied through the reciprocation of exchanges between employees and employers. According to Maertz and Griffeth (2004), competitive salary, good interpersonal relationships, employee job autonomy, better working environment, and job security were cited by the employees as the key motivational variables that influence their turnover decision. The previous literatures on the present study variables have been investigated thoroughly in the following section.

2.7.1.1. Faculty Job Security

According to Herzberg (1968), job security is the extent to which organization provides stable employment for its employees. Job security has been conceptualized as the degree to which an employee could expect to stay in the job for over an extended period of time (Delery & Doty, 1996). Researcher identified job security as one of the most important components of human resource practices (Pfeffer, 1995) which indicate organization's commitment to their workforce, while there are evidences that job security enhances employees' organizational commitment (Chang & Chen, 2002; Meyer & Smith, 2000; Wong, Ngo, & Wong, 2002). This in motivate employees to exchange their obligation by showing reciprocal commitment to the organization. Similarly, Chang (2005) argued that through job security the organization demonstrates commitment to the employees, and in return employees reciprocate the commitment to the organization. This supports the concept of social

exchange theory (Blau, 1964), and the theory of norm of reciprocity (Gouldner, 1960).

In one study, Delery and Doty (1996) showed a positive relationship between firm performance and employee job security. In general, employee job security enhances the involvement with the organization as there is no concern or fear of losing the job. Thus, job security is considered as one of the important factors for employees' commitment to the organization (Hom & Griffeth, 1995). Similarly, a study conducted by Parnell and Crandall (2003) reported that the perceptions of job security is negatively related to turnover intention, it is important determinant of employee turnover (Arnold & Feldman, 1982), it enhances trust in organization (Allen et al., 2003), leads to organizational commitment (Chughtai & Zafar, 2006; Iverson, 1996), and strong indication of perceived organizational support (Allen, Shore, & Griffeth, 1999). According to Samuel and Chipunza (2009), job security was found to have significantly influencing factors in employee retention in both public and private organization. They stated that there is strong evidence of an association between job security and retention, thus it reduces employee turnover.

In an academic setting in the context of USA, Zhou and Volkwein (2004) examined the influencing factors of faculty turnover intention, where researchers argued that job security is the second most important of the three dimensions of satisfaction that have significant impact on faculty departure intention. The study concentrated on the full-time faculty at the public and private research and doctoral institutions located in USA. The results indicated that job security is more important for non-tenured faculty members than the tenured faculty. In line with the previous findings, Conklin and Desselle (2007) found in their study of faculty survey that job security has been

recognized as one of the core factors for faculty members to decide whether they will stay or leave. There are some empirical evidences shows a significant negative relationship between turnover intention and job security (Cotton & Tuttle, 1986; Shaw et al., 1998; Batt & Valcour, 2003).

Because of its importance in the employment condition, job security has attracted a great deal of research in the recent years and it is important for influencing work related outcome such as turnover intention (Yahaya, Yahaya, Amat, Bon, & Zakariya, 2010).

2.7.1.2. Faculty Compensation

Employee compensation is one of the major HRM functions, and it has been defined as the forms of pay or rewards going to employees arise from their employment (Dessler, 2007). It is important to the employees because it is one of the main reasons for which people work and sound compensation can attract, motivate, and retain competent employees of an organization. In fact, employees' living status in the society, their motivation and loyalty, productivity are also influenced by the compensation (Aswathappa, 2008). Empirical research evidences found that compensation is one of the most important factors for determining employees' job satisfaction, which in turn reduce the intention to leave. In line with this view, Abassi and Hollman (2000) have identified that competitive compensation package is one of the major reasons for employee turnover in the organization. It is argued by many researchers that compensation is negatively related to turnover intention, that is, higher the compensation for employees, lower the employee turnover for the

organization (Grace & Khalsa, 2003; Cotton & Tuttle, 1986). Similarly, the study of Billah (2009) on the commercial banks employees in Bangladesh found that employee compensation is the most important factor for employees to make turnover decision. In consistent with the previous results, Ovadje (2009) in African context found a strong, negative relationship between pay and turnover intention. In a study of telecommunications industry, Batt, Colvin, and Keefe (2002) found that pay is significantly and negatively related to turnover. However, different views or contradictory views have been reported by other researchers. For instance, Griffeth et al. (2000) claimed a modest relationship between pay and actual turnover; while pay is not an important factor for turnover research in Asian context (Khatri et al., 2001); and the study of Iverson and Deery (1997) on hospitality employees concluded that pay has insignificant influence on their turnover decision in Australian context.

Moreover, in the academic setting, Smart (1990) and Ehrenberg et al. (1991) found compensation is only important at the lower level of faculty members such as assistant professor levels, while the study of Weiler (1985) presented different results where the researcher argued that pay has been identified as important reason for switching of both associate professor and professor. In the field of information technology, employees' compensation is positively related to their commitment to organization, and negatively related to turnover intentions (Igbaria & Greenhaus, 1992). On the other hand, some researchers found that compensation is not important factors for their employees' turnover decision process. For instance, the recent finding of Kim (2005) argued that compensation is not statistically significant reason for employees leaving the US state government information technology department. Rather, the result showed that work exhaustions, emphasis on participatory

management, and opportunities of career advancement were the prime reasons for employees' turnover decision for US state government information technology workforce.

Again, in the academic setting, the recent study of Shahzad et al. (2008) found that compensation might be a great tool in employing and retaining skilled and competent faculty members. In other words, compensation can reduce faculty turnover decision. In line with these findings, the studies of Willis (2000), and Parker and Wright (2000) where researchers argued that compensation is one of the most important components of human resource practices of the organization that can attract and retain talents, thus reducing turnover intention. Consistent with this view, turnover studies found that high compensation is generally associated with lower turnover (Fairris, 2004; Batt, Alexander, Colvin, & Jeffrey, 2002). Even though many researchers recognized compensation as one of the most important components for employees' commitment and turnover decision, the recent study finding indicated that compensation alone will not be sufficient to retain talents (Chew & Chan, 2008). Thus, the inconsistent relationship between compensation and turnover requires further research to understand the relationship better. That is why this variable has been included in the present study.

2.7.1.3. Faculty Job Autonomy

According to Price (1997) definition, job autonomy is the employee's ability to set organizational goals and structure of the organization to maximize professional concerns, while Hackman and Oldham (1975) termed it as the "self-determination and discretion" in once job activities. In other words, job autonomy refers the freedom of

an employee of doing his or her own work or the control over his or her job activities such as scheduling, work procedures, and task variety (Iverson, 1996). In fact, when employees perceive that they have control over their jobs, they enjoy working there and eventually they are less likely to leave (Iverson, 1999). In fact, the importance of job autonomy in the professions has been well documented, and the extent to which a profession is successful has been associated with its right to perform certain work activities (Pavalko, 1988). Moreover, high job autonomy enhances employee feelings that job outcomes are a result of his or her efforts. In reality, the more perceived autonomy, the more responsible the individual will feel about the work outcomes, and it is a source of employees' motivation and job satisfaction (Allen, Armstrong, Reid, & Riemenschneider, 2008).

The theory is that employees who enjoy greater job autonomy at working place will show less likelihood of quitting the employment (Batt & Valcour, 2003). This indicates that there is a relationship between job autonomy and turnover. The belief is that job autonomy decreases turnover by its positive impact on the attitudinal variables (Price, 2001). In consistent with this idea, Ahuja, Chudoba, Kacmar, McKnight and George (2007) argued that employees with less job autonomy usually demonstrate less commitment to the organization and higher turnover intention. This is a salient feature for faculty members. Researchers investigated faculty perceptions of job autonomy in the context of US institutions, and explained that faculty members with high job autonomy is much more satisfied in teaching and research, have less job stress, and is more likely to stay with the job, thus, less likely to quit their job (Perry, Menec, Struthers, Hechter, Schonwetter, & Menges, 1997). However it is important to note that job autonomy is one of the vital components of human resource practices

especially in the western context due to individualistic pattern of the society in the west (Geller, 1982). In fact, job autonomy has greater appeal for employees in those cultures where individuality is valued more highly, while job autonomy has less impact on employees' job in the culture where employees do not value individuality to a high extent (De Carlo & Agarwal, 1999). The practical issue is that by showing job autonomy employees feel satisfied internally and consider this issue of job autonomy as the organizational support to the employees, which in turn increases job satisfaction and reduces turnover intention (Spector, 1986). Generally, one can argue that employees will be much more satisfied and committed to their organization when employees enjoy job autonomy as compared to the employees with no such freedom.

Faculty job autonomy refers the ability of a faculty member to decide work patterns, active participation in major academic decision-making process, and relatively free of bureaucratic regulations and restrictions. Tack and Patitu (1992) correctly mentioned that faculty autonomy is the stable source of satisfaction for faculty members in this profession. Similarly, the recent study of Daly and Dee (2006) found that freedom of work in the academic profession has been considered as one of the most important reasons for faculty members to remain with the organization or not. Usually, employees with high degree of job autonomy are less likely to leave the organization than the employees with less or no such job autonomy. Thus, the negative relationship between job autonomy and turnover is supported in the previous literature (Cotton & Tuttle, 1986; Hom & Griffeth, 1995). However, in contrast to the previous views, the opposite view has been found by Mueller, Price, Boyer, & Iverson (1994) where argued that the importance of job autonomy has been over emphasized, and it should not be uncritically identified as a determinant of turnover research. Thus, the

additional analysis at the individual level is required to test the robustness of the autonomy and turnover relationship (Iverson, 1999).

2.7.1.4. Faculty Working Conditions

The issue of working condition has long been of central interest to research on employees' health and safety as well as employee motivation and performance. In fact, safe working condition is directly and positively linked to the quality of employees' work environment. According to Kramer and Schmalenberg (2008), healthy working conditions are empirically linked to reduced employee turnover, increased job satisfaction and lower degree of job stress and burnout among employees. In recent literature, it has been noted that positive and supportive working environment or condition may strongly influence on employee's commitment to the organization, which in turn has a strong influence on employee turnover decision (Perryer, Jordan, Firms, & Travaglione, 2010). Therefore, creating a better working condition is crucial to maintain an adequate workforce for any organizations. To reinforce the importance of working conditions, Pejtersen and Kristensen (2009) argued that positive working condition will not only reduce employee strain but also contribute to a more motivated workforce and in the long-run greater organizational effectiveness, and lower employee turnover. In this regard, researcher explained that working conditions may not increase employee commitment; however dissatisfaction with this factor may create negative effect on employee commitment which in turn may affect turnover decision (Herzberg, 1968).

In the context of Bangladesh, the study of Ashraf and Joarder (2010) on employees of mobile phone companies found working condition or atmosphere as the second most important factors for employee work satisfaction which in turn may influence employees' decision to stay longer with the organization or to leave. Another study of Billah (2009) on commercial banks employees found that working condition is highly significant factor and it is negatively related to turnover intention. However, the opposite result was also found in the study of Joarder et al. (2011) where researchers argued that working conditions were not significantly important factor for teaching profession and this factor may not influence their turnover decision. Therefore, it is clear that the relationship between working condition and turnover intention is not well-established. Thus, due to inconsistent findings on the relationship between working condition and turnover intention may require further investigation about this variable. By the words working condition researcher described a safe, caring and supportive working place where employees will enjoy working and staying willingly. In fact, employees usually prefer working in the organization that clearly considers and cares about the well-being of their employees. This inconclusive finding between working condition and faculty turnover intention in fact encourages researcher to include the variable in the current study.

2.7.2. Skill-enhancing HRM Practices

In the past literatures skill-enhancing human resource management practices such as promotion opportunities, training and development, performance appraisal, and supervisory have been reported to have significant effects on employee attitudes and behaviors (Wayne et al., 1997; Mayer & Davis, 1999). Specifically, positive perceptions of skill-enhancing practices increase employees' commitment to the

organization and reduces turnover (Mayer & Davis, 1999). Consistent with this view, Koster, Grip and Fouarge (2009) argued that perceived support of employee developmental practices are negatively related to turnover intention. Furthermore, these skill-enhancing practices have been identified as the indication of organization's support to the well-being of their employees (Wayne et al., 1997). These practices may increase employees' perceptions that the organization values their current and future contributions, which in return employees increase their level of commitment to the organization (Meyer & Allen, 1997). Thus, this in fact supports the exchange relationships between employee and employer. In line with this, recent research conducted by Kuvaas (2008) demonstrated that employee perceptions of these human resource practices is expected to increase the perceived quality of employee-employer relationship, which in turn increases employees' performance, and decreases turnover intentions. In this regard, low quality employee-employer relationship perhaps implies that based on inducement-contribution argument, employees feel no such obligation to repay the organization in return.

2.7.2.1. Faculty Promotion Opportunity

Promotion opportunity has been defined as the degree of professional upward mobility within the organization. In other words, it is formal appreciation or acknowledgement of one's performance from the management (Tan, 2008). According to Price (2001) opportunity for promotion brings satisfaction among the employees and reduces their intention of leaving the organization. Earlier, Miller and Wheeler (1992) found that lack of promotion opportunity significantly affects employees' decision to leave the organization. In fact, promotion to potential employees indicates that organization serves employees' career interest; while

employees in return motivate themselves to serve the organization's interest. Thus, this can be termed as the exchanges of mutual interest between employee and employer. According to social exchange theory (Blau, 1964) it postulates that a promoted employee feels valued by the organization is likely to repay the organization through their involvement and commitment.

Several previous studies found that there is significant and positive relation between promotion practices and individual employee performance (Shahzad et al., 2008; Teseema & Soeters, 2006; Delaney & Huselid, 1996). In other words, if employees perceive the fair promotion practices within the organization, the satisfaction level increases which in turn increases their performance. This may reduces their intention to leave behavior. Consistent with this view, Cotton and Tuttle (1986) in their meta-analysis found that promotion opportunity has been negatively related to employee turnover. The similar result has been reported by Griffeth et al. (2000) in their study as well. Pfeffer (1995) also argued that promotion practice is likely to be associated with low employee turnover. However, the different view has also been reported in the turnover literature. For instance, the study of Fairris (2004) found the opposite result and argued that the importance attached to employee promotion is actually associated with high turnover, thus claimed there is positive relationship between promotion opportunity and turnover intention. Recently, the study of Abeysekera (2007) on leasing company employees in Sri Lanka found that there was no significant relationship between career development and turnover intention. The most recent study of Joarder et al. (2011) in the context of Bangladesh found that employees' opportunity for promotion has less impact on faculty turnover decision. While, the study of Billah (2009) in the same context on commercial banks employees found that promotion opportunity is most significantly correlated to employees'

turnover intention. Thus, more research is necessary to better establish the association between promotion opportunity and turnover phenomenon.

2.7.2.2. Faculty Training and development

Training and development has been recognized as one of the important components of human resource practices in the field of human resource management. Training and development is a human resource practice that can provide competitive advantage to organizations, if properly organized and implemented (Schuler & MacMillan, 1984). This component has been included in the high performance HRM practices of the organization (Huselid, 1995; MacDuffie, 1995). Generally, it is believed that organizations with better training and development programs may experience lower employee turnover. Employee training is an indication of management commitment to building a life-long relationship with the employees, thus increases retention and reduces turnover decision (Samuel & Chipunza, 2009). According to Tsai and Tai (2003), training is one of the important ways to assist individual employee to gain new knowledge and skills required to maintain the standard performance in the competitive changing environment. Indeed, organization's success depends on to what extent the employees receive training for their professional development. Invariably, organization may adopt various human resource practices to enhance employees' skills, but certainly training is unique to improve the quality of current employees which may produce high commitment and lower intention to quit the organization. In reality, training and development increases and enriches one's capability, and it guides and supports employees to achieve long-term career development and competency at work (Pare & Trembley, 2000; Liu, 2004).

In the academic setting, training and development has been identified as one of the most important components of human resource practices that significantly affect faculty job satisfaction, which in turn, may influence their turnover decision (Grace & Khalsa, 2003; Rosser, 2004). Scholar viewed that more the training and professional development, more the satisfied employees; and more likely to stay longer with the organization (Chang, 1999). In consistent with this view, Martin (2003) argued that the organization provides training to enhance existing employees' skills and competency face lower turnover than the organization with no such activities for employee development.

Recent study conducted by Rosser (2005) indicates that involvement in the professional development activities and research activities give faculty members with a sense of intellectual inspiration and vitality. Thus, training and development is suggested to be a high performance human resource practices by several researchers (Huselid, 1995; Delaney & Huselid, 1996). In this regard, Becker and Gerhart (1996) explained that training provides higher productivity, enhanced creativity, increased employee confidence, and reduced voluntary turnover. In line with the previous explanation, Winterton (2004) argued that failure to invest in training and development may contribute to higher turnover. Similarly, the meta-analysis of Cotton and Tuttle (1986), and Lee and Bruvold (2003) found the negative relationship between training and development and turnover.

However, there are some researchers who claimed that training and development may actually increase employee turnover by making employees more attractive to other organizations (Haines et al., 2010). Consistent with this view, thorough investigation

on three different organizations (i.e. telecommunications, manufacturing plants, trucking organizations) researchers found no significant relationship between employer-provided training and turnover, and revealed no evidence of turnover reducing effect (Batt et al., 2002; Lincoln & Kalleberg, 1996; Shaw et al., 1998). The other study on the US small business sector, the researcher found no significant association between training and turnover (Way, 2002). In a more recent research, Fairris (2004) noticed a small negative relationship between training and turnover. There is still lack of clear evidence regarding the nature of association between training and turnover. Thus, due to the inconsistent results and lack of clear evidences of the relationship pattern, more research is necessary to better understand the relationship between training and turnover. This in fact inspired the researcher to include this variable in the present study.

2.7.2.3. Faculty Performance Appraisal

Performance appraisal can be defined as the basic managerial function such as evaluation of employees' performance periodically to improve the utilization of human resources within the organization. In simple words, this is periodic assessment of subordinate's performance by the immediate supervisor. This can be either in the form of written assessment or oral investigation. This is also an important human resource practices (Boswell & Boudreau, 2002) which is most frequently used research topic in the organizational psychology (Fletcher, 2002). Recent study of Kuvaas (2006) argued that an appropriate performance appraisal system is considered as the mechanism for motivating, developing and retaining employees in the organization. While, an ineffective performance appraisal approach may contribute to

employees' perceptions of unfairness and they are more likely to consider leaving the organization.

Due to usefulness of Performance Appraisal (PA) as a managerial decision tool, PA represents a central function of human resource management and has remained an important issue of investigation among organizational researchers (Dulebohn & Ferris, 1999). Performance appraisal is important for organizations in two ways (Messmer, 2000). First, the report of performance appraisal can be used for administrative and decision-making purposes, for instance, it helps to identify better performer and poor performer, and based on this decision on pay increment, promotion, demotion or dismissal are usually taken. Second, it helps organization to undertake developmental decisions such as training needs, performance improvement feedback or job redesign.

According to Levy and Williams (2004), developmental performance appraisal increases employees' perceptions of being valued by the organization, and this positive perception in fact develops employees' commitment to the organization. Furthermore, employees will be more committed to the organization as part of the reciprocation to the organization's investment on employees' development (Lee & Bruvold, 2003). The theory is that employees' perception of fair performance appraisal is related to their attitudes and behaviors such as job satisfaction, organizational commitment, trust, turnover intention (Folger & Cropanzano, 1998). In a study of Norwegian bank employees, researcher found that employees' satisfaction on performance appraisal is directly related to their commitment to the bank and also their leaving intention (Kuvaas, 2006). Thus, the performance appraisal satisfaction has the negative relationship with organization commitment and turnover intention.

However, most of the research on employee performance appraisal conducted in the western context which excluded the academic institutions. Therefore, considering the importance of conducting more research on academic institution to better understand the relationship among performance appraisal, employee attitudes, and behaviors, this variable has been included in the present study.

2.7.2.4. Faculty Supervisory Support

Supervisory support refers to positive evaluation and instruction of one's performance, job direction, career mentoring, and the expansion of one's career network (Tan, 2008), and the provision of such support is essential for developing, motivating and retaining knowledge workers (Lee, 2004; Bigliardi, Petroni, & Dormio, 2005). According to Eisenberger et al. (2002), supervisory support is the employees' global perceptions concerning the extent to which supervisor values their contributions and cares about their (employees) well-being. Specifically, supervisory support refers the interpersonal relationship between supervisor and subordinate in the workplace, and the nature of relationship may influence employees' job satisfaction, and their turnover decision in the long-run (Zhao & Zhou, 2008; Aquino, Griffeth, Allen, & Hom, 1997). Organizational support theory explained that supportive treatment from supervisors' results increased POS, which makes employees obligated to repay the organization by achieving its goals and feel more committed, which in turn reduce their intention to leave (Rhoades et al., 2001). Similarly, according to Price and Mueller (1986) supervisory support is expected to reduce employees' turnover decision.

The supervisory support may be very important for turnover decision in a context where personal relationships are of primary importance (Ovadje, 2009). Thus, it may be highly regarded in Asian context where inter-personal relationships are important in the workplace. In the meta-analysis of Cotton and Tuttle (1986) explained that satisfaction with the supervision (i.e. supervisor-subordinate relationship) is important that could undermine the employees' job satisfaction, which in turn negatively influence employee turnover decision. That is why the researcher mentioned that inflexible supervisor with poor interpersonal skills can drive employees away quickly. Consistent with the previous views, the recent study indicates that poor personnel policies and weak supervision may cause employee dissatisfaction which in turn increases employee turnover (Ongori, 2007). Poor supervision may arise from ambiguous expectation of supervisor and insufficient information about the job, and this may hamper employees' job satisfaction which develops the idea of leaving the organization.

According to Eisenberger et al. (2002) there is a negative relationship between supervisory support and turnover. While other researchers found moderate support for a negative relationship between supervision satisfaction and turnover (Mobley, Griffeth, Hand, & Meglino, 1979). However, the different results also been identified in the relationship between supervisory support and turnover research. For instance, the study of Billah (2009) on commercial bank employees in Bangladesh found no relationship between supervisory support and employees' turnover decision. The study of Abeysekera (2007) in Sri Lankan context found no significant relationship between supervisory support and turnover intention among the leasing company employees. Eisenberger et al. (2002) did not see a direct relationship between

supervisory support and employees' intention to leave, though the relationship was significant when it was mediated by POS. Realistically, supervisor plays significant role in subordinates' professional working environment, thus positive supervision creates better working environment for subordinates. It is widely believed that healthy relationship between supervisor and subordinate not only reduces the employees' stress, but also increases job satisfaction and organization commitment, and reduce turnover. In line with this thought, according to Batt and Valcour (2003) supportive supervisor was associated with lower turnover intentions. Even though there are some supports that supervisory support was negatively related to turnover intention, however, like Billah (2009), Hatton and Emerson (1998) did not find any significant relationships between supervisory support and turnover, which suggests more in-depth analysis of this relationship (Cho, Johanson, & Guchait, 2009).

2.8. Mediating Variables of the Study

2.8.1. Organizational Commitment

Organizational Commitment (OC) was long been recognized as the key factor in the employment relationship which was also widely accepted as the one way to reduce voluntary turnover by strengthening employee commitment to the organization (Mohamed, Taylor, & Hassan, 2006). Organizational commitment is the employee's commitment to the organization, and the organizational experts have defined as the strength of an individual's identification with and involvement in a particular organization (Mowday et al., 1982). In acknowledgement of this issue, organizational commitment is an employee attitude that is highly regarded by employers, as committed employees are less likely to leave, considered to build better relationships

with customers, learn more effectively, are more adaptable to change and work more efficiently (Mowday, 1998). It is in fact a multi-dimensional construct that denotes the relative strength of an individual's identification with, involvement in, and loyalty to a particular organization (Allen and Meyer, 1990). In fact, this is the bond between the employees and the organization, and employees bonded with the organization have little reason to quit the organization (Lambert & Hogan, 2009). However, recently commitment has been conceptualized as identification with, involvement in and emotional attachment to the organization. In the previous studies, it was found that employees who are committed to their organization have lower turnover intentions than the employees who are less committed (Griffeth & Hom, 1995; Igbaria & Greenhaus, 1992).

Organizational commitment is highly significant variable in the study of turnover research because it is often a better predictor of turnover as compared to job satisfaction (Porter, Steers, Mowday, & Boulian, 1974). Consistent with this view, to examine the relationship among job satisfaction, organizational commitment, and turnover intentions researcher found that organizational commitment contributed the highest variance in turnover intention (Samad, 2006). In fact, highly committed employees are often more involved in their job and have higher occupational commitment (Meyer et al., 2002), and contributes to higher productivity and competitive advantage for the organization (Jaramillo, Mulki, & Marshall, 2005; Deery & Iverson, 1996; Meyer et al., 1990). In a study of Florida Police Officers, organizational commitment was found negatively related to turnover intention (Jaramillo et al., 2005).

Organizational commitment is a multidimensional construct (Meyer & Allen, 1997) such as affective commitment: employees' emotional attachment, a strong belief in and acceptance of an organizational goals and values, and employees stay because they want to; continuance commitment: is defined in terms of awareness of the costs associated with leaving the organization, a willingness to exert considerable effort on organization's behalf, and employees stay because they need to; and finally normative commitment: a feeling of obligation to continue working for the organization, a strong desire to maintain organizational membership, and employees stay because they feel they ought to (Porter et al., 1974). Past literatures show that this multidimensional construct, organizational commitment is negatively related to turnover intention (Chen & Francesco, 2000; Horn & Griffeth, 1995; Iverson, 1996; Mathieu & Zajac, 1990), and it is an important variable for turnover research (Griffeth et al., 2000), and most important variable for turnover research in Asian context (Khatri et al., 2001). The previous findings contrast with the recent study of Ovadje (2009) in African context where organizational commitment was found to be somewhat important but not better predictor of turnover intention. Thus, it can be argued that even within collectivist and high power distance social structure, some subtle differences may exist.

Employees' commitment to the organization is significantly related to their perceptions of the employers' commitment to the employees. Thus, human resource practices are crucial for organization. There are empirical evidences showed the positive relationship between organization's human resource practices and organizational commitment (Paul & Anantharaman, 2004; Wright et al., 2003). In describing the importance of human resource practices, researcher explained that it

directly affects employees' commitment to the organization, and it is strongly related to organizational commitment than the demographic, job characteristics, social environments or supervisory variables (Ogilvie, 1986). Furthermore, human resource practices could be influential to the employees' attitude and work related behavior (Sturges, Conway, Guest, & Lifestooghe, 2005; Zaleska & Menezes, 2007). Consistent with the previous views, recent literature found that it is only positive human resource practices, not just salary and benefits, can reduce the employees' intention to leave (Price et al., 2007). Thus, the reciprocal relationship between human resource practices and organizational commitment can be noticed (Tan, 2008).

2.8.2. Perceived Organizational Support (POS)

Perceived organizational support (POS) has been defined as the employees' perceptions of the organization's commitment to the employees, and it is the employees' belief about the degree to which the organization cares about the employees' well-being and values their contributions (Eisenberger et al., 1986). In simple words, perceived organizational support is the organization's commitment to the employees. Management policies which support employees can also be expected to make an organization more attractive to employees, leading to lower turnover while also enhancing the organization's competitiveness in hiring valuable and skilled employees (Perryer, Jordan, Firms, & Travaglione, 2010). This can be termed as the opposite of employees' commitment to the organization. This is an indispensable part of social exchange relationship between employer and employee. Social exchange theory suggests that employees feel obligated to repay the organization through positive attitudes and appropriate behaviors if they perceive a high level of organizational supports for them (Coyle-Shapiro & Conway, 2005; Eisenberger et al.,

1990). Recent finding is that perceived organizational support will be increased only when employees see their organization as fair and just, and supportive (Djurkovic, McCormack, & Casimir, 2008). Thus, employees with positive perceptions of organizational support express strong attachment and loyalty to the organization, and they are less likely to leave the organization (Loi et al., 2006). High levels of POS are believed to induce feelings of trust and strong feelings of identification with the organization (Rhoades and Eisenberger, 2002). Since employees often reciprocate to their organizations in kind (Sherony and Green, 2002), it is reasonable to expect that, POS will induce a strong desire to stay with the organization, thus less likely to the organization. Conversely, researchers concluded as, employees who feel that their organization does not value their contribution or care about their well-being, would be expected to develop withdrawal feelings and exhibit negative attitudes such as intention to leave (Eisenberger et al., 1990; Allen et al., 2003).

According to Ovadje (2009), POS may be particularly important in a non-western context. More specifically, in the context where collectivistic social structure exists, employees usually seek or expect supports from the community. Therefore, POS is likely to have huge impact of the turnover decision of the employees in the collectivistic societies. The study conducted in Nigeria by Ovadje (2009) found a strong negative relationship between perceived organizational support and turnover intention, and POS has been found as better predictor of turnover intention than organizational commitment.

Perceived organizational support has been found positively correlated with organizational commitment (Shore & Wayne, 1993). The empirical evidence is that

perceptions of supportive human resource practices contribute to the development of POS, and this is seen as an antecedent to organizational commitment (Allen et al., 2003); it is negatively related to turnover intention (Allen et al., 2003; Wayne et al., 1997). Previous researchers suggested that perceived organizational support may mediate the relationship between human resource practices and individual employee outcome such as turnover behavior (Shore & Shore, 1995). Human resources management practices which signal recognition of employee contributions should be positively related to POS. Researchers theoretically (Blau, 1964) and empirically (Stinglhamber, De Cremer, & Mercken, 2006) suggested that POS provides the basis for an employee to establish trust on the organization. Therefore, employees with the perceptions of high level of organizational support believe that organization is committed to them and that it will protect their (employees) interests (Eisenberger et al., 1986), thus they are more likely to respond positively to human resource practices than the employees with low POS. In a meta-analysis study conducted by Rhoades and Eisenberger (2002) supports a positive relationship between several human resource practices and POS, and a negative relationship between POS and turnover intention. In conclusion, POS is the employees' view of how much the organization values their contribution and cares about them, and employees need to determine whether and to what extent an organization will recognize and reward their efforts, support their socio-emotion needs, and help them on request. According to organizational support theory, in return for a high level of support, employees work harder to help their organization reach its goals (Allen et al., 2008).

2.9. Turnover Studies in Malaysian Environment

According to Hemdi and Nasuridin (2005), the study on Malaysian hotel employees indicated that the human resource management practices have the influence on employees' turnover behavior. The result also showed the evidence that trust in organization partially mediate the relationship between human resource management practices and their turnover intention. Recently, similar kind of study conducted by Nasuridin, Hemdi and Guat (2008) on the employees of Malaysian Manufacturing Sector, researchers found that human resource management practices such career development and performance appraisal have the direct, positive and statistically significant relation with organizational commitment, while perceived organizational support partially mediate the relationship between HRM practices and organizational commitment.

Another study of Chew and Wong (2008) among the hotel workers in Malaysia found that perceived organizational support has significant relationship with career mentoring experience, organizational commitment and turnover intention. The researcher argued that career mentoring directly predicts all the dimensions of organizational commitment, while it has a medium correlation with employees' turnover intention.

In the study of Lew (2009) on the academics of private higher educational institutions in Malaysia, the researcher examined the relationships among perceived organizational support, employees' felt obligation, affective commitment, and turnover intention of the academicians. The result of the indicated that POS was found

to have both direct impacts on affective organizational commitment, and an indirect impact mediated by felt obligation. In addition, researcher further argued that employees' affective commitment is significantly and negatively related to their turnover intention. The findings of this study confirm the predictions of the social exchange theory (Blau, 1964) and organizational support theory (Eisenberger et al., 1986) that the academicians will repay the universities which supported them with stronger commitment to the organization and developing a sense of felt obligation to reciprocate the organization's support, which in turn lower their turnover intention. The study also found that academics who were more committed to the universities may have less intention to leave.

The study of Radzi et al. (2009) on the Malaysian Hotel Departmental Managers' Turnover Intention, researchers found that distributive justice and procedural justice were significantly and negatively related to the managers' turnover intention, while interactional justice was not related to their turnover intention. Another study of Tan (2008) on the Malaysian Knowledge Workers, the result indicated that perceived organizational support partially and fully mediate the career related human resource practices with employees' affective commitment. The result also suggested that organizations need to play more supportive role in generating a strategic integration of employee development programs by providing a career path and supervisory coaching to extend an employees' employability and career prospects.

2.10. Relationships among Variables of the Study

2.10.1. Relationship between HRM Practices and Faculty Turnover Intention

According to Wright, McMahan, and McWilliams (1994), human resource management practices as the means through which employee perceptions, attitudes, and behaviors are shaped. Investment in employee development through human resource practices is believed to facilitate greater obligation by employees towards the organization and thus increase employees' motivation to work hard to support organizational effectiveness. In addition, the perception of developmental or motivational human resources practices is expected to increase the perceived quality of the employee-organization relationship, which in turn decreases their turnover intention. Human resource practices represent such organizational actions that may reinforce the employees' belief that the organization values their contributions and cares about their well-being, which in turn reduces turnover intentions among employees (Eisenberger et al., 1990; Wayne et al., 1997).

A research conducted on the bank employees of Norway, researcher found strong and direct negative relationship between perceptions of human resources (developmental) practices and turnover intention (Kuvaas, 2008). Practically, human resource policies and practices, according to many researchers should be designed and implemented to reduce turnover (Gould-Williams, 2004; Selden & Moynihan, 2000; Shaw et al., 1998). Furthermore, there is evidence that the formation of specific human resource practices or strategies can influence employees' decision to leave (Hom & Griffeth, 1995). In line with this idea, there are many empirical studies examined and found the inverse relationship between human resource practices and turnover (Batt, 2002; Magner, Welker, & Johnson, 1996). Since early 1990s, the scholars in the field of

human resource management have sought to specify the link between human resource practices and both individual and firm performance (Becker & Huselid, 2006; Huselid, 1995). Past literatures have found that positive human resource practices not only increase employees' performance, but also decrease employee turnover (Arthur, 1994; Huselid, 1995; Lepak & Snell, 2002).

2.10.2. Relationship between HRM Practices and Organizational Commitment

According to Schuler and Jackson (1987) human resources practices are such activities directed at managing employees to achieve organizational goals. Delery and Doty (1996) have defined this as a set of internally consistent policies and practices designed and implemented to achieve organizational objectives. While, Dittmer (2002) viewed human resource practices as the individual's perceptions about organization's practices for retaining best employees to meet organizational goals. In simple words, how employees perceive organization's human resource practices and the commitment of the employees to the organization will be reflected through their satisfaction with organization's human resource practices. In other words, employees will be committed when they perceive organization is committed to the well-being of the employees. The positive relationship between satisfaction with human resource practices and organizational commitment can be explained by social exchange theory (Blau, 1964) by arguing that individuals and organizations enter into exchange relationships in which provision of mutual benefits creates obligations to reciprocate. This is the result of social exchange theory (Blau, 1964) where employee and employer relationship might be viewed as social exchange. The employer may recognize employees' contribution by offering supports for their well-being, while in return employees may feel obligated to repay the organization by their commitment

level to the organization (Tansky & Cohen, 2001). This is called the reciprocation of the mutual benefits between employee and employer. Researchers argued that employees' commitment to the organization depends on the organization's supports for the employees (Eisenberger et al., 1986). Literatures showed that human resource practices are the significant factors to the formation of employees' commitment (Ogilvie, 1986; Meyer & Smith, 2000).

There are some evidences that employees' perceptions about organization's human resource practices may significantly influence their attitudes and behaviors (Allen et al., 2003; Whitener, 2001), and according to Meyer and Smith (2000) the nature and strength of the relationship between human resource practices and commitment perhaps depends on how employees perceive these practices. In the previous literatures, there were evidences of positive relationship between organizational commitment and some of the human resource practices such as training and development, promotion opportunity, and equitable reward systems (Bartlett, 2001; Meyer & Allen, 1997); Job security (Mathieu & Zajac, 1990); performance-reward contingencies (Rhoades & Steers, 1981); Promotion and career development (Wayne et al., 1997); Profit-sharing, and performance appraisal (Chang, 2005).

2.10.3. Relationship between HRM Practices and POS

The traditional views of human resource practices are to reduce the labor costs and to improve the employees' efficiency level. However, the prime focus of human resource practices is to develop and retain committed employees (Arthur, 1994). An organization expresses its commitment to the workforce by introducing healthy

employment relationship through positive human resource practices (Chang, 2005), and the employees' belief and perceptions of this positive human resource practices make the employees more committed to the organization (Eisenberger et al., 1990). This perception of employees about the organization's commitment to its workforce is referred to as perceived organization support (POS). In simple words, POS is the organization's commitment to the employees, while OC is the employees' commitment to the organization. POS reflects an individual's perception of the organization's commitment to him or her (Johlke, Stamper, & Shoemaker, 2002; Settoon, Bennett, & Liden, 1996). Thus, POS would be influenced by human resource practices of the organization. In line with this thought, Morrison (1996) argued that by implementing human resource practices, organizations actually convey the message that they value the employees as long-term assets of the organization.

Empirical research has found the positive relationship between human resource practices and POS (Meyer & Smith, 2000; Wayne et al., 1997). For instance, there is positive association between training and promotion and POS (Wayne et al., 1997). Even though there is evidence of having significant influence of human resource practices on perceived organizational support, but this relationship has not been investigated with wide ranges of variables.

2.10.4. Relationship between OC and Faculty Turnover Intention

It is widely accepted that employees' commitment to the organization can take various forms and that the antecedents and consequences of each can be quite different (Meyer & Allen, 1997). First, affective commitment corresponds to an

employee'' personal and emotional attachment and identification with the organization resulting in a strong belief in and acceptance of the organization's goals and values (Meyer, Allen, & Smith, 1993). Employees with a strong affective commitment continue employment with the organization because they want to do so. Previous research concluded that individual or bundle of human resource practices play a positive role in the development of an employee's attachment to the organization (Gould-Williams, 2004; Meyer & Smith, 2000).

Organizational commitment has been considered as one of the most important predictors of turnover research (Loi et al., 2006; Griffeth et al., 2000; Griffeth & Hom, 1995; Meyer & Allen, 1997). Contrasting to this line of argument, the study of Ovadje (2009) found that organizational commitment is not the most important predictors of turnover research; rather POS has been identified as the best predictor of turnover. In fact, organizational commitment enhances employees' efforts and influences their intention to stay with the organization. As argued by the previous researchers that employees who are highly committed have lower intention to leave the organization (Allen & Meyer, 1990; Tett & Meyer, 1993).

2.10.5. Relationship between POS and Faculty Turnover Intention

Eisenberger et al. (1986) have developed the construct perceived organizational support to understand employee and employer relationship. The argument is that employees with high level of POS will be loyal to their organization and willing to maintain the membership with the organization (Loi et al., 2006). In addition, researchers also proposed that enhanced POS will lower employees' intention to

leave. There are some empirical evidences found a negative relationship between POS and turnover intention (Ovadge, 2009; Rhoades, Eisenberger, & Armeli, 2001; Wayne et al., 1997). However, more research is needed to empirically demonstrate the nature of relationship between POS and turnover (Griffeth et al., 2000).

To understand the relationship between employee and employer, researchers have frequently used the concept of social exchange as the theoretical base (Coyle-Shapiro & Conway, 2005). The social exchange has been explained as the mutual support between two or more parties where one party does other party a favor for an expectation of some future returns. For instance, when employees perceive organization's supports and commitment to employees through positive human resources practices, employees in return feel obligated to repay the organization through greater efforts and commitment to the organization. Thus, the employee and employer relationship might be viewed as social exchange which is based on implied obligations and trust (Tansky & Cohen, 2001).

2.11. Underlying Theories of the Study

2.11.1. Social Exchange Theory (SET)

This study utilizes several theories to explain the framework of the study. The first theory of this study was Social Exchange Theory (SET) originally developed by Thibaut and Kelley in 1959, and this theory have been increasingly used as the theoretical foundation of turnover research to understand the employee-employer relationships (Coyle-Shapiro & Conway, 2005). The Social Exchange Theory posited that all human relationships are formed by the use of a subjective cost-benefit analysis

and the comparison of alternatives. What rewards/benefits an employee receives from a given relationship, and what costs does he or she pay to receive those rewards is the essence of this theory. According to Mossholder, Settoon, and Henagan (2005), the proposition of social exchange theory was that an individual who feels that they receive benefits from others would later feel an obligation to compensate or to repay through effort and loyalty, the positive attitudes and behaviors. And the effort and loyalty usually could be seen from a sincere commitment to their job and strong desire to remain with the organization. In fact, the most relevant theory that explains turnover intention research is the social exchange theory which posited that good deeds should be reciprocated (Blau, 1964) and originally explained the motivation behind the attitudes and behaviors exchanged between employee and employer. The theory defines the employee-employer relationship through cooperation for mutual benefits. Social exchange theory (Thibaut & Kelley, 1959) has suggested that organizations introduce various human resource management practices that offer different forms of exchange relationships. The practices reflect different investments that the organizations make in their employees, and also the different behaviors organizations expect of their employees. In fact, this relationship is based on the implicit obligations and trust (Tansky & Cohen, 2001). The theory explains that employees are willing to exchange work performance for additional values such as feelings of being valued and supported (Eisenberger et al., 2001).

The basic assumption of social exchange theory is that individual establishes and continues social relations on the basis of their expectations that such relationships will be mutually advantageous. Simply, employees' perceptions about the employers' support and commitment usually form employees' attitude about the organization.

This is called the reciprocation of benefits to each other between employees and employers. Thus, as long as employees' expectations and values are met, POS and OC will be increased, which in turn lower the turnover intention. In the past, it has been noticed that employees' positive perceptions on human resource management practices reflect the organization's commitment to the employees referred as POS. As a result, employees reciprocate their positive perceptions through higher commitment to the organization and a willingness to stay with the organization, thus lower turnover intention. This employee-employer relationship might be viewed as the social exchange. In summary, one can argue that Social Exchange Theory provides an avenue of transaction between the senses of obligation (employee) that led to the responsibility in compensating what had been given by other party (employer).

2.11.2. Organizational Support Theory (OST)

In 1986, Eisenberger, Huntington, Hutchison, and Sowa advanced the concepts of organizational support theory and perceived organizational support. According to this theory, it can be argued that organization's concerns for employees' welfare and benefits motivate employees to work hard. Perceived organizational support is the key concept of organizational support theory (Rhoades & Eisenberger, 2002), which posits that employees believe that organization has general positive or negative orientation toward the employees that includes both recognition of employees' contributions as well as concern for employees' welfare. Therefore, according to organization support theory, if employees perceive more support from the organization, they are likely to develop more positive attitudes towards organization. The organizational support theory holds that in order to meet socio-emotional needs and to assess benefits of increased work effort, employees form a general perception

concerning the extent to which the organization values employees' contribution and cares about employees' wellbeing. This perceived organizational support would increase employees' felt obligation to help organization reach its objectives, commitment level, and their expectation that improved performance would be rewarded.

In general, perceived organizational support, POS would increase job satisfaction, commitment to the organization, and organizational performance; while it decreases employee absenteeism and turnover. In fact, POS refers employees' perceptions to organization's concerns for employees. Rhoades and Eisenberger (2002) showed that three factors affect perceptions such as fairness of procedures, supervisory support, and reward and work condition. They also explained that greater recognition, career advancement, pay, training and development, and job security are positively associated with POS. Thus, employees see their employment as a reciprocal exchange of relationship that reflects relative dependency to each other.

2.11.3 Human Relations Theory (HRT)

Researcher employed Human Relations Theory (HRT) as one of the underlying theories in the current study of employee and employer relationship. Human Relations Theory is an approach to management based on the idea that employees are motivated not only by financial reward but also by a range of social factors such as job security, sense of belonging, autonomy, feelings of achievement. This is normally thought of as having its roots in the Hawthorne Studies conducted in the 1920s and 1930s at the Hawthorne works of the Western Electric Company, near Chicago in the United

States. The founder of this theory is widely recognized to be Elton Mayo (Mayo, 1927) who argued that human beings are usually motivated by social needs and satisfaction at work derives from social relationships at work rather than the work itself. This theory mainly focuses on the human aspect of business activities, and how to utilize human as the valuable resources for the organizations. The essence of this theory is people who feel good about their work seek development and growth, so the individual and the organization benefits. Thus, this theory holds the relationship between employee and employer by developing an environment that fosters employee valuation shows trust, respect and support the employees. In fact, employers may see higher productivity and more success from employees' part provided that employers care about the employees' development through investing time and money. Another important aspect of human relations theory is empowering employees through the recognition of their experience and knowledge. This indeed encourages employees to give their best efforts for the organizations.

The core aspect of human relations theory is that when employees understand that they are being observed and valued by the organizations, they feel more important and obligated to the organizations, which in turn increase their productivity. The essence of this theory is that by engaging with employees and considering their requirements and needs, organization may benefit from increased productivity. The founder of this theory, Elton Mayo argued that in order to achieve higher productivity and higher retention of employees, employees needed to feel that they are valued more than simply on a monetary basis. Therefore, the core of this theory is that managers need to become involved with employees at a more individual level. As compared to other theories in management, this theory of human relations is well accepted and

established in the management literatures. This is because of the belief that organization's productivity is largely determined by social and group norms, and by tapping into these norms and fulfilling the employees' needs, managers can encourage employees to motivate to work harder and be more productive.

2.12. Conclusion

This chapter explained the concept of turnover and the consequences of employee turnover on the organization. Also, it described the relationships among the studied variables. The researcher also reviewed the previous studies conducted on employee turnover intention in various contexts. Finally, the chapter has also highlighted the importance of mediation effects between the relationships of human resource management practices and turnover intentions.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

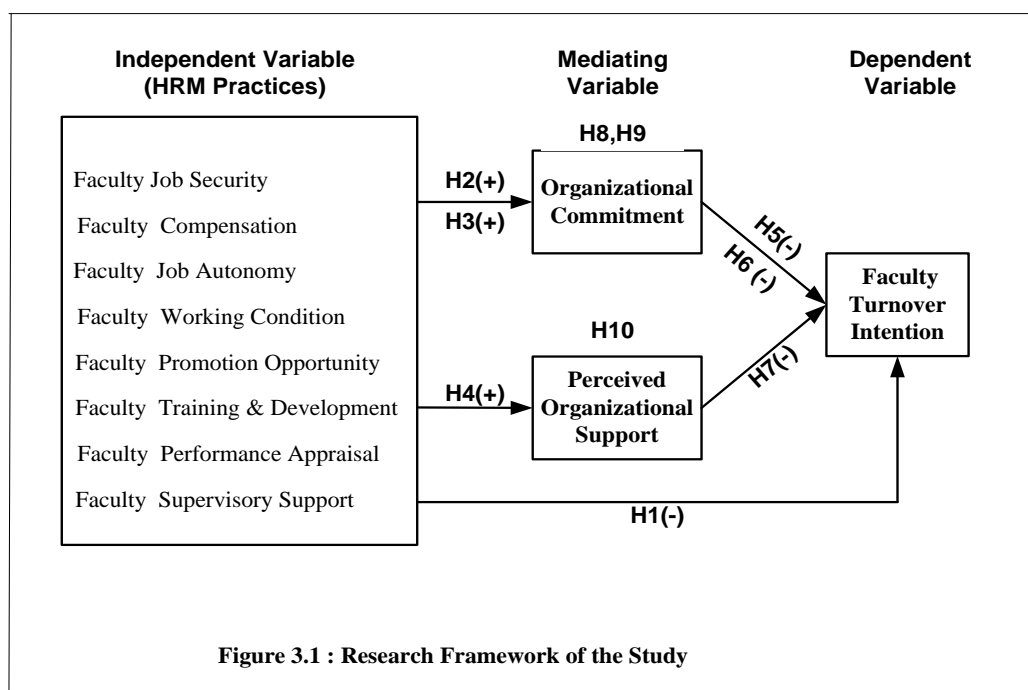
The purpose of this chapter is to detail the appropriateness of research design and techniques used in this study. This chapter describes the research design and method in order to achieve the objectives of the study. Realistically, the research design of any study provides a structure for data collection as well as analysis, and it reveals type of research and the priorities of researcher, while research methods refer to the techniques used to collect data (Ghauri & Grønhaug, 2005). The research framework (research model) and hypotheses of the study, research approach, sample and sampling design, measurement of variables, data collection procedures and analysis techniques have been discussed in this chapter. The present study is a quantitative in nature. Researcher had employed questionnaire survey method for data collection to study faculty turnover issue and its significant causes in the private universities in Bangladesh.

3.2. Research Framework of the Study

Based on the previous literatures, the specific independent, mediating and the dependent variables have been selected for the study which was presented in the research framework (see figure 3.1). A number of theories such as social exchange theory (Blau, 1964), organizational support theory (Eisenberger et al., 1986), and human relations theory (Mayo, 1927) have been used as the underlying theory in this

study. Social exchange theory has recently been extensively applied in organizational settings to demonstrate how organizational supports for the employees may create employee obligation to pay back to the organization. The concept of social exchange is based on the norm of reciprocity (Gouldner, 1960) theory, which explains the nature of human being i.e. people usually extend supports or help others who in return provides to them. The human relations theory mainly focuses on the human aspect of business activities, and how to utilize the human as the valuable resources for the organization. The essence of this theory is employees who feel good about their work seek development and growth which benefits both employee and employer.

Proposed Research Framework



The research framework proposed that the faculty member's perceptions about the institution's human resource management practices will directly influence organizational commitment (OC) and perceived organizational support (POS). This proposition is in line with the previous results of turnover research of Allen et al.

(2003) who opined that positive perceptions of human resource management practices will lead to increased OC and POS. They further proposed that OC and POS will negatively influence employees' turnover decision i.e. turnover intention (Wayne et al., 1997).

Furthermore, the framework also proposed that OC and POS will mediate the relationship between the employees' perceptions of human resource management practices and their behavioral intention such as turnover intention. The function of mediating variables is to explain the relationship between predictor and criterion variables, and the mediating variable/s should explain why such an effect might occur (Baron & Kenny, 1986). The theoretical argument is that employees' attitudes mediate the relationship between employees' perceptions and behavioral intentions (Mathieu & Zajac, 1990). Past research suggested that organizational commitment as mediator examining the relationship between human resource practices and turnover has been found contradictory and inconclusive (Rhoades et al., 2001; Whitener, 2001; Allen et al., 2003). In the case of POS, it may mediate the relationship between human resource practices and individual outcome such as turnover behavior (Shore & Shore, 1995).

The research framework did not include any demographical variables as they usually do not have any precise and significant influence on turnover intention (Price, 2001). However, there are some empirical evidences in the literatures that the few demographic variables influence turnover decision (Zhou & Volkwein, 2004; Smart, 1990). Recently, the study of Hemdi and Nasurdin (2005) argued that gender, marital status, age, educational level, and length of service may influence employees'

turnover intention. Therefore, on the basis of the previous study, the present study used all these five demographic variables as the control variables.

3.3. Hypotheses of the Study

Followings are the research proposed hypotheses to be tested;

H1: *Human resource management practices will negatively influence faculty turnover intention.*

H1a. Faculty job security is negatively related to faculty turnover intention.

H1b. Faculty compensation is negatively related to faculty turnover intention.

H1c. Faculty job autonomy is negatively related to faculty turnover intention.

H1d. Faculty working condition is negatively related to faculty turnover intention.

H1e. Faculty promotion opportunity is negatively related to faculty turnover intention.

H1f. Faculty training and development is negatively related to faculty turnover intention.

H1g. Faculty performance appraisal is negatively related to faculty turnover intention.

H1h. Faculty supervisory support is negatively related to faculty turnover intention.

H2: *Human resource management practices will positively influence affective commitment.*

H2a. Faculty job security is positively related to affective commitment.

- H2b. Faculty compensation is positively related to affective commitment.
- H2c. Faculty job autonomy is positively related to affective commitment.
- H2d. Faculty working condition is positively related to affective commitment.
- H2e. Faculty promotion opportunity is positively related to affective commitment.
- H2f. Faculty training and development is positively related to affective commitment.
- H2g. Faculty performance appraisal is positively related to affective commitment.
- H2h. Faculty supervisory support is positively related to affective commitment.
- H3:** *Human resource management practices will positively influence continuance commitment.*
- H3a. Faculty job security is positively related to continuance commitment.
- H3b. Faculty compensation is positively related to continuance commitment.
- H3c. Faculty job autonomy is positively related to continuance commitment.
- H3d. Faculty working condition is positively related to continuance commitment.
- H3e. Faculty promotion opportunity is positively related to continuance commitment.
- H3f. Faculty training and development is positively related to continuance commitment.
- H3g. Faculty performance appraisal is positively related to continuance commitment.

- H3h. Faculty supervisory support is positively related to continuance commitment.
- H4:** *Human resource management practices will positively influence perceived organizational support (POS).*
- H4a. Faculty job security is positively related to perceived organizational support.
- H4b. Faculty compensation is positively related to perceived organizational support.
- H4c. Faculty job autonomy is positively related to perceived organizational support.
- H4d. Faculty working condition is positively related to perceived organizational support.
- H4e. Faculty promotion opportunity is positively related to perceived organizational support.
- H4f. Faculty training and development is positively related to perceived organizational support.
- H4g. Faculty performance appraisal is positively related to perceived organizational support.
- H4h. Faculty supervisory support is positively related to perceived organizational support.
- H5:** *Affective Commitment will negatively influence faculty turnover intention.*
- H6:** *Continuance Commitment will negatively influence faculty turnover intention.*

- H7:** *Perceived Organizational Support will negatively influence faculty turnover intention.*
- H8:** *Affective Commitment mediates the relationship between human resource management practices and faculty turnover intention.*
- H9:** *Continuance Commitment mediates the relationship between human resource management practices and faculty turnover intention.*
- H10:** *Perceived Organizational Support mediates the relationship between human resource management practices and faculty turnover intentions.*

3.4. Research Design of the Study

3.4.1. Definition of Research Design

Research design of any study provides a structure for data collection as well as analysis, and it reveals type of research and the priorities of researcher (Ghauri & Grønhaug, 2005). It is a complete framework specifying the methods and procedures for collecting and analyzing the needed information for a specific research. Thus, understanding the appropriateness of a research design is a major step leading towards the accomplishment of a research objective (Burns & Bush, 2002). The objectives of the present study are to investigate the direct and indirect relationships between human resource management practices and faculty turnover intention in the context of private universities in Bangladesh. The direct relationship between various human resource management practices and faculty turnover intention will be examined, while the indirect relationship will be examined through organizational commitment and perceived organizational support. To meet the objectives of the study, survey method approach was employed. The survey method is involving the use of questionnaires as

the main data collection technique for statistical analysis. In the following attempts are made to present in detail how the study was actually carried out.

3.4.2. Quantitative Research

The main objective of quantitative research is to determine the relationship between independent and dependent variables in a population (Hopkins, 2000). Thus, it is all about quantifying relationships between variables. In the case of present study, researcher employed survey method because, firstly this is arguably the well accepted and the most commonly used technique in management and social sciences research (Myers, 2009; Veal, 2005). Secondly, survey method is useful for obtaining precise statistical information (Whitfield & Strauss, 1998). Thirdly, this method is also regarded as the simplest and least expensive especially when the sample population is geographically widely dispersed (Bryman, 2001). Fourthly, a considerable advantage of survey method is the potential anonymity of the respondent, which can lead to more truthful or valid responses. Finally, due to high degree of standardization and accessibility of the survey method, which is particularly essential from a data analysis viewpoint as result can be generalized (Ghauri & Gronhaug, 2005).

This is a cross-sectional study using survey questionnaire. A cross-sectional study mainly involved in measuring all study variables within a short span of time where data is collected at one point in time. Thus, the cross-sectional study method is appropriate for this study because researcher is interested to find out the perceptions of respondents regarding human resource practices in their institution, their commitment level towards the institutions, and their turnover behavior at certain time.

Usually, the survey method helps to collect large number of data quickly, thus it can be generalized to a large population. In addition, various statistical techniques can be used to analyze data (Myers, 2009). The prime objective of quantitative research is to examine the cause and effect relationship between the variables and it provides the generalization ability for the population of the study. However, Sukamolson (2005) provides few reasons for employing quantitative approach in social sciences research. First, it offers inferences over the study population at large, and provides condensed results. Second, it helps to specify the richness of people attitudes accurately, and finally, it permits for statistical contrast between different groups.

The survey questionnaires have been adopted from previous researchers with appropriate modification that is suitable for the sample. The survey questionnaires were consisting of mainly two components. First component comprised of several Likert-type scale items, and the second component described the demographic information of the faculty members (respondents) of this study. The Likert scale is designed to examine how strongly the respondents agree or disagree with a certain statement (Sekaran, 2003). The purpose of a 7-point Likert scale was to offer respondents more options/choice and better capture variability in their attitudes and feelings (Hinkin, 1995).

The present study focused on the faculty members' actual perceptions (i.e. what faculty members think) about the human resource management practices of the respective institutions. Faculty members are advised to express their opinions through the seven scales (options) with 'strongly agree' refers to '7', and 'strongly disagree' refers to '1'. The researcher used seven-point Likert scale in this study as this was the

most widely used method of scaling in the social sciences research. Moreover, this scale is much easier to construct, and much more reliable than other scales (Dumas, 1999). Researcher used seven-point Likert scale as there were no specific rules of using five-point or seven-point Likert scale. However, some researchers argued that seven-point scale is simply preferable because it minimizes respondents' confusion (Solnet, 2006; Fornell, 1992). Practically, seven-point Likert scale offers respondents simply more options from where they can smoothly make their choices. Thus, to ensure consistency among all variables researcher measured all items using 1 to 7 points scale where 1=strongly disagree, 2 =moderately disagree, 3=disagree, 4=neutral, 5=agree, 6=moderately agree, and 7=strongly agree.

The structured questionnaires were used to collect data regarding each study variables. The survey questionnaires were distributed personally to each respondent during the period of May, 2010 to July 2010. The Researcher used the drop-off and pick up method (Burns & Bush, 2002) where questionnaires were left with respondent and collected the following week.

The unit of analysis was individual i.e. faculty members (Sekaran, 2003) of some selected private universities in Dhaka city. The objective of the study was to understand the individual faculty member's perceptions to human resource practices of the institution. The individual level of analysis was considered because it provides sufficient cases for statistical analysis, and data was expected to be available for every variables of the study. Finally, the variables used in this study can be measured better at individual level. According to Ryan (2009) it is often preferred because summative assessments at the department or institutional level tend to favor larger organizations.

3.4.3. Measurement of Variables and Design for Survey Questionnaire

The survey questionnaire contained the measures of human resource practices, perceived organizational support, organizational commitment, and turnover intentions. There were four sections in the questionnaire. **Section one** covers all the study variables of human resource management practices comprised a total 36 items; **Section two** covers organizational commitment with 17 items, and perceived organizational support with 7 items; **Section three** includes turnover intentions with 5 items; and finally **Section four** includes demographic information of the respondents with 7 items. Therefore, a total of 72 items were included in the survey questionnaire to achieve the objective of the study. A sample questionnaire was attached in the appendix of this thesis. The respondents were asked to express their perceptions through 7-point Likert scale in regards to specific human resource practices of the respective institutions.

The study has four main variables which are institution's human resource management practices, organizational commitment, perceived organizational support, and faculty turnover intention. Eight different dimensions of human resource management practices are used as independent variables, while faculty turnover intention as the dependent variable of the study. Organizational commitment and perceived organizational support are used as the mediating variables of the study. The human resource management practices are discussed in the literature review which includes faculty job security, faculty compensation, faculty job autonomy, faculty working condition, faculty promotion opportunity, faculty training and development, faculty performance appraisal, and faculty supervisory support. Thus, the

measurement scales were developed to measure all study variables included in the study. The scales were developed by adapting currently existing scales used by other researchers. In relation to number of items for every variable according to rule of thumb as argued by Hair, Anderson, Tatham, and Black, (2006), a variable should be reflected by a minimum of 3 items. Consistent with this notion, all variables used in this study contain an adequate number of items with little modification of some items.

The *faculty job security* variable has been conceptualized as the extent to which an employee expects to stay in the job for an extended period of time. 'Job security' practice was measured with 3 items used by Delery and Doty (1996). A sample item is 'faculty members can expect to stay in the university as long as they wish'. Responses were on a 7-points Likert scale, 1=strongly disagree, and 7=strongly agree. The Cronbach alpha was .71.

Faculty compensation has been conceptualized as the cash monetary benefits which employees receive for their services to the employer. This practice was measured with 5 items developed and used by Tessema and Soeters (2006). A sample item is 'there is attractive salary at my institution'. Responses were on a 7-points Likert scale, 1=strongly disagree, and 7=strongly agree. The value of Cronbach alpha was .83.

Faculty job autonomy has been conceptualized as the extent to which an employee gets freedom or control over his or her job. 'Job autonomy' practice was measured with 5 items used by Daly and Dee (2006), and developed by Breugh (1989). A sample item is 'I am allowed to decide how to do my job'. Responses were on a 7-

points Likert scale, 1=strongly disagree, 7=strongly agree. The Cronbach alpha value was .77.

Faculty working condition has been conceptualized as the safe and good working environment within the institution. Faculty working condition practice was measured with 4 items used by Edgar and Geare (2005). A sample item is 'I always feel safe working here in this condition'. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .77.

Faculty promotion opportunity has been conceptualized as the extent to which an employee gets chances of professional upward movement within the organization or promotional chances is the degree of potential occupational mobility within an organization. Faculty promotion opportunity practice was measured with 4 items used by Allen et al. (2003) and developed by Price and Mueller (1986). A sample item is 'promotion policies are transparent to all faculty members'. Responses were on a 7-points Likert scale where 1=strongly disagree and 7=strongly agree. The Cronbach alpha value was .65.

Faculty training and development has been conceptualized as to what extent the employees receive training for professional career development from the organization. Training and development practice was measured with 4 items used by Delery and Doty (1996). A sample item is 'my institution provides extensive training for faculty development'. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .88.

Faculty performance appraisal has been conceptualized as the periodic assessment of employees' performance by the immediate supervisor. Performance appraisal practice was measured with 3 items used by Chang (2005). A sample item is 'my institution's performance appraisal is based on specific objectives'. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .63.

Faculty supervisory support has been conceptualized as the extent of interpersonal relationships between supervisor and subordinates in the organization. Supervisory support practice was measured with 8 items used by Tan (2008) and developed by London (1993). A sample item is 'my supervisor gives me authority I need to do the job'. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .89.

Organizational commitment has been conceptualized as the strength of employees' identification with and involvement in a particular organization. Organizational commitment was measured with 17 items used by Allen and Meyer (1990). A sample item is 'I would be happy to spend rest of my career with this institution'. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .80.

Perceived organizational support has been conceptualized as the faculty perceptions of the institution's support to them. Perceived organizational support was measured with 7 items developed and used by Eisenberger et al. (1986). A sample item is 'this

institution cares about my well-being’. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .92.

Faculty turnover intention has been conceptualized as the faculty members’ own estimated probability of leaving the institution permanently in future. Turnover intention was measured with 5 items used by Wayne et al. (1997) and Lum et al. (1998). A sample item is ‘I am actively looking for a job outside this institution’. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach alpha value was .92.

Table: 3.1

Summary of Measurement of the Variables Used in the Study

Variables of the Study	Number of Items	Cronbach Alpha (α)	Key Citations
Faculty Job Security	3 (Q1-Q3)	0.71	Delery & Doty (1996)
Faculty Compensation	5 (Q4-Q8)	0.83	Tessema & Soeters (2006)
Faculty Job Autonomy	5 (Q9-Q13)	0.77	Daly & Dee (2006)
Faculty Working Condition	4 (Q14-Q17)	0.77	Edgar & Geare (2005)
Faculty Promotion Opportunity	4 (Q18-Q21)	0.65	Allen et al. (2003)
Faculty Training & development	4(Q22-Q25)	0.88	Delery & Doty (1996)
Faculty Performance Appraisal	3(Q26-Q28)	0.63	Chang (2005)
Faculty Supervisory Support	8(Q29-Q36)	0.89	Tan (2008)
Organizational Commitment	17 (Q37-Q53)	0.80	Allen & Meyer (1990)
Perceived Organizational	7 (Q54-Q60)	0.92	Eisenberger et al. (1986)

Support			
Faculty Turnover Intention	5 (Q61-Q65)	0.92	Wayne et al. (1997) Lum et al. (1998)

3.4.4. Pilot Study

The survey research instruments must be tested before conducting the main study. The basic purpose of this test (i.e. pilot test) is to measure the reliability of the instruments which is important prior to conducting the main study. The present study conducted the pilot study to test the reliability of the instruments used in the study. According to Sekaran (2003), reliability is an indication of stability and consistency with which the instruments measure the concepts and ensures the goodness of the measures.

To make the content of the study clear, readable and understandable, researcher distributed 75 questionnaires to the faculty members (respondents of the study) of three different private universities located in the Dhaka Metropolitan Area. Out of 75 questionnaires, 45 questionnaires were filled in and returned to the researcher. Faculty members participated in the pilot test was not included for main study. The internal consistency of the measures based on 45 questionnaires was determined through a reliability analysis using the Cronbach alpha. Most of the faculty members (respondents) understood the survey questionnaires. The reason perhaps was that the respondents were highly educated and academicians. Moreover, they were usually acquainted with this type of research questionnaires. However, very few of them who indicated their concern on some of the words used in the questionnaire may not be appropriate or may be little difficult to understand. The researcher considered those

issues seriously and made the questionnaire simplified by changing some technical terms with common and easily understandable words for the main study.

The results of the pilot study showed that the Cronbach's alpha reliability coefficient for the study constructs were in the acceptable level. The Cronbach alpha values were in the range of .63 to .92. The reliabilities of the pilot study indicated that the values were sufficient for use as suggested by Nunally (1978).

3.4.5. Population and Sampling Technique of the Study

3.4.5.1. Population of the Study

Since the present study is intended to examine how faculty members' perceptions influence their turnover decision (i.e. turnover intention), the researcher included only full-time faculty members working at various private universities mainly located in Dhaka Metropolitan Area in Bangladesh. According to University Grants Commission Bangladesh (UGC) report 2008, there are 54 private universities established countrywide. However, researcher only considered 42 private universities located in the Dhaka Metropolitan Area for the present study. Therefore, the faculty members working full-time in those 42 private universities have been considered the total population in the present study. According to the study of Joarder and Sharif (2011), about 5200 faculty members working as full-time in 42 private universities in the Dhaka Metropolitan Area (DMA). Therefore, the population of the study is 5200 full-time faculty. The list of faculty members of each private university was not available either from the office of university grants commission (UGC) or from the registrar office of the universities. Therefore, researcher had to depend on the total

population of those 42 private universities. The researcher considered the private universities mainly located at DMA because close to 80 percent private universities (42 out of 54) are located here at DMA. Thus, most of the private universities have been included in this study. Moreover, by the exclusion of few private universities outside Dhaka Metropolitan Area, researcher saves time and high cost indeed. In considering the time and cost, researcher did not include those twelve private universities in the study because those twelve universities are located in various parts of the country. Practically, to some extent it is almost impossible to cover all the elements of the population in the survey study (Sekaran, 2003; Zikmund, 2003). Again, researcher only considered full-time faculty members for the survey in the present study because most of the studies that examined full-time employees who are expected to build long term relationships with the organization (Price, 1999). In addition, full-time employees are usually more dedicated to the organization as compared to part-time or contractual employees, thus the organizations are more concerned about full-time employees. All the private universities in Dhaka Metropolitan Area (DMA) are located in twelve different areas in DMA. In the following Table 3.2, the number of private universities located under each area has been provided.

Table 3.2

Number of Private Universities under each Area in Dhaka Metropolitan Area (DMA)

Area in Dhaka Metropolitan Area	Number of private universities under each area
Motijheel	01
Gopibagh	01
Mirpur	02
Mohammadpur	06
Dhanmondi	09
Banani	07
Gulshan	07
Firngate	01
Mohakhali	02
Tejgoan	01
Uttara	04
Baridhara	01

Note: Total number of private universities at Dhaka Metropolitan Area is 42. **Source:** Website of University Grants Commission, Bangladesh

4.5.2. Sample Size

Choosing a right sample is always crucial to the success of any research. The sample size can be determined either by using statistical or through some rules of thumb (Aaker, Kumar, & Day, 2001). Determination of sample size is important because practically it is almost impossible to collect data from every element of the population due to high costs, time constraints, and lack of human resources. That is why Sekaran (2003) and Zikmund (2003) argued that the sampling is conducted instead of collecting data from every element of the population. In addition, choosing an appropriate sample from the population is likely to produce more reliable results for the study (Sekaran, 2003).

Cohen (2003) suggests that a sample size of 360 for a population of 5200. The sample size of 360 is considered appropriate when the following rule of thumb by Roscoe (as cited in Sekaran, 2003) who stated that for most research sample size bigger than 30

and less than 500 is appropriate. Secondly, in a multivariate research the sample size should be several times greater (preferably 10 times or more) than the variables used in the study. In the present study researcher used 11 variables, thus the required sample size should be 110 or more. However, the recommended ratio of observations to independent variables is greater than 5:1, and it should never fall below this ratio. Although the minimum recommended ratio is acceptable, according to Hair, et al. (2006) the desired level should be between 15 to 20 observations for each independent variable used in the study. Thus, the required number of sample would be 220 for this present study. However, the final useable sample for this study was 317 responses. Practically, a bigger sample size is preferable to avoid the possibility of non-response bias.

3.4.5.3. Sampling Technique

In quantitative research, the representativeness of a wider population is important in order to enhance the generalizability of findings (Bryman, 1988). In general, sampling can be divided into two broad classes: Probability sampling and non-probability sampling. The unique characteristic of probability sampling is that all cases in the population have a known probability of being included in the sample. In case of probability sampling, it includes simple random sampling, stratified random sampling, cluster sampling and systematic sampling. In simple random sampling, random selection from the entire population makes it equally possible to draw any combination of cases. In stratified random sampling, the population is divided into strata, and independent random samples are drawn from each stratum. In cluster sampling, the population is divided into natural groupings or areas called clusters, and random sample of clusters is drawn. Systematic sampling, which often provides a

reasonable approximation to simple random sample, consists of selecting cases from an available list at a fixed interval after a random start.

While on the other hand, in case of non-probability sampling, the chances of being selected any case are not known because cases are not randomly selected. It includes convenience, purposive, and quota sampling. Convenience sampling is where a researcher selects a requisite number of cases that are conveniently available, and that may not offer any basis for generalizing. Purposive sampling involves the care selection of typical cases or of cases that represent relevant dimensions of the population. Quota sampling allocates quotas of cases for various strata, and then allows for non-random selection of cases to fill the quota.

The population of this study covers all private universities mainly located at Dhaka Metropolitan Area. Researcher requested for the complete lists of faculty members of those 42 private universities for conducting survey. However, University Grants Commission Bangladesh, the only government regulatory authority for both public and private universities in the country, failed to give the complete lists. In fact, the list was not available for two reasons. Firstly, the document (faculty list) was not updated, thus it may give misleading information about the number of faculty members at the private universities. Secondly, the faculty list was incomplete because many of the private universities do not notify detail lists of their faculty members. Therefore, the employment of simple random sampling may not be possible for this study, because every element of the population may not get equal chance of being included in the sample.

Therefore, in selecting the sample for the present study, the employment of an area sampling method was considered. In fact, area sampling is the most accepted type of cluster sampling when the design constitutes geographic clusters (Sekaran, 2003). According to the Zikmund (2003), the major objective of using cluster sampling is to have economic sample and the retention of the characteristics of probability sample where the clusters are randomly selected. Thus, even though the present study has chosen the cluster sampling, the randomness of the sample remain exists, which according to Anderson (2004) is more appropriate for quantitative data. There are twelve clusters for the present study as identified on the basis of location (area) of the universities in Dhaka Metropolitan Area.

The employment of cluster area sampling for the present study was justified on the following reasons. First, the simple random sampling was not possible because of unavailability of updated complete lists of population for this study. Secondly, the researcher had to visit each selected university to explain the purpose of the survey to the respondents. Due to the time constraint factor, it was difficult to visit all the universities scattered in Dhaka Metropolitan Area. Therefore, the survey was limited to specific area as selected randomly.

For the present study, an area sampling method was used to collect the required number of data for analysis. According to Gay and Diehl (1992), selection of sample in this method requires five steps begins with the **defining the population** of the study. The population of the present study is 5200 faculty members working in the 42 private universities in the Dhaka Metropolitan Area (Joarder & Sharif, 2011). Next,

the sample size of 360 was determined based on Sekaran (2003) table for determining a sample size. This step follows the **defining of a logical cluster**. The logical cluster in the present study is the each location (area) in Dhaka Metropolitan Area. All the private universities in Dhaka Metropolitan Area were under the twelve different locations. After this, the **average number of population element per cluster** were then calculated by dividing the population size (i.e. 5200 faculty by the number of clusters (i.e. 12 locations), which resulted in 433 faculty per cluster. Finally, the **number of cluster was determined** by dividing the determined sample size (i.e. 360) by the calculated size of a cluster (i.e. 433). This resulted in .8 clusters. This indicates that minimum one cluster needs to be randomly selected to achieve the targeted sample size. Thus, one cluster in Dhaka Metropolitan Area was randomly selected for survey data. If the number of sample does not meet the determined sample size then an additional location needs to be randomly selected.

Once the desired number of cluster for the study is settled, a simple random sampling was used to get one cluster from twelve clusters. All the names of the location were written in twelve different pieces of white papers separately, and the names of the private universities were also written accordingly under each of the twelve different locations. This means that all the names of the 42 private universities were separated according their locations, and written in twelve different pieces of papers, and placed in the box for selecting one location or cluster randomly for questionnaire survey. Now, researcher mixed up properly and asked six year old little girl to pick one paper from the box. Therefore, it is hoped that the possibilities of any clusters being drawn is equal. This also satisfied the characteristics of simple random sample in the present study. As a result of this procedure, the selected location was Dhanmondi of Dhaka

Metropolitan Area. The names of the private universities under this location were as follows: United International University, Stamford University Bangladesh, The University of Liberal Arts Bangladesh, The University of Asia Pacific, Daffodil International University, Darul Ihsan University, University of Developmental Alternative, IBAIS University, and Eastern University

3.5. Data Collection Method

The researcher started data collection for this present study by distributing questionnaires to the faculty members of the selected private universities with a cover letter explaining the purpose of the study. The cover letter mainly attached with the survey questionnaires to inform individual faculty that this survey would be treated as confidential and would be used for academic purpose only. This is in keeping with ethical guidelines and in the event of collecting any potentially sensitive data, especially when dealing with intention to leave. In addition, researcher also attached UUM post-graduate brochure with the survey documents. After distributing the survey document to the individual respondent, researcher obtained individual's contact details particularly mobile phone number. Then, after a week or two according to respondent's convenient time, researcher called the respondents to make sure the survey document has been available for return.

The researcher employed unique strategy of questionnaires distribution to increase the response rate of the study. **Firstly**, researcher personally distributed the questionnaire to the respondents and briefly discussed the purpose of the survey. It was researcher's personal observation that self distribution of questionnaires creates sense of

importance of the research in the mind of respondents. **Secondly**, researcher offered a small token gift to respondents as an appreciation of their efforts in completing the survey and time given for it. **Thirdly**, along with a book-let format printed survey questionnaire and a token gift, researcher attached a UUM brochure particularly a brochure for COB post-graduate and PhD students with the survey document. The plausible reason for attaching brochure is that most of the respondents of this study completed masters' degree. The brochure might draw their attention for pursuing higher studies, thus they may feel obligated to fill the questionnaires. Researcher observed that most of the respondents find it unique presentation of survey questionnaires. Usually, respondents do not experience this pattern in the context of Bangladesh, the sample of the study. In fact, this unique nature establishes the credibility of researcher to the respondents which in turn increases the response rate. **Fourthly**, a reminding call to the faculty members after a week or two as convenient for the respondents increases the response rate of the study. Researcher maintained a notebook during the whole period of data collection, in which researcher noted their name, contact number, expected date of returning survey document, and date of reminding call to faculty members as per their convenient time. Interestingly, this reminding call significantly increases response rate, especially for those who were very busy. However, respondents get adequate time and enjoyed full freedom to complete the questionnaire, thus there was no pressure from researcher side. To complete the data collection process researcher spent three months beginning from May 2010 until July 2010.

3.6. Data Analysis

Upon completion of data collection, preliminary tests were conducted to determine the response rate, reliability and validity of the study variables. Factor analysis and reliability analysis were used to assess the validity and reliability of the independent variables of the human resource practices, mediating variables of perceived organizational support, and organizational commitment, and the dependent variable of turnover intention. The response rate was determined by computing the frequency and percentage of response and later compared to the sample size determined before data collection. The descriptive statistics namely mean, median, standard deviation, frequencies and percentage were used to describe the main characteristics of the sample.

3.7. Goodness of Measure

Prior to testing the relationship among the study variables, a Principal Component Analysis (PCA) method with varimax rotation (Hair et al., 2006) was used to identify the underlying dimensions of each variables. The usage of factor analysis enables the production of descriptive summaries of data matrices which will help to detect the meaningful patterns among the sets of variables (Dess, Lumpkin, & Covin, 1997). The principal component analysis is the most commonly used factor extraction method (Cooper & Schindler, 2003). In addition, the varimax rotation seems to give a clearer separation of factors (Hair et al., 2006). Factor analysis was conducted on human resource practices variables, mediating variables, and turnover variable items with a cut-off point for factor loading of .30 and a difference of at least .20 between the highest loading and next highest loading.

Items that have been separated into respective factors through the factor analysis were subjected to a reliability analysis before computing them to represent the latent variable. Reliability represents the internal consistency which indicates the homogeneity of items in the measure that is measuring the latent variable (Cooper & Schindler, 2003). According to Hair et al. (2006), the reliability measures the extent to which a variable or a set of variable is consistently measuring what it intended to measure. Cronbach's Alpha is the recommended measure of internal consistency of a set of items (Sekaran, 2003) and is one of the most commonly used reliability coefficients (Coakes & Steed, 2003). A reliability analysis was conducted on the scales used to measure items of human resources practices, perceived organizational support, organizational commitment, and turnover intention. The generally accepted level of Cronbach's Alpha reliability lower limit value should be more than .70 (Nunally, 1978). However, the value of .60 is also accepted (Hair et al., 2006), while the minimum alpha score range of .50 to .70 according to Hinton, Brownlow, McMurray, and Cozens (2004). The results of both analyses (i.e. factor and reliability) are reported in the following chapter.

3.8. Goodness of Fit

3.8.1. Bi-variate Correlation and Multiple Regression

Bivariate correlation technique was used to test the relationship between the human resource practices components, perceived organizational support, organizational commitment, and turnover intention. It was used because the results of correlation analysis show the direction, strength, and significance of the relationships among the study variables (Sekaran, 2003), while, the multiple linear regression was conducted

to test the significant predictors of turnover intention. According to Sekaran (2003), multiple linear regression analysis provides the understanding of how much variance in the dependent variable is explained by the independent variables which cannot be identified from correlation analysis.

3.8.2 Hierarchical Multiple Regression Analysis

The hierarchical multiple regression analysis was used to test the mediating effects of POS and OC between the relationships of human resource practices and turnover intentions. According to Mackinnon (2000), the use of regression analysis was the most common method for testing the mediating effects. A mediational model seeks to identify and explicate the mechanism that underlies an observed relationship between independent variables and dependent variable through the inclusion of a third explanatory variable known as mediator. Rather than hypothesizing the direct causal relationships between them, a mediational model hypothesizes that the independent variables cause mediator, which in turn causes the dependent variable. The mediator then serves to clarify the nature of the relationship between the independent and dependent variables (Mackinnon, 2008).

The four steps procedure of Baron and Kenny (1986) was used to test the mediational hypotheses of the study. According to Baron and Kenny (1986), the following conditions must be satisfied to support the mediating relationship between predictor and outcome variables. Step one refers that the predictor variables should significantly be associated with the outcome (dependent) variable. Step two refers that the predictor variables should significantly be associated with the mediating variable;

Step three refers the mediating variable should significantly be associated with the dependent variable; and Step four refers that after the mediating variable is entered into the regression equation, the relationship between predictor and outcome variables should either disappear (full-mediation) or significantly diminish (partial mediation).

In the mediation model, full mediation means that independent variables have no effects on dependent variable after the mediator has been controlled, while the partial mediation indicates that the effects of independent variables on the dependent variable have reduced in absolute size, and still some effects on dependent variable when mediator has been controlled. However, if the relationship between human resource practices and turnover intention are still significant after controlling for the direct effect of POS and OC, the model is consistent with partial mediation. This method has been used in the previous studies to test the mediation effects of various constructs in social research (Tumwesigye, 2010; Jawahar & Hemasi, 2006; Rhoades et al., 2001; Yousef, 2000).

3.9. Conclusion

This chapter has thoroughly described the research methodology of the study which includes the measurement of variables, survey instruments, sample and sampling technique, data collection procedures, and methods of data analysis. It has also described the process of checking the reliability of the construct instruments based on the pilot study conducted prior to actual study. The next chapter will describe the validity test on the study variables instruments especially the human resource practices variables, mediating variables such as perceived organizational support, and

organizational commitment, and turnover behavior such as turnover intention based on the data for the main study. The following chapter includes the test of relationship between human resource practices variables and turnover intention.

CHAPTER FOUR

FINDINGS

4.1. Introduction

This chapter presents the results of the data analysis of the study. SPSS version 14.0, the most widely used set of programs for statistical analysis in the social science research (Bryman & Cramer, 2003) was used to analyze the data. The chapter begins with the evaluating the goodness of measures through validity and reliability analysis, and analyzes the relationship among the studied variables. This is followed by a brief discussion of the respondents' profile of the study. The descriptive statistics particularly means, standard deviations, and inter-correlations among the study variables were also reported in this chapter. Finally, multivariate analyses were conducted in order to test the hypotheses posited in this study.

4.2. Construct Validity

Factor analysis on all items measuring independent constructs, mediating constructs, and dependent construct was performed prior to the main analysis of the study. With the factor analysis researchers can identify the separate dimensions of the structure, and determine the extent to which each variable is explained by the various dimensions. According to Ghauri and Grønhaug (2005), and Cooper and Schindler (2003), factor analysis is a widely used established tool determines the construct adequacy of a measuring instrument. A total of 317 responses were included in the factor analysis for the present study.

According to many researchers for conducting factor analysis, 317 useable questionnaires are greater than the minimum number required for the same kind of analysis (Hair et al., 2006; Coakes & Steed, 2003; Meyers et al., 2006). However, the minimum ratio of five observations or subjects per item as suggested by Coakes and Steed (2003), ratio of ten observations or subjects per item according to Meyers et al. (2006), while twenty observations or subjects per item as suggested by Hair et al. (2006) were not met. With the total items of 65 (demographic items are not included) included in the survey questionnaire, the sample size of 317 used in the present study is considered less than satisfactory for conducting a single factor analysis. Therefore, separate factor analysis was performed for all items measured on interval scale.

4.3. Factor Analysis for HRM Practices

Human resource management practices were measured using 36 items including one negative worded item which was reverse coded. A principal component factor analysis using varimax rotation was then conducted on 36 items to determine which items should come under a group to form dimensions. According to Ho (2006), principal component factor analysis is appropriate when the purpose is only to reduce data to obtain minimum items needed to represent the original set of data. In the first step of factor analysis of HRM practices variables, ten items were detected insufficient to meet the criteria suggested by Hair et al. (2006), that is a given item should load .30 or higher on a specific factor and the difference must be more than .2 with other factor. However, the rule of thumb suggests that the absolute value of factor loading greater than .33 is considered to meet the minimal level of practical significance (Ho, 2006). Factor analysis was conducted again with the remaining 26

items and using the same criteria as suggested by Hair et al. (2006), again 5 items were detected insufficient to meet the criteria. The final factor analysis was conducted on the remaining 21 items using the same criteria used in the step 1 and 2; again 3 items were detected insufficient to meet the criteria suggested by same researchers. Finally the factor analysis eight HRM constructs produced a six-factor solution.

Table 4.1

Summary of Factor Analysis of HRM Practices Variables Used in the Study

Items	Component					
	1	2	3	4	5	6
Factor 1: Supervisory Support My supervisor demonstrates trust and confidence in me. My supervisor treats me with dignity and respect. My supervisor gives me authority I need to do the job. My supervisor provides me with a useful PA. My supervisor provides me with ongoing feedback.	0.795					
Factor 2: Training & Development My institution provides extensive training. Training programs for faculty every few years. New faculty gets skills they need. Training for increasing their promotability.		0.821				
Factor 3: Compensation There is attractive salary at my institution. Salary reflects individual performance. Salary encourages better performance. Salary reflects standard of living.			0.807			
Factor 4: Job security I can stay in the institution for as long as I wish. Difficulty to dismiss faculty from my institution. Job security is guaranteed here.				0.650		
Factor 5: Working Condition Working conditions at my institution are good. My health has not suffered for working here. I always feel safe working here.					0.635	
Factor 6: Job autonomy My job allows me to modify or change I am able to modify or change job objectives.					0.840	0.821
					0.747	0.820

Eigenvalues	3.52	3.37	3.11	2.01	1.96	1.92
Percentage of variance explained= 66.3%	14.68	14.05	12.97	8.39	8.20	8.00
Kaiser-Meyer-Olkin=.882						
Bartlett's test of sphericity, chi-square=3694.6; df= 276; and Sig=.000						

Kaiser-Meyer-Olkin measures of sampling adequacy (KMO) for the six dimension solution is .88 (shown in the output table), with a significant value of Bartlett's test of sphericity (sig=.000). This indicates that the data are suitable for factor analysis as suggested by a number of previous researchers (Coakes & Steed, 2003; Hair et al., 2006). The variance is explained by 66.3% with six extracted factors. In social science research a solution that explains 60% of total variation or less in some occasions is considered satisfactory (Hair et al., 2006). In the present study, factor loading in component met the criteria suggested by Hair et al. (2006), that is, a given item should .30 or higher on a specific factor and must have loading difference more than .2 with other factors.

The first component consists of five items and explains 14.68% of the variance in the construct of human resource management. The second component consists of four items explaining 14.05% of the total variance. The third component consists of four items and explains 12.97% of the total variance. The fourth component consists of three items explaining about 8.39% of the total variance. The fifth component consists of three items which is explaining 8.20% of the total variance, while the last component i.e. sixth component consists of two items that explains about 8% of the total variance in human resource management constructs. The results of the factor

analysis provide assurance that human resource management practices are meaningful in a theoretical sense.

The final factor analysis of the human resource management constructs, as illustrated in table 4.1 shows that there was no mixed-up of items. Therefore all the components had been assigned a name as per the items belongs to the original factors. For example, the first component was assigned name as supervisory support, accordingly second component as training and development, third component as compensation, fourth component as job security, fifth component as working condition, and sixth component as job autonomy respectively.

4.4. Factor Analysis for Mediating Variables

For performing factor analysis, 24 items including four negative worded which were reverse coded were considered. A principal component factor analysis using varimax rotation was then performed on 24 items to determine which items should group to form dimension. Five items were detected which did not meet the criteria as suggested by Hair et al. (2006), that is a given item should load .30 or higher values on a specific item and the difference must be more than .2 with the other factors. The analysis produced a four component solution.

The summary of the results of the factor analysis of mediating constructs were presented in the Table 4.2.

Table 4.2

Factor Analysis of Mediating Variables Used in the Study

Items	Component			
	1	2	3	4
Factor 1: Perceived Organizational Support (POS)				
I would be very happy to spend rest of my career with this institution	0.662			
This institution cares about my well-being	0.816			
This institution values my contribution to its well-being	0.858			
This institution cares about my opinions	0.826			
This institution considers my goals and values	0.859			
This institution cares about my general satisfaction at work	0.826			
This institution is willing to help me when I need a special favor	0.812			
This institution shows very little concern for me (R)	0.665			
Factor 2: Organizational Commitment (Affective commitment)				
I do not feel a strong sense of belonging to this institution		0.816		
I do not feel emotionally attached to this institution		0.886		
I do not feel like part of the family to this institution		0.845		
Factor 3: Organizational Commitment (Continuance commitment)				
Too much in my life would be disrupted if I decide to leave			0.709	
Staying with my institution is a matter of necessity as much as desire			0.713	
A major reason of working for this institution is that leaving would require considerable personal sacrifice			0.806	
Another reasons of working for this institution is that other may not match overall benefits I have here.			0.640	
Factor 4: Undefined				
I feel that I have too few options to consider leaving this institution				0.887
Serious consequences of leaving this institution would be scarcity of available alternatives				0.856

Eigenvalue	5.35	2.52	2.27	1.65
Percentage of variance explained=69.4%	31.49	14.83	13.39	9.70
KMO value=.875; Bartlett's test of sphericity approx. Chi-square=3141.4; degree of freedom=136; sig. level=.000				

The Kaiser-Meyer-Olkin measures of sampling adequacy (KMO) for the single dimensions solution is .875, with approx. Chi-square of Bartlett's test of sphericity value is 3141.4, the degree of freedom is 136, and is significant at .000. The variance is explained by 69.4% with extracted factors eigenvalue of more than 1. This indicates the data are suitable for factor analysis (Coakes & Steed, 2003; Meyers et al., 2006).

The Table 4.2 shows that there was mixed up of items in the component 1. A total of eight items in the component 1 where only a single item originally belonged to organization commitment construct, while other seven items belongs to perceived organization support (POS) construct. Thus, the name can be assigned for component 1 as 'Perceived organization support'. There is no mixed up of items in other components. The items in component 2, component 3, and component 4 were identified as they belonged to the organization commitment (OC) construct. However, due to the nature of commitment pattern, the component 2 and component 3 were assigned different names. For example, considering commitment pattern reflected by the items involved in the component 2, this component was assigned a name as the affective commitment. According to researchers, affective commitment corresponds to an employee's personal attachment and identification with the organization resulting in a strong belief in and acceptance of the organization's goals and values (Meyer et al., 1993). In other words, employees with strong affective commitment continue to remain with the organization because they have emotional attachment

with the organization (Meyer & Allen, 1991). Realistically, in order to create employee's emotional attachment to the organization, as the researcher argued that either individual or a combination of human resource management practices may play a significant role (Gould-Williams, 2004; Meyer & Smith, 2000).

Based on the commitment pattern reflected through the items involved in the component 3, the researcher assigned a name as continuance commitment. Earlier, researchers argued that continuance commitment is another kind of employee's commitment to the organization. In reality, this kind of commitment is mainly due to the individual's recognition of the perceived cost associated with discontinuing with the organization (Meyer & Smith, 2000). Thus, employees will calculate the costs involved switching or remaining with the organization. Therefore, employees whose association to the organization is mainly based on continuance commitment remain as they need to do so. According to Meyer and Allen (1997), and McElroy (2001), human resource management practices can positively influence employee's continuance commitment; however, Meyer and Smith (2000) did not find significant relationship between human resource practices and continuance commitment.

The fourth component of the factor analysis consists of only two items was labeled as undefined. According to Hair et al. (2006) in some occasions it is not possible to assign name to each of the components, and researcher may wish to label the components as undefined. They added that researcher only interprets those components are meaningful, while disregards the less meaningful or undefined components. Thus, from the factor analysis of the mediating constructs, the present study identified three components as meaningful for further analysis and discussions,

while one component i.e. component 4 was identified as undefined and less meaningful. Therefore, researcher did not include component 4 for further analysis and discussions for this study.

The first component (i.e. assigned name as POS) consists of eight items and explains 31.9% of the variance in the mediating constructs with an eigenvalue more than 1.00. The second component (i.e. assigned name as affective commitment) consists of three items explaining 14.83% of the total variance with an eigenvalue more than 1.00. The third component (i.e. assigned name as continuance commitment) consists of four items and explains 13.39% of the total variance with an eigenvalue more than 1.00, while the fourth component (i.e. undefined) consists of two items explaining about 9.7% of the total variance. The results of the factor analysis provide assurance that the mediating constructs are meaningful in a theoretical sense.

4.5. Factor Analysis for Turnover Intention

There were five items under this construct was considered for factor analysis. A principal component analysis with varimax rotation was conducted on all five items used for measuring dependent construct of the study, i.e. turnover intention. The findings of factor analysis showed that all five items achieved more than 0.5 communalities, and none of the items were dropped from the analysis, and all items fall under one component. In this regard, the criteria was used as suggested by Hair et al. (2006), that is, the factor loadings of .3 or above and the loading difference must be more than .2 with other factors will be included for further analysis.

The Kaiser-Meyer-Olkin measures of sampling adequacy (KMO) for the single dimensions solution is .89, with a approx. Chi-square value of Bartlett's test of sphericity is 1166.06, the degree of freedom is 10, and is significant at .000. The variance is explained by 76.64% with extracted factors eigenvalue of 3.83. This indicates the data are suitable for factor analysis (Coakes & Steed, 2003; Meyers et al., 2006).

Table 4.3

Summary of Factor Analysis of Dependent Variable Used in the Study

Items	Component 1
Factor 1: Turnover Intention	
I am actively looking for another job	0.857
Once I get better options, I will leave this job	0.833
I am seriously thinking about quitting	0.904
In the last few months, I have thought to leave	0.885
I will make serious efforts to find new job	0.896
Eigenvalue	3.83
Percentage of variance explained=76.64%	76.64
Kaiser-Meyer-Olkin (KMO) value=.89	
Bartlett test of sphericity, approx. chi-square=1166.06	
Degrees of freedom=10; Sig. level=.000	

After finalizing the factor analysis on all measurement scales resulted in a reduction of number of items. A total of 18 items (46%) were excluded from the subsequent analysis. The exclusion of these items was mainly due to low factor loadings as suggested by Hair et al. (2006). In addition, factor analysis on human resource management constructs measurement scale also resulted in the lost of two independent constructs such as promotion opportunity, and fairness in rewards (i.e. reduced status distinction). Therefore, after the factor analysis of independent

constructs, the following constructs such as job security, compensation, job autonomy, working condition, training and development, and supervisory support will be included in the further analysis and discussions in this study. In the case of factor analysis of the mediating constructs, all items used for measuring perceived organization support (POS) have higher factor loadings, thus this construct remain same even after factor analysis. While, a number of fifteen items used for measuring organization commitment which grouped into three components. Two components were assigned name, and one component was undefined and excluded from further analysis and discussion. Thus, after the factor analysis, the construct organization commitment was divided into two new constructs i.e. affective commitment and continuance commitment. Therefore, after the factor analysis of mediating constructs, the following constructs such as perceived organization support, affective commitment, and continuance commitment will be included in the further analysis and discussions in this study.

4.6. Reliability of New Measures after Factor Analysis

Reliability of the new measures (i.e. faculty job security, faculty compensation, faculty job autonomy, faculty working condition, faculty training and development, and faculty supervisory support, perceived organizational support, affective commitment, continuance commitment, and turnover intention) was re-examined after the factor analysis (refer Table 4.4). The final internal consistency of the measuring scales of the study ranges from .71 to .92, which indicate sufficient for use (Nunally, 1978). According to Hair et al. (2006), Cronbach alpha value is accepted for analysis if the value is above .60. However, if the alpha value is .8 or higher, all items of that

particular measurement instrument is highly reliable (Ho, 2006). The summary of variables, number of items and new Cronbach alpha value after the factor analysis are presented in the following table.

Table 4.4

Reliability Coefficients for the Study Variables After Factor Analysis

Variables of the Study	Number of Items	Cronbach Alpha (α)
Faculty Job Security	3	0.71
Faculty Compensation	5	0.83
Faculty Job Autonomy	5	0.77
Faculty Working Condition	4	0.77
Faculty Promotion Opportunity	4	0.65
Faculty Training & development	4	0.88
Faculty Performance Appraisal	3	0.63
Faculty Supervisory Support	8	0.89
Organizational Commitment	17	0.80
Perceived Organizational Support	7	0.92
Faculty Turnover Intention	5	0.92

4.7. Descriptive Analysis

In order to understand the variability and the interdependence of the measuring scales derived from the factor analysis, the statistical values of means, standard deviations, and inter-correlations were calculated for the constructs of the study. The results of these statistical values are presented in the Table 4.8. The constructs were measured on a seven point Likert scale of 1 to 7, where 1 represent “Strongly Disagree” and 7 represent “Strongly Agree”. Thus, the mean score indicates the extent of respondent’s agreement level with the constructs. In this regard, any scores that were below the midpoint (4.00) can be considered as low agreement of the respondents, mean scores

between 4.01 to 6.00 can be seen as indication of moderate agreement, and the mean scores above 6.00 can be considered as the indication of strongly agreement with the statement.

The respondents in this survey reported low agreement towards their organization in regards to job security, compensation, job autonomy, and training and development issues. The mean values of these constructs were considerably low, which was less than the midpoint average with the standard deviations value more than 1.00. It should be noted that smaller standard deviation value indicates that the scores are close to the mean value of the construct. The low mean values for positive worded items indicate the respondent's perception that is not in favor of their organization, while it is opposite for negative worded items. In the context of this study, the respondents perceive that the organization do not maintain the standard practices in relation to employee job security, compensation, employee job autonomy, and training and development.

The respondents, on the other hand, reported moderate agreement towards their organization in regards to working conditions and supervisory support issues. The mean scores of these constructs were little higher than 5.00 with the standard deviation values higher than 1.00. Relatively high mean values indicate the respondents' positive perceptions about the organization in regards to working conditions and supervisory support of the organization.

Table 4.5

Descriptive Statistics of the Variables Used in the Study

Variables	N	Mean	Std. Deviation
Faculty Job Security	317	3.89	1.45
Faculty Compensation	317	3.66	1.53
Faculty Job autonomy	317	3.50	1.42
Faculty Working conditions	317	5.18	1.33
Faculty Training & dev	317	3.29	1.47
Faculty Supervisory Support	317	5.21	1.13
Affective commitment	317	4.59	1.57
Continuance commitment	317	4.35	1.15
POS	317	4.04	1.32
Turnover Intention (TI)	317	3.46	1.59
Valid N (list-wise)	317		

In regards to perceived organization support, affective commitment and continuance commitment, the respondents also reported their responses in favor of the organization with the mean values over mid point average. In this regard respondents were moderately agreed with the statement concerned with perceived organization support, affective commitment and continuance commitment. As far as dependent construct was concerned, it was noted that the mean value of turnover intention was less than the mid point average as well. This indicated that the respondents were in the disagreement level in their answering.

4.8. Restatement of Hypothesis of the Study

This section restates the hypotheses after performing the factor analysis. The following hypotheses are concerned with the relationship between human resource management constructs and turnover intention. In addition, this section also restates the hypotheses which are concerned with the mediating effects of perceived

organization support, affective commitment, and continuance commitment on the relationship between human resource management constructs and turnover intention.

Followings are the research hypotheses for the main study:

H1: Human resource management practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) have negative influence on faculty turnover intention.

H1a. Faculty job security has negative influence on faculty turnover intention.

H1b. Faculty compensation has negative influence on faculty turnover intention.

H1c. Faculty job autonomy has negative influence on faculty turnover intention.

H1d. Faculty working condition has negative influence on faculty turnover intention.

H1e. Faculty training and development has negative influence on faculty turnover intention.

H1f. Faculty supervisory support has negative influence on faculty turnover intention.

H2: Human resource management practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) have positive influence on affective commitment (AC).

H2a. Faculty job security has positive influence on AC.

H2b. Faculty compensation has positive influence on AC.

H2c. Faculty job autonomy has positive influence on AC.

H2d. Faculty working condition has positive influence on AC.

H2e. Faculty training and development has positive influence on AC.

H2f. Faculty supervisory support has positive influence on AC.

H3: Human resource management practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) have positive influence on continuance commitment (CC).

H3a. Faculty job security has positive influence on CC.

H3b. Faculty compensation has positive influence on CC.

H3c. Faculty job autonomy has positive influence on CC.

H3d. Faculty working condition has positive influence on CC.

H3e. Faculty training and development has positive influence on CC.

H3f. Faculty supervisory support has positive influence on CC.

H4: Human resource management practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) have positive influence on perceived organization support (POS).

H4a. Faculty job security has positive influence on POS.

H4b. Faculty compensation has positive influence on POS.

H4c. Faculty job autonomy has positive influence on POS.

H4d. Faculty working condition has positive influence on POS.

- H4e. Faculty training and development has positive influence on POS.
- H4f. Faculty supervisory support has positive influence on POS.
- H5: Affective commitment (AC) has negative influence on faculty turnover intention.*
- H6: Continuance commitment (CC) has negative influence on faculty turnover intention.*
- H7: Perceived organizational support (POS) has negative influence on faculty turnover intention.*
- H8: Affective commitment (AC) mediates the relationship between HRM practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) and faculty turnover intention.*
- H8a. Affective commitment mediates the relationship between job security and faculty turnover intention.
- H8b. Affective commitment mediates the relationship between faculty compensation and faculty turnover intention.
- H8c. Affective commitment mediates the relationship between faculty job autonomy and faculty turnover intention.
- H8d. Affective commitment mediates the relationship between faculty working condition and faculty turnover intention.
- H8e. Affective commitment mediates the relationship between faculty training and development and faculty turnover intention.

H8f. Affective commitment mediates the relationship between faculty supervisory support and faculty turnover intention.

H9: Continuance commitment (CC) mediates the relationship between HRM practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) and faculty turnover intention.

H9a. Continuance commitment mediates the relationship between faculty job security and faculty turnover intention.

H9b. Continuance commitment mediates the relationship between faculty compensation and faculty turnover intention.

H9c. Continuance commitment mediates the relationship between faculty job autonomy and faculty turnover intention.

H9d. Continuance commitment mediates the relationship between faculty working condition and faculty turnover intention.

H9e. Continuance commitment mediates the relationship between faculty training and development and faculty turnover intention.

H9f. Continuance commitment mediates the relationship between faculty supervisory support and faculty turnover intention.

H10: Perceived organizational support (POS) mediates the relationship between HRM practices (i.e. Faculty: job security, compensation, job autonomy, working condition, training and development, and supervisory support) and faculty turnover intention.

- H10a. POS mediates the relationship between faculty job security and faculty turnover intention.
- H10b. POS mediates the relationship between faculty compensation and faculty turnover intention
- H10c. POS mediates the relationship between faculty job autonomy and faculty turnover intention.
- H10d. POS mediates the relationship between faculty working condition and faculty turnover intention.
- H10e. POS mediates the relationship between faculty training and development and faculty turnover intention.
- H10f. POS mediates the relationship between faculty supervisory support and faculty turnover intention.

4.9. Response Rate of the Study

Response rates are widely defined as a percentage of the initial selected sample for inclusion in the study. Researchers argued that response rate as a percentage of eligible samples, that is, the initial sample minus considered in-eligible sample of the study (Sitzia & Wood, 1998). According to Biemer and Lyberg (2003), the response rates are generally considered to be the most widely compared statistic for considering the quality of surveys in social science research. Therefore, the response rate must be maximized to become representative of the population in order to generalize the study results.

As mentioned in the methodology chapter, the sample size for the current study is 317 respondents. Data were collected from the private universities mainly located at Dhaka Metropolitan Area. The data for all variables used in this study were obtained through self-administered questionnaires. Researcher visited all the private universities in that location for distributing survey questionnaires to the faculty members. However, some faculty members who were not reachable thus excluded from this study. They were unreachable mainly due to their unavailability at the workplace for various reasons for example higher study leave, sabbatical leave, final examination period for some universities, while semester break for others, and maternity leave for female faculty members. In addition, some of the faculty members did not participate in the questionnaire survey willingly. The possible reason perhaps they believed that the survey results will not be confidential and may put their job in risk. However, considering all these limitations, researcher managed to distribute the questionnaires to 550 respondents.

The researcher employed unique strategy for distributing the survey questionnaires to increase the response rate of the study. **Firstly**, researcher personally distributed the questionnaire to the respondents and briefly discussed the purpose of the survey. It was researcher's personal observation that self distribution of questionnaires creates sense of importance of the research in the mind of respondents. **Secondly**, researcher offered a small token gift to respondents as an appreciation of their efforts in completing the survey and time given for it. **Thirdly**, along with a book-let format printed survey questionnaire and a token gift, researcher attached a UUM brochure particularly a brochure for COB post-graduate and PhD students with the survey document. The possible reason for attaching brochure is that most of the respondents

of this study completed masters' degree. The brochure might draw their attention for pursuing higher studies, thus they may feel obligated to fill the questionnaires. Researcher observed that most of the respondents find it unique presentation of survey questionnaires. Usually, respondents do not experience this pattern in the context of Bangladesh, the sample of the study. In fact, this unique nature establishes the credibility of researcher to the respondents which in turn increases the response rate. **Fourthly**, a reminding call to the respondents after a week or two as convenient for the respondents increases the response rate of the study. Researcher maintained a notebook during the whole period of data collection, in which researcher noted the respondents name, contact number, expected date of returning survey document, and date of reminding call to respondents as per their convenient time. Interestingly, this reminding call significantly increases response rate, especially for those who were very busy. However, respondents enjoyed full freedom to complete the questionnaire, thus there was no pressure from researcher side.

A total of 550 survey questionnaires were distributed to the respondents during the period of May to July, 2010. Finally, a number of 327 respondents filled the questionnaires and returned it to the researcher. However, the usable questionnaires for the study were 317 after excluding 10 responses due to higher number of missing values. Thus, this return makes about 57% response rate, and it could be considered as high response rate. The researcher achieved high response rate primarily due to tremendous efforts, and self distribution with the unique pattern. Thus, a total of 317 responses were usable for subsequent analysis, giving a response rate of 57 % (refer Table 4.5). In regards to the response rate, the current study is comparable to several other studies having the same pattern of self distribution questionnaire survey such as

78% response rate for Zhang and Agarwal (2009) study; 75% for McKnight, Phillips, and Hardgrave (2009) study; 60.5% for Hemdi and Nasurdin (2006) study, 50% response rate for Cho et al. (2009) study. It should be noted that according to Babbie (1990), a response rate of 50 percent is usually considered sufficient for survey research.

According to Bartlett et al. (2001) suggestion for the regression type of analysis, the sample size should fall between five and ten times the number of independent constructs used in the study. However, the rule of thumb for this kind of analysis, the sample size should be at least twenty times more cases or observations than the independent constructs used in the study (Ho, 2006). The more conservative figure of ten would be preferable for regression type analysis in order to avoid over-fitting (Miller & Kuncze, 1973). Given the number of independent constructs in the current study, which is 6, would suggest a sample size of around 60 or 120. Therefore, the sample size of the current study is sufficient for regression analysis. The table below shows the summary of the response rates.

Table 4.6
Summary of Response Rates of the Study

Questionnaire distributed	550
Returned	327
Incomplete	10
No. of usable responses	317
Response rate (317/550)	57 %

4.10. Respondent Profile of the Study

This section describes the background information of the faculty members (respondents) who participated in the survey. The individual characteristics of the faculty members such as gender, marital status, age, education, current position, teaching experience in the current institution, and total teaching experience in the industry have been presented in the Table 4.6. As indicated earlier, data for this study came mainly from a sample of 317 faculty members of the selective private universities in the Dhaka Metropolitan Area. In this study in terms of gender makeup of the sample, it can be seen from the table that more than half of the respondents were male (57.4%), while 42% was female. As far as marital status was concerned, most of the respondents were married. With respect to respondents' age, the sample was relatively young since majority of participants (92.4%) were less than 40 years old with relatively long time teaching experience. As far as faculty members' education is concerned, close to 90% of the respondents having master degree or equivalent with remaining holding PhD degree. In regards to the current position of the faculty members, more than 95% of the respondents belonged to the first three categories of the faculty positions such as lecturer, senior lecturer, and assistant professor. In terms of faculty members' teaching experience with the current institution, over 50% faculty members have up to 3 years of teaching experience with the current institution, while its only slightly less than 7% faculty members have over 7 years but less than 10 years of teaching experience with the current institution. In terms of total teaching experience of the faculty members, its only slightly less than 8% faculty members have more than 10 years teaching experience. The detail statistics of the respondent profile have been provided in the Table 4.7.

Table 4.7

Demographic Profile of Respondents

Characteristics	N	Percentage (%)
Gender (n=315)		
Male	182	57.4
Female	133	42.0
Missing	02	0.6
Marital Status (n=314)		
Married	217	68.3
Not married	96	30.3
Divorced	01	0.3
Missing	03	1.1
Age (n=315)		
<30 years	145	45.7
30 to 40 years	148	46.7
41 to 50 years	17	5.4
>50 years	05	1.6
Missing	02	0.6
Education (n=306)	283	89.2
Master's degree or equivalent		
Doctorate degree	23	7.3
Missing	11	3.5
Position (n=315)		
Lecturer	153	48.3
Senior lecturer	66	20.8
Assistant professor	81	25.6
Associate professor	07	2.2
Professor	08	2.5
Missing	02	0.6
Current experien (n= 312)		
< 1 year	39	12.3
1 to 3 years	169	53.3
4 to 6 years	78	24.6
7 to 10 years	22	6.9
>10 years	04	1.3
Missing	05	1.6
Total experience (n=312)		
< 1 year	18	5.7
1 to 5 years	203	64.0
6 to 10 years	66	20.8
>10 years	25	7.9
Missing	05	1.6

4.11. Correlation Analysis

A correlation analysis was conducted to explain the relationships among all constructs used in the present study. According to Hair et al. (2006), correlation analysis describes the strength and direction of the linear relationship between two variables. Pearson correlation was used to examine the correlation coefficient among the study constructs. Pearson's correlation coefficient is a measurement of linear association, and this can range from -1.00 to 1.00. A correlation of '0' indicates there is no relationship at all, a correlation of 1.00 indicates a perfect positive correlation, while value of -1.00 indicates a perfect negative correlation. Cohen (1988) provides a guide in the interpretation of the strength of relationship between the variables. They are as follows: $r = .1$ to $.29$ or $-.1$ to $-.29$ represents 'Small' strength of relationship; $r = .3$ to $.49$ or $-.3$ to $-.49$ represents 'Medium' strength of relationship; and $r = .5$ to 1.0 or $-.5$ to -1.0 represents 'Large' strength of relationship.

Table 4.8 shows all the correlations among the constructs included in this study. There is no specific or definitive criterion for what extent of correlation may constitutes a serious multi-collinearity problem. However, the general rule of thumb is that it should not exceed .7 (Anderson et al., 2009). In this context, previous researchers argued that the correlations value of .8 or higher would cause a problem for statistical interpretation of the analysis (Allison, 1999; Cooper & Schindler, 2003). Possible reason perhaps is that if the constructs are highly correlated to each other, it would be difficult to identify the important predictors that influence dependent construct. The correlation analysis was also used to observe multi-collinearity. Multi-collinearity increases the variance of regression coefficients, while it reduces the

validity of the regression equation. Pearson correlations values show the relationships between independent constructs, and it is a method for diagnosing multi-collinearity (Meyers et al., 2006).

Prior to hypothesis testing, usually the correlation analysis is conducted in order to find out to what extent the constructs are related to each other. The correlation results provide some support to the hypotheses of the study. Although correlation analysis is reliable, the statistical power is low. A correlation analysis of any magnitude or sign, regardless of its statistical significance, does not indicate causal relationship (Zikmund, 2003; Cooper & Schindler, 2003). In other words, correlation analysis provides no cause and effect relation.

Table 4.8

Correlation Matrix of the Study Variables

Variables	1	2	3	4	5	6	7	8	9	10
JS (1)	----									
Comp (2)	.350**									
JA (3)	.345**	.302**								
WC (4)	.447**	.376**	.307**							
T&D (5)	.284**	.366**	.275**	.282**						
SS (6)	.291**	.318**	.273**	.457**	.399**					
POS (7)	.491**	.569**	.378**	.435**	.422**	.520**				
AC (8)	.328**	.247**	.186**	.290**	.217**	.322**	.522**			
CC (9)	.178**	.248**	0.092	.116*	.115*	0.094	.235**	0.051		
TI (10)	—	—	—	—	—	—	—	—	—	---
	.355**	.438**	.318**	.394**	.316**	.437**	.657**	.451**	.151**	

Note: *p<.05; **p<.01;

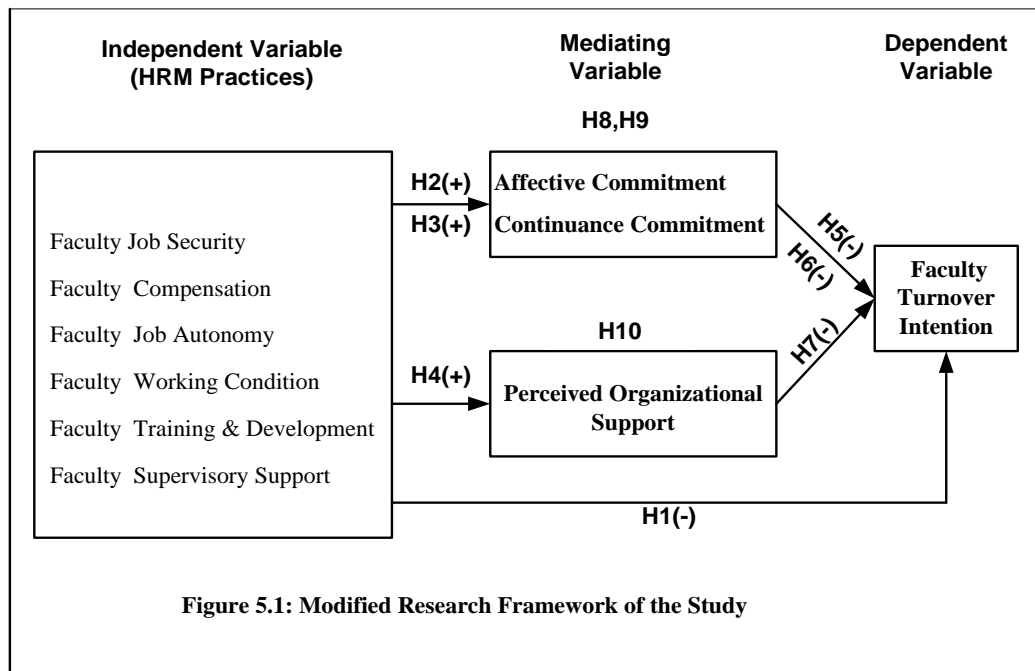
In the present study, all human resource management practices have statistically significant correlations. From the correlation matrix table, it can be noted that the highest correlation was found between perceived organization support (POS) and

compensation constructs ($r=.56$, $p<.01$), while the lowest correlation value was found between perceived organization support and job autonomy ($r=.37$, $p<.01$). The relationship between perceived organization support and turnover intention was negative and significant ($r=-.65$, $p<.01$). In both cases, due to small coefficient values these would not cause any collinearity problem. Therefore, in the present study, there was no multi-collinearity problem.

4.12. Modified Research Framework

After the factor analysis, two independent variables (such as faculty promotion opportunity and faculty performance appraisal) of the HRM practices have been removed from the analysis due to their low factor loadings. Therefore, finally there were six components of the HRM practices were considered for final analysis. In the case of mediating variables, organizational commitment has been identified as two new components such as affective commitment (AC) and continuance commitment. Therefore, initially two mediating variables such as perceived organizational support (POS) and organizational commitment (OC) have been finally found three mediating variables for this study. The modified research framework used in this study was shown in the figure 4.1.

Figure 4.1: Modified Research Framework



4.13. Regression Analysis

As mentioned earlier, a bivariate correlation was conducted to understand the relationship pattern among the human resource management practices and faculty turnover intention. In this section a multiple regression was conducted to explain the main effects of human resource management practices on faculty turnover intention. Usually, regression techniques are used to determine whether independent variables (i.e. JS, COMP, JA, WC, TD, and SS) have influence on the dependent variable (faculty turnover intention) of the study. The objective of multiple regression analysis is to predict the changes in the dependent variable in response to changes in the several independent variables (Hair et al., 2006). Researcher used multiple regression analysis to test the hypotheses of the study. In addition, hierarchical multiple regressions were conducted to understand the mediating effects of affective commitment (AC), continuance commitment (CC), and perceived organization

support (POS) on the relationship between human resource management practices and faculty turnover intention. In fact, multiple regression analysis was conducted to answer the research questions or in other words to test the hypotheses involved in the current study. For testing required hypotheses, the significance level was set at $p < .05$, $p < .01$, and $p < .001$ (Cooper & Schindler, 2003; Hair et al., 2006).

According to Hair et al. (2006), prior to regression analysis the assumptions of linearity, homoscedasticity, independence of residuals, and normality need to be examined. In addition the assumption of collinearity needs to be checked. These assumptions are important to draw accurate conclusion about the regression analysis output and the model's applicability to another sample. These assumptions are applicable to all constructs used in the study as well as to the relationship as a whole (Ho, 2006; Hair et al., 2006).

The first assumption of linearity requires the relationship between independent and dependent constructs should be linear. According to Hair et al. (2006), if the analysis of residual does not exhibit any nonlinear pattern to the residuals, it is ensured that the overall equation is linear and can be examined through residual plots. The homoscedasticity explains equal variances of the dependent construct at each observation of the independent constructs and similarly this can be examined through residual plots as well (Hair et al., 2006). If the examination of residual shows increasing or decreasing residuals, the assumption of homoscedasticity is met. The assumption of normality is confirmed when the residuals fall along the diagonal with no substantial or systematic departures and this can be checked from the histogram of the standardized residuals and the Q-Q plots (Hair et al., 2006). However, the other

researchers argued that data normality can be examined from the absolute value of skewness and kurtosis of the variables used in the study. According to George and Mallery (2005), data is considered normally distributed if the values of skewness and kurtosis of the individual constructs fall within the range of +1 to -1. The table shows the construct's skewness and kurtosis values. Table 4.9 shows the values of skewness and kurtosis of the study variables.

Table 4.9

Skewness and Kurtosis values of the Study Variables

Variables	Skewness	Kurtosis
Job security	-0.147	-0.702
Compensation	0.013	-0.612
Job autonomy	0.027	-0.466
Working condition	-0.741	0.266
Training & develop	0.03	-0.754
Supervisory support	-0.431	0.151
POS	-0.339	-0.081
Affective commit	-0.354	-0.301
Continuance commit	-0.096	0.438
Turnover intention	0.342	-0.324

The results show that skewness and kurtosis values for all constructs used in the current study were within the range of +1 to -1, which was considered excellent for analysis (George & Mallery, 2005).

The assumption of independent refers that the samples are independent from one another. In this study the assumption of independent was met through the random selection of samples. In addition, according to Norusis (1995), Durbin-Watson value can be used to test the independence of error terms. In this regard the general rule of thumb is if the Durbin-Watson value falls within the range of 1.5 to 2.5, the

assumption of independence error terms is not violated. While, variance inflation factor (VIF) and tolerance values can be used to measure the existence of multicollinearity. The tolerance values usually ranges from 0 to 1, where the value of 0 indicates constructs are perfectly correlated, and 1 indicates constructs are not correlated. For variance inflation factor, any value of the construct that is less than 10 indicates multicollinearity is not a problem. It is generally believed that any variance inflation factor (VIF) value exceeds 10 and tolerance value less than .10 indicates a potential problem of multicollinearity (Ho, 2006; Hair et al., 2006).

In this study, the assumptions for conducting regression analysis revealed no significant violation of the conditions. Appendix 9 does not exhibits any nonlinear pattern to the residuals, thus the condition of equation should be linear was met. Appendix 9 also shows no pattern of increasing or decreasing residuals, which was the indication of homoscedasticity in the multivariate case. The skewness and kurtosis values of the individual study constructs fall between the range of +.013 to -.74, and +.26 to -.75, respectively. Thus, the condition of data normality was satisfied. The Durbin-Watson value of 1.89 met the general rule of thumb, and fulfilled the assumptions of independence of the error terms. Finally, the variance inflation factor (VIF) values fall between 1.2 to 1.4, which was less than the threshold point as suggested by Hair et al. (2006), while the tolerance values fall within the range of .65 to .80, which was also met the criteria as suggested by Hair et al. (2006), thus exhibiting no apparent collinearity problem in the current study. The values of Durbin-Watson, variance inflation factor, and tolerance can be viewed in appendix 9.

The prime concern of this study were to find out the pattern of the relationships among the human resources management practices and turnover intention, as well as

to examine whether affective commitment, continuance commitment, and perceived organizational support mediate the proposed relationship. In order to test the mediating effects, the conditions suggested by Baron and Kenny (1986) must be met.

From the regression output table, it can be noted that both regression models were significant at .000 levels. The multiple correlations (R), squared multiple correlations (R^2), and adjusted multiple correlations (R^2 adj) in the regression equation indicate how well the combination of independent variables can predict the dependent variable. In the first step of the regression analysis (see table 4.10), all the considered control variables such as gender, marital status, age, education and current experience used in the study were entered into the regression equation (model1), an R^2 value of .12 was obtained. This R^2 value of .12 indicated that all five control variables together explained 12% of the variation in the faculty turnover intention. From the Table 4.10, it can be inferred that not all control variables used in the study have significant influence on faculty turnover intention. It is only gender and age significantly and positively influence faculty turnover intention. However, in the second step when all six HRM practices were introduced into the regression equation, R^2 value increased to .417. Thus, R^2 change was .297. The multiple correlation coefficients (R value) between the predictors and criterion variable was .64, R^2 change was .297 indicated that all six HRM practices (predictors) together explained 29.7% of the variation in the faculty turnover intention. If R^2 is equal to 1.00, this indicates there is a perfect linear relationship between the independent variables and dependent variable, while if this value is equal to 0 indicates there is no linear relationship between them. The R^2 value dropped to .38 in the main regression model (about 3.7%), that is, adjusted R^2 value indicated that the generalizability of this model in another sample was .38.

Thus, the model can be generalized. The significant F-test ($F=12.10$, $p<.001$) revealed that the relationship between independent and dependent variables was linear, and the model significantly predicted the dependent variable of the study. However, F-test does not determine the importance of individual independent variable of the study.

The results of regression analysis showed that the standardized regression weight within a regression equation for each predictor was representing the individual contribution of the construct (Green & Salkind, 2008). Among the six predictors used in the study, faculty compensation ($\beta=-.21$, $t=-3.98$, $p=.000$) had the highest standardized beta coefficient value, which also indicated that compensation was the most important variable in predicting faculty turnover intention. The other significant predictors of faculty turnover intention were faculty supervisory support ($\beta=-.20$, $t=-3.63$, $p=.000$), and faculty job security ($\beta=-.12$, $t=-2.14$, $p=.033$). However, faculty job autonomy ($\beta=-.09$, $t=-1.87$, $p=.055$), faculty working condition ($\beta=-.09$, $t=-1.67$, $p=.070$), and faculty training and development ($\beta=-.08$, $t=-1.56$, $p=.377$) were not significantly related to faculty turnover intention.

4.14. Findings of the Proposed Relationships among the Study Variables

4.14.1 HRM practices and Faculty Turnover intention

A regression analysis utilizing the enter method was conducted to test the hypothesis H1 and sub hypotheses from H1a to H1f. Thus, with faculty turnover intention as the dependent variables and all HRM practices such as faculty job security, faculty compensation, faculty job autonomy, faculty working condition, faculty training and development, and faculty supervisory support as the independent variables of the study were entered into the regression equation. The results of the regression analysis of the relationships between HRM variables and faculty turnover intention were reported in the Table 4.10. The detailed SPSS outputs for this regression analysis were attached in the appendix 9 in the appendix section.

In the first step all five control variables entered into the regression equation and an R^2 value of .12 was obtained. On adding the six HRM practices into the regression equation, the R^2 value was increased to .41. The regression model indicated that there is influence of human resource management practices on the faculty turnover intention. This indicates that all six HRM practices combinedly explain the faculty turnover intention about 29.7% which was gained from R^2 change value. The actual R^2 value is .297 which is indicating that 29.7% of the variation in faculty turnover intention can be explained by all six human resource management variables used in the study. In the study, out of six independent variables, only three variables were found (i.e. faculty job security, faculty compensation, and faculty supervisory support) significant. This means that these three HRM practices have significant influence on faculty turnover intention. Interestingly, all significant variables such as

faculty job security ($\beta=-.12$, $p<.05$), faculty compensation ($\beta=-.21$, $p<.001$), and faculty supervisory support ($\beta=-.20$, $p<.001$) have negative influence on faculty turnover intention. However, the other three HRM practices such as faculty job autonomy, faculty working condition and faculty training and development have little influence on faculty turnover intention; these variables did not reach statistical significance but they were also found negatively related to faculty turnover intention. Therefore, only three variables have been found significant in this study. Thus, hypotheses H1a, H1b, and H1f were supported while H1c, H1d and H1e were not supported. Therefore, the hypothesis H1 was partially supported.

Table 4.10

Regression Results of HRM practices and Faculty Turnover Intention

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender	.16**	.17**
Marital Status(MS):		
Dummymys1		
Dummymys2	-.22	-.19
Age	-.19	-.18
Dummyage1		
Dummyage2	.60**	.45*
Dummyage3	.73**	.57*
Education	.20	.12
Experience (length of service)	.03	-.02
Dummyexp1		
Dummyexp2	.08	.02
Dummyexp3	.05	-.02
Dummyexp4	.03	-.03
	-.14	-.14
HRM Practices		
Faculty Job Security		-.12*
Faculty Compensation		-.21***
Faculty Job Autonomy		-.09
Faculty Working Condition		-.09
Faculty Training & dev		-.08
Faculty Supervisory Support		-.20***
R ²	.12	.41
Adjusted R ²	.09	.38
R ² Change	.12	.29
F-value	3.6	12.1***

Note: * $p<.05$; ** $p<.01$, *** $p<.001$; control variables were dummy coded.

4.14.2 HRM practices and Affective commitment (AC)

To test the relationship between human resource management practices and affective commitment (referring to hypothesis 2), the regression analysis was conducted where affective commitment was considered as dependent variable. The regression results were presented in the Table 4.11, and detailed SPSS outputs were attached in the appendix 10.

In order to check that all assumptions for regression analysis were met, please refer to detailed SPSS output attached in the appendix 10. From the coefficient table, it was noted that the tolerance values for the constructs were in the range of .65 to .80, while VIF values were between 1.2 to 1.4. Thus, multi-collinearity problem was not found. The analysis of the residuals scatter plot indicated that the overall equation was linear, and the assumption of homoscedasticity was not violated. On the other hand, the Durbin-Watson value was 1.78 indicated that auto-correlation was not a problem.

Table 4.11

Regression Results of HRM practices and Affective Commitment

Predictors	Model 1 Std β	Model 2 Std β
Control Variables:		
Gender	-.05	-.05
Marital status(MS):		
Dummymys1	.20	.18
Dummymys2	.19	.18
Age:		
Dummyage1	-.44	-.33
Dummyage2	-.43	-.34
Dummyage3	-.19	-.14
Education	.04	.05
Experience (Length of service):		
Dummyexp1	-.02	.08
Dummyexp2	-.06	.02
Dummyexp3	-.04	.04
Dummyexp4	.16	.18
HRM Practices		
Faculty Job Security		.19**
Faculty Compensation		.05
Faculty Job Autonomy		.02
Faculty Working Condition		.06
Faculty Training & dev		.06
Faculty Supervisory Support		.19**
R ²	.05	.20
Adjusted R ²	.01	.16
R ² Change	.05	.16
F-value	1.3	4.35***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded.

From the Table 4.11, it was noted that when five control variables were entered into the regression equation, an R^2 value of .05 was obtained. However, once all the six HRM practices added into the regression equation, R^2 value increased to .20 suggested that all six HRM practices can explain about 16% variation in the affective commitment of the faculty members. The result also indicated that only two human resource management practices such as faculty job security ($\beta = .19$, $p < .01$), and faculty supervisory support ($\beta = .19$, $p < .01$) were found to be highly significant variables in the relationship between HRM practices and affective commitment (AC). The study found that both faculty job security and faculty supervisory support have

equal influence on affective commitment. However, other HRM practices such as faculty compensation, faculty job autonomy, faculty working condition, and faculty training and development did not significantly influence affective commitment. Thus, only hypotheses H2a and H2f were supported, while H2b, H2c, H2d, and H2e were not supported. Therefore, hypothesis H2 was also partially supported.

4.14.3 HRM practices and Continuance commitment (CC)

To test the relationship between human resource management practices and continuance commitment (referring to hypothesis 3), the regression analysis was conducted where continuance commitment was considered as dependent variable. The regression results were presented in the table 4.12, and detailed SPSS outputs were attached in the appendix 11.

In order to check all the assumptions for regression analysis are met, please refer to detailed SPSS output attached in the appendix 11. From the coefficient table, it is noted that the tolerance values for the constructs were in the range of .65 to .80, while VIF values were between 1.2 to 1.5. Therefore, multi-collinearity problem was not found. The analysis of the residuals scatter plot indicated that the overall equation is linear, and the assumption of homoscedasticity was not violated. On the other hand, the Durbin-Watson value was 1.8 indicated that autocorrelation was not a problem.

Table 4.12

Regression Results of HRM practices and Continuance Commitment

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender	-.05	-.33
Marital status(MS)		
Dummym1	.18	.11
Dummym2	.19	.14
Age		
Dummyage1	-.54*	-.50*
Dummyage2	-.51*	-.45
Dummyage3	-.29*	-.25*
Education	.03	.07
Experience (length of service)		
Dummyexp1	-.41	-.40
Dummyexp2	-.30	-.29
Dummyexp3	-.29	-.28
Dummyexp4	-.18	-.19
HRM Practices		
Faculty Job Security	.	.08
Faculty Compensation		.25***
Faculty Job Autonomy		-.01
Faculty Working Condition		-.04
Faculty Training & dev		.01
Faculty Supervisory Support		-.01
R ²	.03	.11
Adjusted R ²	.00	.05
R ² Change	.03	.07
F-value	.9	1.9***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded.

From the Table 4.12, it was found that when all five control variables entered into the regression equation, an R^2 value of .03 was obtained. However, the value of R^2 increased to .11 when all the HRM practices were added into the regression equation. The result indicated that only faculty compensation ($\beta = .25$, $p < .001$) was found highly significant in the relationship between human resource management practices and continuance commitment. However, the other HRM practices such as faculty job security ($\beta = .08$, $p > .05$), faculty job autonomy ($\beta = -.01$, $p > .05$), faculty working condition ($\beta = -.04$, $p > .05$), faculty training and development ($\beta = .01$, $p > .05$), and faculty supervisory support ($\beta = -.01$, $p > .05$) did not significantly influence

continuance commitment. However, interesting findings were that few HRM practices such as faculty job autonomy, faculty working condition, and faculty supervisory support rather have negative relation with continuance commitment. Thus, the only hypothesis H3b was supported, while H3a, H3c, H3e, and H3f were not supported. Therefore, hypothesis H3 was also partially supported.

4.14.4 HRM practices and Perceived Organization Support (POS)

In order to test the relationship between HRM practices and perceived organizational support (referring to hypothesis H4), the regression analysis was performed where perceived organizational support was considered as dependent variable. The regression results are reported in the Table 4.13, and the detailed regression outputs are attached in appendix 12.

In order to check that all assumptions for regression analysis were met, please refer to detailed SPSS output attached in the appendix 12. From the coefficient table, it was found that the tolerance values for the constructs were in the range of .65 to .80, while VIF values were between 1.23 to 1.53, thus, multi-collinearity problem was not found. The analysis of the residuals scatter plot indicated that the overall equation was linear, and the assumption of homoscedasticity was not violated. On the other hand, the Durbin-Watson value was 1.79 indicated that auto-correlation was not a problem.

Table 4.13

Regression Results of HRM practices and POS.

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender	.12*	-.12**
Marital Status (MS)		
Dummym1	.13	.07
Dummym2	.12	.08
Age		
Dummyage1	-.49*	-.31
Dummyage2	-.54*	-.35*
Dummyage3		
Education	-.21	-.11
Experience (length of service)	-.06	-.00
Dummyexp1		
Dummyexp2	-.45	-.35
Dummyexp3	-.43	-.33*
Dummyexp4	-.35*	-.26*
	-.11	-.10
HRM Practices		
Faculty Job Security		.22***
Faculty Compensation		.30***
Faculty Job Autonomy		.10*
Faculty Working Condition		.02
Faculty Training & dev		.10*
Faculty Supervisory Support		.27***
R ²	.07	.56
Adjusted R ²	.03	.54
R ² Change	.06	.49
F-value	1.9*	22.22***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded.

The Table 4.13 showed that when five control variables were entered into the regression equation, an R^2 value of .07 was found. However, when all six HRM practices were added into the regression equation, the R^2 value increased to .56. This indicated that all six human resource management practices explained 49% in the variation of perceived organization support. From the Table 4.13, it was noted that apart from faculty working condition ($\beta = .02$, $p > .05$) variable all other HRM practices used in this study were found significant and positively related to perceived organizational support. The results also explained that faculty compensation ($\beta = .30$, $p < .001$), faculty supervisory support ($\beta = .27$, $p < .001$), and faculty job security ($\beta = .22$,

$p < .001$) were most influencing HRM practices on perceived organizational support considered in the study. The organizational support theory explained that when employees receive supportive treatments from the organization results in increased POS, which in turn reduces employees' turnover intention. From the previous literature it was expected that all HRM practices will be positively related to employees' perceived organizational support and the present study supported previously hypothesized relationship between HRM practices and perceived organizational support. However, β value for faculty working condition did not reach statistical significance in the study. Therefore, the hypotheses H4a, H4b, H4c, H4e and H4f were supported, while the hypothesis H4d was not supported. Therefore, hypothesis H4 was also partially supported.

4.14.5 Affective Commitment and Faculty Turnover Intention

To find out the influence of affective commitment on faculty turnover intention (referring to hypothesis H5), the regression analysis was conducted. The regression results were reported in the table 4.14, and the SPSS outputs were attached in the appendix 13.

Table 4.14

Regression Results of Affective Commitment and Faculty Turnover Intention.

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender		.15**
Marital Status (MS)	.17**	
Dummym1		-.14
Dummym2	-.22	
Age	-.19	
Dummyage1		.42*
Dummyage2	.60**	
Dummyage3	.73**	.56*
Education	.20	.12
Experience (length of service)	.03	.04
Dummyexp1		.07
Dummyexp2	.08	
Dummyexp3	.04	.02
Dummyexp4	.03	.01
	-.14	-.07
Affective Commitment		-.41***
	.12	
R ²	.08	.27
Adjusted R ²	.12	.25
R ² Change	3.6***	.16
F-value		9.33***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded

From the appendix 13, it can be argued that all assumptions of multiple regression analysis were met. The normal probability plot indicated that the data was normal and the residual scatter plot showed that the overall equation was linear, and the assumption of homoscedasticity was not violated.

From the Table 4.14, it was found that when all the considered control variables were entered into the regression equation, an R² value of .12 was obtained. However, after adding the affective commitment into the regression equation, the R² value was increased to .27. The regression result indicated that about 16% of the variation of the faculty turnover intention can be explained by the single variable, affective commitment. The result also explained that the variable affective commitment ($\beta = -$

.41, $p < .001$) was highly significant and negatively related with faculty turnover intention. Therefore, the hypothesis H5 is fully supported.

4.14.6 Continuance Commitment and Faculty Turnover Intention

To find out the influence of continuance commitment on faculty turnover intention (referring to hypothesis 6), the regression analysis was conducted. The regression results were reported in the Table 4.15, and the SPSS outputs were attached in the appendix 14.

Table 4.15

Regression Results of Continuance Commitment and Faculty Turnover Intention.

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender	.17**	.16**
Marital Status (MS)		
Dummys1	-.22	-.20
Dummys2	-.19	-.17
Age		
Dummyage1	.60**	.54**
Dummyage2	.73**	.67**
Dummyage3		
Education	.20	.16
Experience (length of service)	.03	.03
Dummyexp1	.08	.03
Dummyexp2	.05	.01
Dummyexp3	.03	-.00
Dummyexp4	-.14	-.16
Continuance Commitment		-.12*
R ²	.12	.13
Adjusted R ²	.09	.10
R ² Change	.12	.01
F-value	3.6***	3.7***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded.

From the appendix 14, it can be said that all assumptions of multiple regression analysis were met. The normal probability plot indicated that the data was normal and the residual scatter plot showed that the overall equation was linear, and the assumption of homoscedasticity was not violated.

From the regression result Table 4.15 showed that control variables considered in this study produced the R^2 value of .12. However, when the continuous commitment entered into the regression equation, the R^2 value has increased to .13. Thus, the R^2 change was .01. Therefore, it can be argued that only 1% of the variation in the faculty turnover intention can be explained by the single variable continuous commitment. The regression results also explained that continuance commitment ($\beta = -.12$, $p < .05$) was significant and negatively related to faculty turnover intention. Therefore, the hypothesis H6 was supported.

4.14.7 Perceived Organization Support and Faculty Turnover Intention

In order to test the influence of perceived organization support on turnover intention (refer to hypothesis 7), the regression analysis was conducted. The regression results are reported in the Table 4.16, and the SPSS outputs are attached in the appendix 15.

From the appendix 15, it can be noted that all assumptions of multiple regression analysis were met. The normal probability plot indicated that the data was normally distributed and the residual scatter plot showed that the overall equation was linear, and the assumption of homoscedasticity was not violated.

Table 4.16

Regression Results of Perceived Organizational Support and Faculty Turnover Intention.

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender		
Marital Status (MS)	.17**	.09
Dummys1		
Dummys2	-.22	-.14
Age	-.19	-.11
Dummyage1		
Dummyage2	.60**	.29
Dummyage3	.73**	.39*
Education	.20	.06
Experience (length of service)	.03	.06
Dummyexp1		
Dummyexp2	.08	-.21
Dummyexp3	.05	-.23
Dummyexp4	.03	-.19
	-.14	-.21*
Perceived Organizational Support		-.62**
R ²	.12	.48
Adjusted R ²	.09	.46
R ² Change	.12	.36
F-value	3.6***	22.6***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded.

From the regression results it can be seen that all the considered control variables in the study contributed to the R² value of .12. However, in the second step when the perceived organizational support was entered into the regression equation, the R² value was increased to .48. Therefore the value of R² change was .36. Thus, it can be argued that 36% of the variation in the faculty turnover intention can be explained by the single variable perceived organization support. The results also highlighted that this variable perceived organization support ($\beta = -.62$, $p < .001$) was highly significant and negatively related to faculty turnover intention. Therefore, the hypothesis H7 is fully supported.

4.15. Test of Mediation Effects of AC, CC, and POS

4.15.1 Mediation Effects of Affective Commitment (AC)

From the regression analysis of HRM practices and faculty turnover intention, it was found that out of all study variables included in the HRM practices only faculty job security and faculty supervisory support were significantly related to faculty turnover intention and affective commitment measure. According to Baron and Kenny (1986) suggestion only the significant variables can be tested for mediation effects. Therefore, on this basis of Baron and Kenny suggestion, researcher can immediately infer that the hypotheses H8b, H8c, H8d, and H8e will not be supported. Though faculty compensation was significantly related to faculty turnover intention but this variable was not significantly related to the mediator variable affective commitment in this study. And the other three variables such as faculty job autonomy, faculty working condition, and faculty training and development were not significantly related to both mediator (affective commitment) and the dependent variable (faculty turnover intention in this study. Therefore, these four variables did not meet the requirements of mediation test as suggested by Baron and Kenny (1986). Thus, researcher excluded these variables from the mediation test. The results of the mediation test of affective commitment on the relationship between HRM practices (faculty job security and faculty supervisory support) and faculty turnover intention were presented in the table 4.17, and detailed SPSS outputs were attached in the appendix 16.

Table 4.17

Mediation Results of AC on the HRM practices and Faculty Turnover Intention

Predictors	Criterion Variable		
	AC	Turnover Intention (without AC)	Turnover Intention (with AC)
Faculty Job Security	.19**	-.12*	-.07 (F/M)
Faculty Supervisory support	.19**	-.20***	-.23*** (P/M)
R ²	.20	.41	.46
Adjusted R ²	.16	.38	.42
R ² Change	.16	.29	.34
F-value	4.35***	12.1***	13.47***

Note: *p<.05, **p<.01, ***p<.001; F/M= full mediation, P/M= partial mediation.

From the Table 4.17, it can be inferred that without affective commitment (AC) in the regression equation, the relationship of HRM practices such as faculty job security ($\beta = -.12$, $p < .05$) and faculty supervisory support ($\beta = -.20$, $p < .001$) and faculty turnover intention were significant. The Table 4.17 also showed that these two HRM practices were significantly related to the mediator, for this case the affective commitment. However, when affective commitment was introduced into the regression equation, the relationships between faculty job security and faculty turnover intention became weak and insignificant. However, the relationship between faculty supervisory support and faculty turnover intention remain same and significant with the presence of affective commitment into the regression equation. In other words, after the addition of affective commitment into the regression model, faculty job security ($\beta = -.07$, $p > .05$) became insignificant, on the other hand, faculty supervisory support ($\beta = -.23$, $p < .001$) remains significant. Therefore, affective commitment can be considered to be a full mediator between the relationship of faculty job security and faculty turnover intention, while it was a partial mediator for the relationship of faculty

supervisory support and faculty turnover intention. Therefore, it can be concluded that the hypothesis H8a, and H8f were supported, while the hypotheses H8b, H8c, H8d, and H8e were not supported. Thus, the hypothesis H8 was also partially supported.

4.15.2 The Mediation Effects of Continuance Commitment (CC)

From the regression analysis, it was found that only faculty job security, faculty compensation, and faculty supervisory support have been significantly related to faculty turnover intention measure, the dependent variable of the study. However, faculty job security and faculty supervisory support were not significantly related to continuance commitment, the mediating variable in this study. Rather, faculty compensation was significantly related to both faculty turnover intention and continuance commitment in this study. Thus, faculty compensation was the only variable that significantly related to both dependent and mediator variables in this study. Therefore, according to Baron and Kenny (1986), only faculty compensation can be included in the mediation test for this study. Thus, researcher can immediately draw a conclusion that the hypotheses H9a, H9c, H9d, H9e, and H9f will not be supported due to the Baron and Kenny (1986) conditions. The results of the mediation test of continuance commitment on the relationship between faculty compensation and faculty turnover intention was presented in the table 4.18 and detailed SPSS output was attached in the appendix 17.

Table 4.18

Mediation Results of CC on HRM practices and Faculty Turnover Intention.

Predictors	Criterion Variable		
	CC	Turnover Intention (without CC)	Turnover Intention (with CC)
Faculty Compensation	.25***	-.21***	-.22*** (P/M)
R ²	.11	.41	.42
Adjusted R ²	.05	.38	.38
R ² Change	.07	.29	.29
F-value	1.9*	12.1***	11.4***

Note: *p<.05, **p<.01, ***p<.001; P/M= partial mediation

From the Table 4.18 of the regression results, it can be argued that without continuance commitment (CC) in the regression equation, the relationship of faculty compensation ($\beta = -.21$, $p < .001$), and faculty turnover intention was highly significant. However, when continuance commitment was introduced into the regression equation, the relationship between faculty compensation and faculty turnover intention almost remain same and significant. In other words, introduction of continuance commitment into the regression equation does not make any difference in the relationship between faculty compensation and faculty turnover intention. Therefore, continuance commitment was considered to be a partial mediator between the relationship of faculty compensation and faculty turnover intention. Therefore, the hypothesis H9b was supported, while H9a, H9c, H9d, H9e and H9f were not supported. Thus, the hypothesis H9 was partially supported.

4.15.3 The Mediating Effects of Perceived Organization Support (POS)

From the regression analysis, it was found that out of all study variables included in the HRM practices only faculty job security, faculty compensation, and faculty supervisory support were significant to both faculty turnover intention and perceived organizational support in this study. In other words, as the independent variables faculty job security, faculty compensation, and faculty supervisory support were significantly related to the mediating variable perceived organizational support as well as to the dependent variable faculty turnover intention in this study. Therefore, only these variables can be tested for mediation effects as suggested by Baron and Kenny (1986). Thus, based on the suggestion provided by Baron and Kenny (1986), researcher can immediately draw a conclusion that the hypotheses H10c, H10d, and H10e will not be supported. The results of the mediation test were presented in the table 4.19, and detailed SPSS outputs were attached in the appendix 18.

Table 4.19

Mediation Results of POS on HRM practices and faculty Turnover Intention

Predictors	Criterion Variable		
	POS	Turnover Intention (without POS)	Turnover Intention (with POS)
Faculty Job Security			
Faculty	.22***	-.12*	-.01 (F/M)
Compensation	.30***	-.21***	-.08 (F/M)
Faculty Supervisory Support	.27***	-.20***	-.07 (F/M)
	.56	.41	.51
R ²	.54	.38	.48
Adjusted R ²	.49	.29	.32
R ² Change	22.22***	12.1***	16.46***
F-value			

Note: *p<.05, **p<.01, ***p<.001; F/M=full mediation

From the results of the mediation test of POS (see Table 4.19), it can be inferred that without POS in the regression equation, the relationship of HRM practices such as faculty job security ($\beta = -.12$, $p < .05$), faculty compensation ($\beta = -.21$, $p < .001$), and faculty supervisory support ($\beta = -.20$, $p < .001$) and faculty turnover intention were significant. However, when POS was introduced into the regression equation, the relationships between faculty job security ($\beta = -.01$, $p > .05$), faculty compensation ($\beta = -.08$, $p > .05$), and faculty supervisory support ($\beta = -.07$, $p > .05$) and faculty turnover intention became weaker and insignificant. In other words, the relationships between these three HRM practices and faculty turnover intention disappear after the introduction of POS into the regression equation. Therefore, it can be concluded that perceived organization support worked as the full mediator between the relationships of HRM practices and faculty turnover intention. Thus, the hypotheses H10a, H10b, and H10f were supported, while the hypotheses H10c, H10d, and H10e were not supported. So, the hypothesis H10 was partially supported.

4.16. Results of the Hypotheses used in the Study

The results of the proposed hypotheses of the study have been tabulated here. As seen from the Table 4.20 that a number of proposed hypotheses were rejected, however the possible explanations for why some hypotheses were rejected have been discussed in the discussion chapter.

Table 4.20

Summary of Results of Hypotheses of the Study

Hypothesis	Description	Results
H1	HRM practices negatively influence faculty turnover intention	Partially supported
H1a	Faculty job security negatively influence faculty turnover intention	Supported
H1b	Faculty compensation negatively influence faculty turnover intention	Supported
H1c	Faculty job autonomy negatively influence faculty turnover intention	Not supported
H1d	Faculty working condition negatively influence faculty turnover intention	Not supported
H1e	Faculty training and development negatively influence faculty turnover intention	Not supported
H1f	Faculty supervisory support negatively influence faculty turnover intention	Supported
H2	HRM practices positively influence faculty affective commitment	Partially supported
H2a	Faculty job security positively influence faculty affective commitment	Supported
H2b	Faculty compensation positively influence faculty affective commitment	Not supported
H2c	Faculty job autonomy positively influence faculty affective commitment	Not supported
H2d	Faculty working condition positively influence faculty affective commitment	Not supported
H2e	Faculty training and development positively influence faculty affective commitment	Not supported
H2f	Faculty supervisory positively influence faculty affective commitment	Supported
H3	HRM practices positively influence faculty continuance commitment	Partially supported
H3a	Faculty job security positively influence continuance commitment	Not supported
H3b	Faculty compensation positively influence continuance commitment	Supported
H3c	Faculty job autonomy positively influence continuance commitment	Not supported
H3d	Faculty working condition positively influence continuance commitment	Not supported
H3e	Faculty training and development positively influence	Not supported

	continuance commitment	
H3f	Faculty supervisory support positively influence continuance commitment	Not supported
H4	HRM practices positively influence perceived organizational support (POS)	Partially supported
H4a	Faculty job security positively influence perceived organizational support	Supported
H4b	Faculty compensation positively influence perceived organizational support	Supported
H4c	Faculty job autonomy positively influence perceived organizational support	Supported
H4d	Faculty working condition positively influence perceived organizational support	Not supported
H4e	Faculty training and development positively influence perceived organizational support	Supported
H4f	Faculty supervisory support positively influence perceived organizational support	Supported
H5	Affective commitment has negative influence on faculty turnover intention	Supported
H6	Continuance commitment has negative influence on faculty turnover intention	Supported
H7	Perceived organizational support has negative influence on faculty turnover intention	Supported
H8	Affective commitment mediates the relationship between HRM practices and faculty turnover intention	Supported
H8a	Affective commitment mediates the relationship between faculty job security and faculty turnover intention	Supported (F/M)
H8b	Affective commitment mediates the relationship between faculty compensation and faculty turnover intention	Not Supported
H8c	Affective commitment mediates the relationship between faculty job autonomy and faculty turnover intention	Not supported
H8d	Affective commitment mediates the relationship between faculty working condition and faculty turnover intention	Not supported
H8e	Affective commitment mediates the relationship between faculty training and development and faculty turnover intention	Not supported
H8f	Affective commitment mediates the relationship between faculty supervisory support and faculty turnover intention	Supported (P/M)
H9	Continuance commitment mediates the relationship between HRM practices and faculty turnover intention	Supported
H9a	Continuance commitment mediates the relationship between faculty job security and faculty turnover intention.	Not Supported

H9b	Continuance commitment mediates the relationship between faculty compensation and faculty turnover intention	Supported (P/M)
H9c	Continuance commitment mediates the relationship between faculty job autonomy and faculty turnover intention	Not supported
H9d	Continuance commitment mediates the relationship between faculty working condition and faculty turnover intention	Not supported
H9e	Continuance commitment mediates the relationship between faculty training and development and faculty turnover intention	Not supported
H9f	Continuance commitment mediates the relationship between faculty supervisory support and faculty turnover intention	Not Supported
H10	Perceived organizational support (POS) mediates the relationship between HRM practices and faculty affective commitment	Supported
H10a	POS mediates the relationship between faculty job security and faculty turnover intention	Supported (F/M)
H10b	POS mediates the relationship between faculty compensation and faculty turnover intention	Supported (F/M)
H10c	POS mediates the relationship between faculty job autonomy and faculty turnover intention	Not supported
H10d	POS mediates the relationship between faculty working condition and faculty turnover intention	Not supported
H10e	POS mediates the relationship between faculty training and development and faculty turnover intention	Not supported
H10f	POS mediates the relationship between faculty supervisory support and faculty turnover intention	Supported (F/M)

Note: F/M=Full mediation, P/M=partial mediation

4.17. Summary

The prime objective of this chapter was to present the quantitative findings of the study. The result of the factor analysis of independent variables, mediating variables and dependent variable have been presented in this chapter followed by response rate, respondents' profile, correlation analysis, descriptive analysis and restatement of hypotheses. Furthermore, modified research framework has been presented in this chapter. The result of the regression analysis as well mediation effects of the study variables have been presented in this chapter. At the end, the summary of the proposed hypotheses' result have been outlined in this chapter.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter first summarizes the research findings of the study as presented in previous chapters, and then discusses the results derived from the analyses. The findings and implications are discussed thoroughly and presented in this chapter. Finally, the limitations and suggestions for future research are also discussed at the end of this chapter. The report ends with the concluding remark of the study.

5.2. Recapitulation of the Study Results

The purpose of this study was to examine the relationship between human resource management practices and faculty turnover intention at the private universities in the context of Bangladesh. This study also attempted to investigate whether the organizational commitment (OC) and perceived organization support (POS) mediate the relationship between human resource management practices and faculty turnover intention. In this study, a bundle of human resource management practices such as faculty job security, faculty compensation, faculty job autonomy, faculty working condition, faculty promotion opportunity, faculty training and development, faculty performance appraisal, and faculty supervisory support have been investigated; two mediating variables such as organizational commitment and perceived organizational support were examined, and faculty turnover intention as the dependent variable also was investigated. After the factor analysis of the study variables, six human resource management practices as the independent variables have been identified for the final

analysis, while for the mediating variables, organizational commitment produced two components solutions such as affective commitment and continuance commitment, and perceived organizational support remains same in this study. Therefore, three mediating variables such as affective commitment, continuance commitment and perceived organizational support have been considered for the final analysis of the study. Ten main hypotheses were developed to achieve the objective of this study. The major findings of the hypotheses testing were presented in the Table 4.20 in the previous chapter.

5.3. Discussion of the Findings

The findings and discussions are presented in this chapter to answer the research questions of the study. The present study investigated the direct and indirect relationships between human resource management practices and faculty turnover intention using the social exchange theory along with other two theories such as organizational support theory and human relation theory. Positive perceptions of organization's HRM practices are bound to create an obligation for employees to reciprocate by displaying higher level of commitment, which in turn resulted in lower turnover intention. Research on social exchange theory explained that employees' commitment to the organization usually derived from the employees' perceptions of their employers' commitment to them (i.e. employees). Indeed, employees reciprocate their perceptions accordingly in their own commitment to the organization (i.e. employer). When employees have positive attitudes about the organization, they are likely to remain loyal and committed, resulting in lower turnover intention. The study investigated the indirect relationships of human resources management practices and faculty turnover intention through affective commitment, continuance commitment and perceived organizational support.

The statistical results of the study revealed that faculty job security, faculty compensation, and faculty supervisory support were the most important human resource management practices that significantly and negatively influenced faculty turnover decision in the context of private universities in Bangladesh. However, the other human resource management practices (i.e. faculty job autonomy, faculty working condition, and faculty training and development) were also to some extent important for faculty turnover decision, but failed to reach statistically significant. Thus, survey results made it clear that faculty members' perceptions of human resource management practices particularly faculty compensation, faculty job security, and faculty supervisory support were major HRM practices for faculty turnover decision in the context of private universities in Bangladesh. Thus, the result indicated the importance of compensation, job security, and supervisory support for faculty members, and the private university management should pay much more attention to this area of HRM practices to retain their potential faculty. The plausible reason for giving more importance on those three significant factors of the study may be result of sample selection of the study i.e. the most of the respondents of the study (about 65.6 percent) were relatively young and in the early stage of their employment. In the early stage of the employment particularly in the developing context, employees' compensation, job security and supervisory support may play vital role in deciding the employment status. In fact, employees of any poor or developing country may underline the importance of financial support or secured employment opportunity, and perhaps the context of Bangladesh is not exceptional. Realistically, it is worthy to mention that Bangladesh is one of 49 "least developed countries" in the world where about 45 percent of its population live below the poverty line (UN reports, 2002). In addition, underemployment and unemployment is a common

scenario of the country (Uddin, 2008), thus the importance of job security and financial supports are the priority. Therefore, faculty members were not highly concerned about job autonomy, working condition or training and development in regards to their turnover decision. Rather, they highly considered these factors such as their job security, compensation and supports from seniors. The results also revealed that gender and age of the respondents had significantly and positively influenced faculty turnover intention. The following sections discussed the answers to each research question of the study.

5.4. Direct relationship between human resource management practices and faculty turnover intention (Hypothesis 1)

The first research question was focused on the HRM practices that significantly influence faculty turnover intention in the context of private universities in Bangladesh. The results of the hypothesis 1 are presented in Table 5.1. The table showed that only three human resource management practices such as faculty job security, faculty compensation, and faculty supervisory support were significant and they were negatively related to faculty turnover intention.

However, the other human resource management practices of the study such as faculty job autonomy, faculty working condition, and faculty training and development were also negatively related to faculty turnover intention, though failed to reach statistical significance. The study also used demographic information such as gender, marital status, age, education, and length of service as the control variables. In the first step of regression analysis for testing hypothesis researcher entered all control variables into the equation. Researcher found that gender and age were highly

significant and positively related to faculty turnover intention. The plausible reason for such finding was that most of the sample of the study was relatively young male and early stage of their employment. According to Smart (1990), usually young faculty have more tendency to leave the present organization as compared to experienced faculty. Moreover, female employees usually do not prefer frequent job switching in the context of Bangladesh due to difficulty of finding alternative employment. The empirical findings on the relationships between HRM practices and faculty turnover intention confirm the theoretical arguments explained in the literature review.

Table 5.1

Summary of tested relationship of human resource management practices and Faculty turnover intention (Hypothesis 1)

Hypothesis	Results
Hypothesis 1: Faculty perceptions of Human resource practices negatively influence turnover intention	Partially Supported
H1a. The perceptions of faculty job security negatively influences turnover intention	Supported
H1b. The perceptions of faculty compensation negatively influences turnover intention	Supported
H1c. The perceptions of faculty job autonomy negatively influences turnover intention	Not supported
H1d. The perceptions of faculty working condition negatively influences turnover intention	Not supported
H1e. The perceptions of faculty training & development negatively influences turnover intention	Not supported
H1f. The perceptions of faculty supervisory support negatively influences turnover intention	Supported

5.4.1. Faculty Job Security and Turnover Intention

In testing the relationship between faculty job security and turnover intention, the finding of the study indicated that faculty perception of job security ($\beta = -.12$, $p < .05$) is significant and it is negatively related to faculty turnover intention. In other words, higher the perceptions of employees' job security lower the employees' intention of leaving the current organization, and vice versa. The study result indicated that faculty members of the private universities prefer stable and secured employment. Thus, it can be argued that employees with high job security are less likely to leave the employing organization. According to Wong et al. (2002) argument that the organizations provide high assurances of job security invoke a reciprocal employee attitudinal and behavioral commitment to the organization. Therefore, it can be argued that higher the perception of employees' job security, higher the commitment to the organization and lower the turnover intention, and vice versa.

The result of the study was consistent with the previous results, such as Samuel and Chipunza (2009), Conklin and Desselle (2007), Zhou and Volkwein (2004), Batt and Valcour (2003), Shaw et al. (1998), and Cotton and Tuttle (1986). In the academic setting, researchers argued that job security for faculty members is the top most priority in the decision making process of staying with or leaving the organization. It is, in fact, negatively related to turnover decision (Chughtai & Zafar, 2006; Conklin & Desselle, 2007). The plausible explanation for such consistent results in the case of present study is that the higher education for instance university education in the private sector is reasonably new in the context of Bangladesh, and the private university management was not serious about the faculty job security issue. Realistically, employee job security is even more important in under-developed and

developing economies where it presents an important factor in employment decision making of individuals. Employees place great importance on their jobs because it provides them with the source of income with which socio-economic stability and psychological well-being are achieved. In fact, the employees' job security will continue to be a crucial motivation and retention driving factor particularly in under-developed and developing economies where the poverty rate is significantly high.

Another reason perhaps seem to be important to explain why faculty members considered job security as one of the significant factors among the human resource practices of the private universities. Practically, faculty members of the government universities are usually highly secured under the protection of established service rule of the government, while private universities are sponsored and managed by influential businessman of the country; and they consider this investment like any other investments in different areas of business. Therefore, the profit maximization motives make them (i.e. sponsors/investors) somewhat indifferent about the matter of faculty job security. This attitude of investors may affect faculty members' feelings of job security, which in turn, may hamper their turnover decision. Thus, the study result truly reflected the state of the faculty members' perception of the job security in the context of Bangladesh.

Another possible explanation for considering job security as one of the most significant human resource management practices in the context of private higher education may be the fact that Bangladesh is one of the least developed countries in the world where 40 percent people live below poverty line (Uddin, 2008). Moreover,

underemployment and unemployment is a regular phenomenon for the country where the present study had been conducted (Uddin, 2008). Therefore, individuals with high family bondage and the only income holder of the household are more likely to stay in the job, and avoid the risks associated with seeking a new job.

5.4.2 Faculty Compensation and Turnover Intention

As far as faculty compensation is concerned, the result of the present study indicated that the faculty perception of compensation ($\beta = -.21$, $p < .001$) significantly and negatively influences their turnover intention. In other words, it can be argued that among the considered human resource management practices of the present study, faculty salary or compensation was found as one of the most important predictors of faculty turnover intention with negative relationship. That's mean when faculty perceives better compensation practice within the organization; they are less likely to leave the institution.

The study result was consistent with the previous results such as Billah (2009), Ovadje (2009), Shahzad et al. (2008), Abeysekera (2007), Batt and Valcour (2003), and Batt et al. (2002). Chowdhury (2000) explained in his article that compensation has been a very important aspect of HRM in a developing country like Bangladesh where employees are commonly low paid with little or no fringe benefits. The previous studies explained that pay is highly influential human resource management practices especially in the context of under developed countries. For instances, Billah (2009) in his study on commercial bank employees in Bangladesh found that employees' compensation was highly significant and negatively related to turnover

intention. The study of Ovadje (2009) found pay as highly significant variable in the turnover research in Nigerian context, while Shahzad et al. (2008) explained that faculty pay might be a great tool in retaining competent faculty in the context of Pakistan. In Sri Lankan context, the study of Abeysekera (2007) on Leasing Company employees found that compensation was highly significant and negatively related to turnover intention.

However, the result of the study contradicted to some of the previous studies, for instance, it contradicted with the study of Khatri et al. (2001) where researchers stated that pay was not an important component in the turnover research in Asian context, for instance Singapore in particular. It should be noted that Singapore belongs to the group of highly developed nations. The study of Khatri et al. (2001) also indicated that the determinants of turnover may differ even in the same continental or geographical location. Similarly, the other study of Iverson and Deery (1997) reported an insignificant relationship between pay and turnover in Australian sample, while Griffeth et al. (2000) only found modest relationship between pay and actual turnover.

The faculty compensation was highly significant human resource practices found in the present study. The plausible explanation for such result was mostly the consequence of unfavorable socio-economic condition of Bangladesh. This can be expected to be especially important in the regions where poverty levels are usually high. Bangladesh is one of 49 “least developed countries” in the world, where about 45 percent of its population below the poverty line (World Fact Book, 2008; United Nations report, 2002). Recently, the study of Uddin (2008) described that Bangladesh is one of the least developed nations where 40 percent people live under poverty line.

Therefore, employees' pay should be given a priority in the context of a poor nation such as Bangladesh as an example. However, for developed nations pay was not highly regarded issue for employees, rather employees considered other issues such as day care facilities, job autonomy in those nations. Moreover, due to have high familial bondage in the Asian collectivistic society, most of the members (including extended family members) of the household in Bangladesh usually depend on one income holder which requires adequate cash incentives for employees. Employee compensation was important in the context of third world countries, for instance Bangladesh for another reason such as higher inflation rate and due to this factor, the living expenses are relatively higher in the developing countries. Practically speaking, faculty members in the context of Bangladesh do not have many avenues for generating extra income to support additional expenses. This may encourage faculty members to emphasize and importance on faculty pay.

Furthermore, the expenses for children education as well as family members' medical expenses need to bear by the income holder, while in most cases all these expenses are funded by the government in the developed nations. Realistically, apart from all those expenses, faculty members need to sponsor or bear for his/her own educational expenses in case of higher studies for example PhD or other professional qualifications. In many occasions the developed nations provide all these expenditures to their employees. Therefore, it is common phenomenon for the employees of poor or developing countries to give more emphasis on the cash benefits so that they can meet up all the necessary expenses.

Another reason for such result in the present study may be the fact that in most cases employees in developed nations usually enjoy a number of other facilities other than pay such as supports for children education, medical supports for family members, financial supports for buying cars and housing facilities which may not be possible in developing countries. That is why employees prefer more cash benefits in the form salary so that they can use that for different purposes as per their priority. It is therefore the result is not surprising that compensation had such strong negative relationship with turnover in the context of Bangladesh. In the meta-analyses studies, Cotton and Tuttle (1986), and Hom and Griffeth (1995) demonstrated that employees who perceive their job to be secured and have high pay or pay satisfaction, turnover is lower among those employees.

5.4.3 Faculty Job Autonomy and Turnover Intention

As far as faculty job autonomy is concerned, the result of the study indicated that faculty perceptions of job autonomy ($\beta = -.09$, $p > .05$) influence turnover intention negatively although this practice did not reach statistical significance in the context of Bangladesh. This means that higher the perceptions of faculty job autonomy lower the intention of leaving the organization. However, the strength of the relationship was weak, and may not affect faculty turnover decision. Though the literature supports the significant relationship between job autonomy and turnover intention, it was not true for faculty members of private universities in Bangladesh. Previous research suggests that employees who enjoy greater job autonomy at work will experience lower intention to quit the current employment (Batt & Valcour, 2003).

The result of the study was consistent with the previous study of Mueller et al. (1994), where researchers argued that the importance of job autonomy has been over-emphasized as the determinants of turnover research. However, the direction of the relationship between job autonomy and turnover intention was negative for the current study. Thus, from this view point, the result reflects some of the previous studies such as Ahuja et al. (2007), Daly and Dee (2006), and Hom and Griffeth (1995). In the academic setting, Daly and Dee (2006) argued that freedom of work in the academic profession has been one of most important reasons for faculty to remain with or to leave the job, while Ahuja et al. (2007), and Hom and Griffeth (1995) reported negative relationship between employee job autonomy and turnover behavior. The plausible explanation for such result in regards to job autonomy that it was not significant human resource practice in the context of Bangladesh because this factor is particularly important especially in the developed and western context where the social structure is individualistic and employees enjoy full freedom of work (Geller, 1982). In fact, job autonomy has greater appeal for employees in those cultures where individuality is valued more highly, while job autonomy has less impact on employees' job in the culture where employees do not value individuality to a high extent (De Carlo & Agarwal, 1999). This can build the argument that employees' job autonomy is to some extent related to the economic development of the country. Usually, employees in those countries get more employment opportunities, and they prefer freedom of work more than anything else due to their individualistic nature.

While, in the collectivistic context particularly where the poverty is tremendous and scarcity of alternative employment opportunities, employees may not give more

preference in their job autonomy issue, rather they pay much attention to other areas. Instead, employees in this context usually prefer to the basic needs to be fulfilled such as salary and job security. Perhaps, employees' job autonomy is usually important for senior employees of the organization, while it is less important for employees in the early stage of their employment. The samples of the present study were relatively young with less experienced and about 65.6 percent of the samples were in their early stage of employment. In this early stage factors other than job autonomy may play crucial role in employees' turnover decision particularly in the context of a poor country such as Bangladesh for example. Therefore, the result was the true reflection of what the employees thought about the job autonomy and turnover decision relationship in the context of Bangladesh where the study was conducted.

5.4.4. Faculty Working Condition and Turnover Intention

In regards to faculty working conditions, the result of the study indicated that the faculty perception of working conditions ($\beta = -.09$, $p > .05$) was negatively related to faculty turnover intention as it was hypothesized. However, it was insignificant as it failed to reach statistical significance. This means that although the direction of the relationship was negative, faculty working conditions do not satisfy the reasons sufficiently to leave the organization. Realistically, it was not highly important issue that can influence turnover decision especially in the context where high unemployment exists. The study result was consistent with the study conducted by Joarder et al. (2011) where researchers found that working condition is important but this factor alone may not influence employees' turnover decision. The plausible explanation for such result was that the higher education in the private sector is relatively new and faculty members give priority to areas of human resource practices

other than working condition. However, the study result also contradicted the result of Billah (2009) study in the same context with different population. The study of Billah (2009) on commercial bank employees found that working condition is highly significant which was negatively related to turnover intention. The present study is also contradict the previous result, for example, Kramer and Schmalenberg (2008) argued that a healthy working condition is empirically linked to reduced employee turnover, increased job satisfaction, and lower degree of job stress and burnout among employees. Actually, the Scandinavian countries have played a central role in the development of working conditions; it may not work in other context. The overall economic condition of the country where the present study was conducted was not favorable. The country with over 45 percent (UN report, 2002) and over 40 percent (Uddin, 2008) of her populations are under the poverty line, and the employment is scarce, the working condition may not be important for employees, thus the relationship between working condition and turnover intention may be insignificant. The working condition was found insignificant in the present study; another plausible reason for such result may be the nature of profession. In fact, working environment may be highly considered in the corporate world where employees' productivity may be positively related to working condition of the organization. The study of Billah (2009) on commercial bank employees found that the working condition was highly significant in the context of Bangladesh. Therefore, the working condition in the teaching profession may not play such a vital role in faculty turnover decision.

5.4.5 Faculty Training and Development and Turnover Intention

As far as training and development is concerned, the result of the study indicates that the perception of faculty training and development ($\beta = -.08$, $p > .05$) influences faculty turnover intention negatively, but not significantly. In other words, even there is negative relationship between faculty perception of training and development and turnover intention, the influencing ability to employees' turnover decision was weak ($\beta = -.08$) particularly in the context where the research was conducted.

The finding of the study is consistent with the previous studies such as Joarder et al. (2011); Fairris (2004), Winterton (2004), Becker and Gerhart (1996), and Cotton and Tuttle (1986) where researchers argued that employees' training and development is negatively related to turnover intention. The study of Joarder et al. (2011) argued that training and development may influence faculty members to some extent though not significantly. The plausible explanation for the result of the present study was that the majority of the respondents were considerably young in terms of career age since 65.6 percent had the length of service within 1 to 3 years. Reasonably, at the early stage of employment respondents may not experience extensive training and development of the organization. Therefore, the perceptions of availability of training and development may not have significant influence on turnover intention. Realistically, training and development programs may significantly affect employees of manufacturing or service based organizations rather than faculty members in the academic institutions. However, there was no doubt that faculty training and development programs may contribute to the satisfaction and to increase morale of faculty members, but it may not affect faculty turnover decision significantly.

The study result contradicted with some of the previous studies such as Haines et al. (2010), Batt et al. (2002), and Way (2002) where researchers argued that training and development actually increases turnover instead by making employees more attractive to other organization. In addition, researchers found no significant relationships between employee training and development and turnover, and revealed no evidence of turnover reducing effects.

5.4.6 Faculty Supervisory Support and Turnover Intention

In regards to faculty supervisory support, the study result indicated that faculty supervisory support ($\beta = -.20$, $p < .001$) influences turnover intention negatively and significantly. It means that supervisory support was the most influencing human resource practice that can affect employees' turnover decision significantly. Realistically, supervisor plays a significant role in creating the better working environment for subordinates. Thus, it can be argued that the organizations with positive, and higher supervisory supports for their employees face lower turnover. According to Price and Mueller (1986), human resource management practices such as supervisory support is expected to reduce an employee's turnover decision.

The result of the study was consistent with the previous results such as Ovadje (2009), Cho et al. (2009), Batt and Valcour (2003), Eisenberger et al. (2002), Cotton and Tuttle (1986), and Mobley et al. (1979). According to Ovadje (2009), supervisory support may be important for turnover decision in a context where personal relationships are considered important in the workplace particularly in the collectivist society where the ties are of prime concern. The result of the present study is similar to the finding of Pearson and Chong (1997), and Lee (2004), where researchers

argued that the relationship with supervisor is more emphasized in Asian countries. Thus, it is more expected in the Asian context where good relationships among the employees or between subordinates and boss are given priority. As argued by Holtom et al. (2008) that given the importance of ties in collectivist cultures, the social nature of staying or leaving may be particularly salient therein. Therefore, the study result is the true reflection of society in the context of developing countries for instance Bangladesh in particular. However, the result of the study did not confirm the result of Billah (2009) and Hatton and Emerson (1998) studies where the researchers claimed no significant relationship between supervisory support and employees' turnover intention. The study of Billah (2009) on commercial bank employees in Bangladesh found no significant relationship between supervisory support and employees' turnover intention.

5.5. Relationship between human resource management practices and affective commitment (Hypothesis 2)

The second research question of the study was whether the human resource management practices influence employees' affective attitude such as affective commitment. The results of the hypothesis 2 (H2) are presented in Table 5.2. The table 5.2 showed that apart from faculty job security and faculty supervisory support, rest of the human resource management practices of the study such as faculty compensation, faculty job autonomy, faculty working condition, and faculty training and development were found insignificant and they did not influence faculty affective commitment significantly. However, the direction of the relationships among the considered human resources management practices and affective commitment was

positive. According to Meyer and Allen (1997) the influence of human resource management practices on affective commitment is strongly and positively related to desirable work behaviors than other types of organizational commitment. The study result partially supported the previous argument as the researchers suggested that individual or bundles of human resources practices play a positive role in the development of employees' affective attachment to the organization (Gaerter & Nollen, 1989; Gould-Williams, 2003; Meyer & Smith, 2000). The detail regression result of the hypothesis 2 was tabulated in the table 6.2.

Table 5.2

Summary of Results Between Human Resource Practices and Affective Commitment (Hypothesis 2).

Hypothesis	Results
Hypothesis 2: Faculty perceptions of Human resource practices positively influence AC	Partially Supported
H2a. The perceptions of faculty job security positively influences AC	Supported
H2b. The perceptions of faculty compensation positively influences AC	Not supported
H2c. The perceptions of faculty job autonomy positively influences AC	Not supported
H2d. The perceptions of faculty working condition positively influences AC	Not supported
H2e. The perceptions of faculty training & development positively influences AC	Not supported
H2f. The perceptions of faculty supervisory support positively influences AC	Supported

5.5.1 Faculty Job Security and Affective Commitment

In testing the relationship between faculty job security and employees' affective commitment, the result of the study indicated that the faculty perception of job security ($\beta=.19$, $p<.01$) positively and significantly influences affective commitment. It means that when employees understand and perceive their job is secured, they become more affective or emotionally attached with the organization. One plausible explanation is that majority of this survey respondents are relatively young in terms of length of service as 65.6 percent respondents have work experience less than three years. At this early stage of their employment, employees usually seek job security with their employing organization and the higher perception of job security makes them emotionally attached with the organization. Another reason perhaps for such result is that almost half of the respondents were female for this study and in the context of Bangladesh where teaching profession for female is considered appropriate as compared to other corporate job. In addition female employees in most cases are not the main income holder of the family and it is taken as additional income. Therefore they usually more concerned about job security, and the organization provides job security for their female employees, they will in return be highly committed to the organization.

The study result was consistent with the previous result such as the study of Wong et al. (2002) argued that the organization that provides high job security invokes a reciprocal employee attitudinal and behavioral commitment to the organization. Similarly, the study of Meyer and Smith (2000) found that HRM practices relating to job security can increase employee commitment to the organization. Therefore, the

relationship between job security and employees' affective commitment has been tested in the context of higher educational institutions in the non-western sample.

5.5.2 Faculty Compensation and Affective Commitment

As far as the relationship between faculty compensation and employees' affective commitment was concerned, the result of the study indicated that the faculty perception of compensation ($\beta=.05$, $p>.05$) positively but not significantly influences affective commitment. It means that even though there is a signal of positive practice about employee compensation or if employees perceive better compensation practice at the organization, this perception may not bring or influences employees' affective attachment with the organization significantly. However, positive perception of compensation practice may bring satisfaction among the employees. The plausible explanation for such unusual result is that about 65.6 percent of the respondents of this study were at the beginning of their career with less than three years of work experience. At the early stage of the career employees usually care about the future prospect, career growth, job security, and other supports from the organization. Therefore, as far as employees' affective commitment is concerned, the influence of compensation factor in this early stage of employment is thus insignificant which is supported by the study result.

The study was consistent with the previous study of Qiao, Luan and Wang (2007) on Chinese IT employees where researchers found that compensation is positively related to employees' affective commitment, however it was not considered as a significant human resource practices. The result of the present study was contradictory with the previous result where researchers found that HRM practices such as compensation

was significant and positively related to employees' affective commitment especially in the joint venture organization (Yu & Egri, 2005). Another recent study of Paul and Anantharaman (2004) found that employees' compensation is highly effective in improving their affective commitment for Indian IT workers. However, even though the result of the present study has been different from the other studies, the result has been well justified in the case of the context of the study.

5.5.3 Faculty Job Autonomy and Affective Commitment

In testing the relationship between faculty job autonomy and employees' affective commitment, the survey result indicated that the employee perception of job autonomy ($\beta=.02$, $p>.05$) can influence affective commitment positively but not significantly. It means that even employees get job autonomy or freedom of work; this may not bring employees' emotional attachment with the organization. However, the positive perception of job autonomy may obviously motivate employees to have greater efforts for achieving organizational goals and objectives. One possible explanation for such result is that job autonomy is highly regarded in the western context, and this is perhaps less important in the collectivist society for instance Bangladesh. Moreover, the survey respondents of this study are relatively young both in terms of physical age and work experience. At this stage of their employment, they would rather prefer collegial supports in every aspects of their job. Perhaps, one can argue that job autonomy may be more important for employees in later stage of career especially in the sampled context but not in early stage, which is also reflected from study result. The result of the present study is similar to the study of Eby, Freeman, Rush, and Lance (1999) where researchers found that job autonomy is positively

related to organizational commitment, especially to the affective organizational commitment.

5.5.4 Faculty Working Condition and Affective Commitment

As far as the relationship between working condition and employees' affective commitment was concerned, the study result indicated that the employee perception of working conditions ($\beta=.06$, $p>.05$) positively related to faculty affective commitment. However, this variable did not significantly influence affective commitment. This means that even there is a perception of having better working conditions at working place it may help employees to be more motivated and productive; however, it may not increase their level of affective commitment which indicates the emotional attachment to the organization.

The study result was consistent with the previous result such as the study of Herzberg (1968) argued that working conditions may not enhance employees commitment particularly their affective commitment, however dissatisfaction with this factor may bring generate negative effect on employee commitment. The present study result truly explained that even compensation or job autonomy factors were not sufficient for the employees' emotional attachment with the organization. In the private universities of the non-western context, sense of job security or supportive relationship may bring employees' emotional attachment to the organization.

5.5.5 Faculty Training and Development and Affective Commitment

In regards to the relationship between faculty training and development and their affective commitment, the result indicated that the employee perception of training and development ($\beta=.06$, $p>.05$) may not influences affective commitment significantly. However, the direction between the relationship of employee perception of training and development and affective commitment was positive. It means that the perception of availability of training and development program at the organization may not engaged employees' emotional attachment with the organization; rather some researchers argued that this in fact increases the chances of employee's moving to other organizations.

The result of the present study was consistent with the previous study of Qiao et al. (2007) on IT employees where researchers found that training and development is not significantly related to affective commitment, though the direction of relationship between them was positive. According to Chang and Chen (2002), the study argued that training and development enhances employees' commitment to the organization especially employees' affective commitment. In fact, the provision of training and development communicates an organization's long-term commitment to enhance individual employee skills and abilities (Huselid, 1995). In spite of these arguments, the present study result is not consistent. In the higher educational institutions, particularly in the teaching profession training may not have much contribution to the development of employees' commitment to the organization.

5.5.6 Faculty Supervisory Support and Affective Commitment

In testing the relationship between faculty supervisory support and their affective commitment, the result indicated that the faculty perception of supervisory support ($\beta=.19$, $p>.05$) positively and significantly influences affective commitment. This means that when employees perceive adequate supports from the supervisor in the working environment, this perception makes employees more affectively committed to the organization. The plausible explanation is that sample of the study was relatively young both in terms of age and length of service, while almost half of the sample consisted of female employees. Employees in their early stage of employment or female employees in both occasions, they prefer supervisory supports from the organization. Moreover, Bangladesh is a collectivist society where employees expect support from the community, and when they receive such supports they become highly attached with the organization. Therefore, employees' perception of supervisory support significantly influences employees' affective commitment.

The study result was consistent with the previous result such as Tan (2008) where researcher found supervisory support was positively and significantly related to employees' affective commitment in the context of Malaysian Knowledge Workers. This result suggested that private university management should pay more attention to the role of supervisory support to the employees, which may develop affective commitment among the employees in turn. This study supports the claims of Paul and Anantharaman (2004) where researchers argued in their study that human resource practices are effective in improving employees' affective commitment of Indian IT workers.

5.6. Relationship between human resource management practices and continuance commitment (Hypothesis 3)

The third research question of the study was whether each of the human resource management practices is related to continuous commitment. The results of the hypothesis 3 (H3) are presented in Table 5.3. The table shows that except faculty compensation, all other human resource management practices such as faculty job security, faculty job autonomy, faculty working condition, faculty training and development, and faculty supervisory support were found insignificant. Thus, only faculty compensation ($\beta=.25$, $p<.001$) significantly and positively influences faculty continuance commitment. However, the direction of the relationship between HRM practices and continuance commitment was positive for faculty job security and faculty training and development, while it was negative for faculty job autonomy, faculty working condition, and faculty supervisory support. Meyer and Allen (1997) and McElroy (2001) have suggested that human resource management practices positively influences employees' continuous commitment, while Meyer and Smith (2000) found no significant relationship between human resource practices and continuous commitment. The present study was supported by the findings of Meyer and Smith (2000), except this study found significant relationship between faculty compensation and their continuous commitment level. Practically, employees' continuance commitment is directly linked with the perceived costs of job switching. Thus, it is logical that there should be a significant and positive relationship between employees' continuance commitment and financial gain, particularly compensation.

Table 5.3

Summary of Results Between Human Resource Management practices and Continuance Commitment Relationship (Hypothesis 3).

Hypothesis	Results
Hypothesis 3: Faculty perceptions of Human resource practices positively influence CC	Partially Supported
3a. The perceptions of faculty job security positively influences CC	Not supported
3b. The perceptions of faculty compensation positively influences CC	Supported
3c. The perceptions of faculty job autonomy positively influences CC	Not supported
3d. The perceptions of faculty working condition positively influences CC	Not supported
3e. The perceptions of faculty training & development positively influences CC	supported
3f. The perceptions of faculty supervisory support positively influences CC	Not supported

5.6.1 Faculty Job Security and Continuance Commitment

In testing the relationship between faculty job security and their continuance commitment, the result of the study indicated that the perception of faculty job security ($\beta=.08$, $p>.05$) did not influence continuance commitment significantly. However, the direction of the relationship was positive. This means that employees with higher perception of job security with the organization may not influence employees' continuance commitment because this kind of employees' commitment is directly associated with the employees' cost of leaving the employment. In this level of commitment there is no emotional attachment or any obligation with the organization. Thus, employees will leave the current employment if perceived cost of leaving is reasonable, emotional attachment or obligation will not play any role in this case of commitment. This could be the plausible explanation why the perception of job security does not significantly influence employees' continuance commitment.

5.6.2 Faculty Compensation and Continuance Commitment

As far as the relationship between faculty compensation and their continuance commitment was concerned, the study result indicated that the faculty perception of compensation ($\beta=.25$, $p<.001$) positively and significantly influences employees' continuance commitment. This means that compensation, the only human resources practices component of the study, can positively and significantly influence employees' continuance commitment. The plausible explanation for such result is that employees' continuance commitment directly related with the financial gain of the employees. Researcher argued that continuance commitment refers to the associated cost of leaving the current organization. Thus, there may be no sign of employees' emotional attachment or any obligation to the organization among the employees with this kind of commitment, and employees may leave his/her current employment only because of better financial offer to other organization. Moreover, the sampled context is Bangladesh, one of the poorest nations of the world where almost 45 percent population under poverty line. In addition, the high inflation rate among poor nations makes the living expenses undoubtedly high. Therefore, money matters in such situation. Thus, the perception of faculty compensation is positively and significantly related to employees' continuance commitment hence it is justified. The study result was consistent with the previous result of Qiao et al. (2007) study on IT employees where researchers argued that compensation is significantly and positively related to employees' continuance commitment. The result indicated that employees' continuance commitment will be high when there is high compensation for employees.

5.6.3 Faculty Job Autonomy and Continuance Commitment

In testing the relationship between faculty job autonomy and their continuance commitment, the study result indicated that the perception of faculty job autonomy ($\beta = -.01$, $p > .05$) did not significantly influence employees' continuance commitment. However, the direction of the relationship was negative. This means that though there is a negative relationship, this component of job autonomy is not an important factor that can significantly influence employees' continuance commitment; rather it reduces the commitment level. One plausible explanation may be that job autonomy refers to freedom of work which gives employees' intrinsic satisfaction particularly in the teaching profession, while employees' continuance commitment refers to employees' monetary benefits. These two concepts are contradictory to each other. Realistically, the perception of job autonomy may increase employees' emotional attachment with the organization or employees may feel obligated to work hard for the organization, but it may reduce the continuance commitment level. Therefore, the insignificant negative relationship between job autonomy and employees' continuance commitment reflected the justified relationship between employees' job autonomy and continuance commitment particularly in the teaching profession.

5.6.4 Faculty Working Condition and Continuance Commitment

The relationship between faculty working condition and their continuance commitment was concerned, the study result indicated that the perception of working conditions ($\beta = -.04$, $p > .05$) negatively but not significantly influences continuance commitment. This means that faculty perception of working conditions is negatively related to employees' continuance commitment, but the influencing ability is insignificant. In other words, better the employees' perception of working conditions,

lower the employees' continuance commitment. The result of this study is different from the study of Ashraf and Joarder (2010) where researcher found in the context of telecommunications employees in Bangladesh that working conditions are the most important factor for the employees. However, the respondents of the present study were different than the respondents of the previous studies. It is also important for faculty members, however this factor may create dissatisfaction among the faculty members, but it may not affect their decision to leave the organization.

5.6.5 Faculty Training and Development and Continuance Commitment

As far as the relationship between faculty training and development and their continuance commitment was concerned, the study result indicated that the perception of faculty training and development ($\beta=.01$, $p>.05$) positively but not significantly influences continuance commitment. This means that employees' training and development though positively related to their continuance commitment; however it cannot influence employees' commitment level. One possible explanation for such result i.e. training and development factor did not significantly influence faculty turnover decision that perhaps training and development factor was not considered highly important for teaching profession. It may be the case that in the early stage of teaching profession compensation is usually significantly less as compared to other profession. While, on the other hand, the employees' continuance commitment depends on their financial gain, thus more the financial benefits for employees, higher the continuance commitment with the organization. The result of the study was consistent with the previous study of Qiao et al. (2007) on IT employees where researchers found that training and development is not significantly related to

employees' continuance commitment. However, training and development for employees may be very important for the organizations in the manufacturing sector.

5.6.6 Faculty Supervisory Support and Continuance Commitment

In testing the relationship between faculty supervisory support and their continuance commitment, the study result indicated that faculty perception of supervisory support ($\beta = -.01$, $p > .05$) is negatively related to employees' continuance commitment with little influencing ability. This means that higher the perception of employees supervisory support, lower the employees' continuance commitment. Continuous commitment is directly linked with the employees' perceived costs of leaving the organization. Therefore, financial gain or loss may be the prime concern that may increase the level of employees' continuous commitment, not other human resource practices for instances job security, training and development or may be supervisory support. Again, it may be the case when employees who are attached with the organization through the continuous commitment, employees are somehow attached with the financial gain.

5.7. Relationship between HRM Practices and POS (Hypothesis 4)

The fourth research question of the study was whether human resource management practices can influence employees' cognitive attitude such as perceived organizational support (POS). The results of the hypothesis 4 (H4) are presented in Table 5.4. The table shows that except faculty working conditions, all other human resource management practices such as faculty job security, faculty compensation, faculty job autonomy, faculty training and development, and faculty supervisory support were found significant and were positively related to perceived organizational support.

Table 5.4

Summary of Results Between the Relationship of HRM Practices and POS (H4)

Hypothesis	Results
Hypothesis 4: Faculty perceptions of Human resource practices positively influence POS	Partially Supported
H4a. The perceptions of faculty job security positively influences POS	Supported
H4b. The perceptions of faculty compensation positively influences POS	Supported
H4c. The perceptions of faculty job autonomy positively influences POS	Supported
H4d. The perceptions of faculty working condition positively influences POS	Rejected
H4e. The perceptions of faculty training & development positively influences POS	Supported
H4f. The perceptions of faculty supervisory support positively influences POS	Supported

5.7.1 Faculty Job Security and POS

In testing the relationship between faculty job security and perceived organizational support, the result of the indicated that the perception of faculty job security ($\beta=.22$, $p<.001$) positively influences POS and it was highly significant. It means that when human resource practices for instance job security are perceived as supportive, employees are likely to believe that the employing organization is committed to them, and they become more positive about the organization. This positive perception of employees about organization's human resource practices actually increases the employees' involvement with the organization. In other words, POS reflects an individual employee's perception of the organization's commitment to him/her, which would be influenced by the various human resource practices (Eisenberger et al., 1986).

The study result was consistent with the previous results such as Rhoades and Eisenberger (2002), Meyer and Smith (2000), and Wayne et al. (1997). The possible explanation for such finding between faculty job security and POS was that researcher argued that employees' perceptions of human resource practices of the organization may contribute to the development of POS particularly in the non-western context (Ovadge, 2009), which is also supported by Whitener (2001). In fact, sometimes what employees perceive is more important than the actual practices of the organization (Kinicki, Carson, & Bohlander, 1992), because employees' perception is crucial in influencing their attitudes and behaviors (Allen et al., 2003; Whitener, 2001). Therefore, the result of the study i.e. faculty perception of job security positively and significantly influences POS was the true reflection of the social practice in the context of Asian countries such as Bangladesh in particular.

5.7.2 Faculty Compensation and POS

As far as the relationship between faculty compensation and perceived organizational support was concerned, the survey result of the study indicated that faculty perception of compensation ($\beta=.30$, $p<.001$) practices positively and significantly influences POS. It means that when employees understand the positive practices of employee compensation, they usually form higher level of POS. According to Morrison's (1996) argument by implementing human resource practices, organizations actually convey the message that they (organizations) value employees as long-term assets of the organizations. The study result was consistent with the meta-analysis of Rhoades and Eisenberger (2002) where researchers argued that greater recognition, pay, and promotion were positively associated with POS. In addition, to the extent that the

organizations effectively convey the favorable treatment to the employees, POS will be enhanced. According to social exchange theory, people tend to feel obligated to repay favorable benefits or treatment offered by their organization for instance job security. In other words, when employees receive positive human resource management practices such as job security, employees' perception on organizational support will be increased. Therefore, the study results reflect the positive relationship between HRM practices and perceived organizational support.

5.7.3 Faculty Job Autonomy and POS

In testing the relationship between faculty job autonomy and perceived organizational support, the survey result of the study showed that the perception of faculty job autonomy ($\beta=.10$, $p<.05$) positively and significantly influences POS. This means that greater the perception of employees' job autonomy, higher the level of perceived organizational support. Especially, in the teaching profession job autonomy is considered as one of the important human resource practices (Daly & Dee, 2006), and upon implementing positive job autonomy practices, organization may convey the message to the employees that they are being valued as long-term assets of the organization. In fact, such positive valuation perhaps strengthens employees' perceptions about the level of organization support.

The result was consistent with the meta-analysis of Rhoades and Eisenberger (2002) where researcher found that human resource practices were positively related to POS, and POS will be increased when there will be greater autonomy in the workplace. In a study of Japanese context, Yamaguchi (2001) found strong positive relationship between employees' job autonomy and perceived organizational support. Therefore,

the positive and significant relationship between job autonomy and POS has been tested in the context of non-western sample. The empirical finding on the relationship between job autonomy and perceived organizational support validates the arguments on the relationship in the literatures.

5.7.4 Faculty Working Condition and POS

In testing the relationship between faculty working condition and perceived organizational support was concerned, the survey result indicated that the perception of working condition did not influence POS significantly, though the direction of relationship was positive. In other words, perception of working condition of the workplace may not influence much of POS. The positive relationship between faculty working condition and POS indicates that better the working environment of the organization, higher the perception of the employees about the organizational support. Therefore, conducive working condition certainly plays an important role in motivating and bringing employees' commitment to the organization.

The result of the study was contradictory with the previous study for instance Kramer and Schmalenberg (2008) study where the study argued that healthy working condition is empirically linked to reduced employee turnover. Realistically, the Scandinavian countries have played a central role in the development of working condition for employees realizing the fact that positive working condition will not only reduce employee strain but contribute to a more motivated workforce in the long-run, and this may not be appropriate for the case of Bangladesh where the study has been conducted especially in the higher education sector.

5.7.5 Faculty Training and Development and POS

In testing the relationship between training and development and perceived organizational support, the study result indicated that the faculty perception of training and development ($\beta=.10$, $p<.05$) positively and significantly influences POS. Simply, it can be argued that more the training and development activities for the employees, higher the employees' perceptions of the organizational support. In other words, when organizations invest on employees' training and development purpose, employees would view this investment as an indication of positive evaluations of their contributions by the organization. This would lead to greater perceptions of organizational support, and this in turn increases employees' emotional bond to the organization. Researchers argued that human resources practices which signal recognition of employee contributions should be positively related to POS (Shore & Shore, 1995; Wayne et al., 1997).

The study result was consistent with the previous result such as Rhoades and Eisenberger (2002), and Shore and Shore, (1995). One plausible explanation for such result was that employees' higher perceptions on the availability of training and development programs initiated by their organization would lead them to experience a higher perception of organizational support (POS). Positive perceptions of the organization's human resources practices such as training and development are bound to create an obligation for employees to reciprocate by displaying higher level of POS, which in turn resulted in lower turnover intentions. Therefore, it can be argued that a higher level of POS will be experienced only when employees have higher level of perceived training and development in the organization, and this in turn would make employees less likely to leave the current employment.

5.7.6 Faculty Supervisory Support and POS

In finding the relationship between faculty supervisory support and perceived organizational support, the study result indicated that the perception of supervisory support ($\beta=.27$, $p<.001$) positively and significantly influences POS. This means that employees' higher perceptions about the supervisory support of the organization to them would positively influence POS. In this line of thought, researchers argued that employees with high level of POS believe that organizational is committed to them, which will protect their interests (Eisenberger et al., 1986) and they are more likely to respond positively to HR practices than the employees with low POS. In fact, employees with high POS will feel morally obligated to respond to the organization through positive behaviors. The study result was consistent with the previous studies such as Shanock & Eisenberger (2006); Rhoades & Eisenberger (2002); Eisenberger et al. (2002); Rhoades et al. (2001). These studies found positive relationship between supervisory support and perceived organizational support. They added that higher the perception of supervisory support, higher the level of POS.

5.8. Relationship between Affective Commitment (AC) and Turnover Intention (Hypothesis 5)

The fifth research question of the study was whether faculty affective attitude such as affective commitment influences their behavioral intention such as faculty turnover intention. The result of the hypothesis 5(H5) is presented in Table 5.5. The table shows that affective commitment was found highly significant and it was negatively related to turnover intention. This supports the prior research (Cho et al., 2009) which found negative relationships between commitment and turnover intention.

Table 5.5

Summary of Hypothesis 5 (H5)

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender	.17**	.15**
Marital Status (MS)		
Dummym1	-.22	-.14
Dummym2	-.19	-.11
Age		
Dummyage1	.60**	.42*
Dummyage2	.73**	.56*
Dummyage3	.20	.12
Education	.03	.04
Experience (length of service)		
Dummyexp1		
Dummyexp2	.08	.07
Dummyexp3	.04	.02
Dummyexp4	.03	.01
	-.14	-.07
Affective Commitment		-.41***
R ²	.12	.27
Adjusted R ²	.08	.25
R ² Change	.12	.16
F-value	3.6***	9.33***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; control variables were dummy coded

In testing the relationship between faculty's affective commitment and faculty turnover intention, the result of the study indicated that affective commitment ($\beta = -.41$, $p < .001$) had strong negative influences on faculty turnover intention. This means that when employees are affectively or emotionally attached with the organization, they have less intention to leave the current employment. In fact, affective commitment has been identified as the most consistent and strongest predictor of positive organizational outcomes such as high performance and decreased turnover intentions. It may be argued that employees that are highly affectively committed to the organization will reciprocate directly with the higher performance and lower turnover intention (Shore, Tetrick, Lynch, & Barksdale, 2006). Perhaps, one reason for the connection between affective commitment and turnover intention was that the

supportive human resource management practices within the organization signal the employer's positive concern for the workforce. These signals elicit employees' attitudinal and presumably, behavioral responses such as increased commitment, continued service to the organization, and a lower intent to quit which results in lowered actual turnover (Mathieu & Zajac, 1990; Meyer et al., 1993).

The result was consistent with the previous result such as Tumwesigye (2010); Baotham et al. (2010); Yeoh et al. (2010); Addae & Parboteeah, 2008; Ali & Baloch, 2009; Kuvaas, 2008; Gbadamosi et al. 200; Wasti, 2003; Meyer et al. 2002; Griffeth et al. 2000; Meyer et al. 1993 whereby individuals with higher levels of affective commitment tended to report lower levels of intention to leave. The study of Tumwesigye (2010) in the developing context of Sub Sahara African countries found negative and significant relationship between continuance commitment and turnover intention among the employees of public, private and NGOs sectors. At the individual level of analysis, Meyer et al. (2002) argued that employees' affective commitment has the strongest negatively related with turnover intention. This finding of employees' affective commitment is negatively related to their turnover intentions can be explained by social exchange theory (Blau, 1964), and the theory of Norms of reciprocity (Gouldner, 1960) by arguing that employees will reciprocate the positive human resource practices with high affective commitment (employee commitment to the organization as referred by Kuvaas, 2008), which in turn, will reduce their turnover intention. Rhoades and Eisenberger (2002) noted that being treated with dignity and respect helps employees see the organization as caring about their well-being and valuing their contributions. The fundamental idea here is that care, approval from, and respect by the organization fills the socio-emotional needs of employees,

thereby causing them to incorporate organizational membership into their social identify (i.e. to enhance affective commitment).

5.9. Relationship between Continuance Commitment (CC) and Turnover Intention (Hypothesis 6)

The sixth research question of the study was whether employees' affective attitude such as continuance commitment influences their behavioral intention such as turnover intention. The result of the hypothesis6 (H6) is presented in the Table 5.6. The table shows that continuance commitment was found highly significant and it was negatively related to turnover intention. This supports the prior research (Cho et al., 2009) which found negative relationships between commitment and turnover intention. The study result indicated that continuance commitment ($\beta = -.12$, $p < .05$) had negative influence on faculty turnover intention. This means that employees' continuance commitment was negatively related to their turnover intentions i.e. higher the employees' continuance commitment, lower the intention to leave the organization. In fact, it is noted that when employees perceive greater costs associated with leaving the organization, they usually are less likely to leave the organization. Again, the study result on the relationship between employees' continuance commitment and their turnover intention pointed out clearly that private university management can reduce the higher rate of faculty turnover into manageable level if the authority can ensure the better financial benefits for their employees.

Table 5.6

Result of Hypothesis 6(H6)

Predictors	Model 1 Std β	Model 2 Std β
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Control Variables		
Gender	.17**	.16**
Marital Status (MS)		
Dummym1	-.22	-.20
Dummym2	-.19	-.17
Age		
Dummyage1	.60**	.54**
Dummyage2	.73**	.67**
Dummyage3	.20	.16
Education	.03	.03
Experience (length of service)	.08	.03
Dummyexp1	.05	.01
Dummyexp2	.03	-.00
Dummyexp3	-.14	-.16
Dummyexp4		
Continuance Commitment		-.12*
R ²	.12	.13
Adjusted R ²	.09	.10
R ² Change	.12	.01
F-value	3.6***	3.7***

Note: *p<.05, **p<.01, ***p<.001; control variables were dummy coded

Therefore, when employees perceive less costs or reasonably less sacrifice for leaving the current organization, they are more likely to leave. Thus, continuance commitment might be highly influenced by specific human resource practices that increase the cost of leaving.

The study result was consistent with the previous results such as Tumwesigye (2010); Chen et al. (1998); Jaros et al. (1993). The study of Tumwesigye (2010) in the developing context of Sub Sahara African countries found negative and significant relationship between continuance commitment and turnover intention among the employees of public, private and NGOs sectors. Realistically, employees with high continuance commitment should usually intend to remain with their employing organization to avoid costs associated with leaving. When employees recognize that availability of comparable alternatives is limited elsewhere, they will be more predisposed to stay in the current organization to avoid losing their relative advantage.

Thus, employees whose primary attachment to an organization is based on continuance commitment remain with the organization because they need to maintain the benefits they derive from the organization.

5.10. Relationship between Perceived Organizational Support (POS) and Turnover Intention (Hypothesis 7)

The seventh research question of the study was whether employees' cognitive attitude such as perceived organizational support influences their behavioral intention such as turnover intention. The result of the hypothesis 5 is presented in Table 5.7. The table shows that perceived organizational support was found highly significant and it was negatively related to turnover intention. This supports the prior research (Cho et al., 2009) which found negative relationships between organization's support and turnover intention.

In testing the relationship between perceived organizational support and faculty turnover intention, the result of the study indicated that perceived organizational support ($\beta = -.62$, $p < .001$) had significantly and negatively influences faculty turnover intention. Simply, it can be argued that employees' perception of higher level of POS will reduce their intention to leave the organization and vice-versa. In other words, when employees' perceive greater support from the organization in the form of human resource practices, employees in return feel obligation to repay the organization through positive attitudes and appropriate behaviors such as lower intention to leave.

Table 5.7

Result of Hypothesis 7 (H7)

Predictors	Model 1 Std β	Model 2 Std β
Control Variables		
Gender	.17**	.09
Marital Status (MS)		
Dummym1	-.22	-.14
Dummym2	-.19	-.11
Age		
Dummyage1	.60**	.29
Dummyage2	.73**	.39*
Dummyage3	.20	.06
Education	.03	.06
Experience (length of service)		
Dummyexp1	.08	-.21
Dummyexp2	.05	-.23
Dummyexp3	.03	-.19
Dummyexp4	-.14	-.21*
Perceived Organizational Support		-.62**
R ²	.12	.48
Adjusted R ²	.09	.46
R ² Change	.12	.36
F-value	3.6***	22.6***

Note: *p<.05, **p<.01, ***p<.001; control variables were dummy coded.

The findings of the study concurred with the previous study such as Tumwesigye (2010); Cho et al. (2009); Ovadjie (2009), Tan, 2008; Okello-Ouni (2004); Allen et al. (2003), Eisenberger et al. (2001), and Wayne et al. (1997). The study of Allen et al. (2003) found that POS was negatively correlated with turnover intention and actual turnover. They concluded that employees who feel that their organization does not value their contribution or care about their well-being, would be expected to develop withdrawal feelings and exhibit negative attitudes such as intention to leave. Conversely, a person who feels that an organization offers him or her support by caring for his or her well-being will be motivated to stay with that organization. The study on the employees of manufacturing companies in Uganda, Okello-Ouni (2004) found that turnover intentions and actual turnover of salespeople were negative and significantly related to POS.

Simply, POS refers to organization's commitment to the employees, and turnover intention refers to employees' intention to leave the job. Conceptually, they are quite different; one refers to employees' attitudes, while other one refers to behavioral intention of the employees. Usually, employees with high POS tend to be strongly attached and loyal to their organization, which in turn reduce turnover intention (Loi et al., 2006). The plausible explanation for such result in the context of Bangladesh is that POS is particularly appropriate for non-western context of collectivist society where employees usually seek or expect supports from the community (organization). Thus, POS is likely to have greater impact on the turnover decision of the employees. For instances, employees with high POS feel morally obligated to respond to the organization, hence intention to stay, while employees with low POS may to a lesser extent feel obligated to respond to the organization, hence intention to leave.

5.11. Mediation effect of Affective Commitment on the relationships of HRM Practices and Turnover Intention (Hypothesis 8)

The eighth research question of the study was whether the affective attitude such as affective commitment mediates the relationship between HRM practices and faculty turnover intention. As seen from Table 5.8 that the relationship between human resource practices such as faculty job security ($\beta = -.12$, $p < .05$) and faculty supervisory support ($\beta = -.23$, $p < .01$) and faculty turnover intention were significant without affective commitment in the regression equation. However, upon introduction of affective commitment into the regression equation, the relationships between faculty supervisory support and faculty turnover intention remains same. However, the relationship between faculty job security and faculty turnover intention became weaker and insignificant ($\beta = -.07$, $p > .05$). Therefore, affective commitment was

considered to be a full mediator between the relationship of faculty job security and faculty turnover intention, while it was a partial mediator between the relationship of faculty supervisory support and faculty turnover intention.

The result showed that employees' affective commitment fully mediates the relationship between faculty job security and faculty turnover intention. This means that faculty job security along with the direct relationship with the faculty turnover intention it has also significant indirect effect on faculty turnover intention through employees' affective commitment.

Table 5.8

Results of Mediation Effects of AC (H8)

Predictors	Criterion variable		
	AC	Turnover Intention (without AC)	Turnover Intention (with AC)
Faculty Job Security	.19**	-.12*	-.07 (F/M)
Faculty Supervisory support	.19**	-.20***	-.23*** (P/M)
R ²	.20	.41	.46
Adjusted R ²	.16	.38	.42
R ² Change	.16	.29	.34
F-value	4.35***	12.1***	13.47***

Note: *p<.05, **p<.01, ***p<.001

In testing the mediation effect of affective commitment on the relationship between human resource management practices and turnover intention, the result indicated that if employees perceived higher employment security within the organization, they become positively and emotionally attached with the organization. This is referred as affective organizational commitment which represents employee commitment to the organization (Kuvaas, 2008). From the table 5.8, it can be argued that employees' affective commitment fully mediates the relationship between faculty job security and

their turnover intention, while affective commitment partially mediates the relationship between faculty supervisory support and turnover intention. The finding also explained the importance of employees' affective commitment as the mediator between the human resource management practices and faculty turnover intention. The relationships with other human resource management practice such as faculty supervisory support and faculty turnover intention was partially mediated by employees' affective commitment. This indicated that faculty job security has both direct and indirect influences on faculty turnover intention through affective commitment, while faculty supervisory support has only direct and significant influences on faculty turnover intention.

The result of this study was supported by the previous study such as Pare' and Tremblay (2007) where researcher argued that affective commitment partially mediate the effects of high involvement human resource practices on turnover intentions of highly skilled IT professionals. However, in the present study the relationship between faculty supervisory support and faculty turnover intention had been partially mediated by affective commitment, while the relationship between faculty job security and faculty turnover intentions was fully mediated.

5.12 Mediation effect of Continuance Commitment on the relationships of HRM Practices and Turnover Intention (Hypothesis 9)

The ninth research questions of the study whether affective attitude such as continuance commitment mediates the relationship between HRM practices and faculty turnover intention. For the mediation test of continuance commitment on the relationship between HRM practices and faculty turnover intention, only faculty

compensation among the considered HRM practices met the Baron and Kenny (1986) requirement for mediation test. As noticed from Table 5.9 that the relationship between faculty compensation ($\beta = -.21$, $p < .001$), and faculty turnover intention was highly significant. However, when continuance commitment (CC) was entered into the regression equation, the relationship remains unchanged and significant. This indicated that continuance commitment partially mediates the relationship of faculty compensation and faculty turnover intention.

Table 5.9

Results of Mediation Effects of CC (H9)

Predictors	Criterion variable		
	CC	Turnover Intention (without CC)	Turnover Intention (with CC)
Faculty Compensation	.25***	-.21***	-.22*** (P/M)
R ²	.11	.41	.42
Adjusted R ²	.05	.38	.38
R ² Change	.07	.29	.29
F-value	1.9*	12.1***	11.4***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The mediation effects of continuance commitment on HRM practice and faculty turnover intention explained that faculty compensation only can influence faculty turnover intention directly, and there is no significant indirect influences (through employees' continuance commitment) on the faculty turnover intention. It can be noticed that through the regression results of human resource practices and continuance commitment that only faculty compensation was able to influence continuance commitment positively and significantly. This indicates that the perception of higher compensation means higher sacrifice if employees want to leave

increases employees' continuance commitment level, which in turn may or may not influence turnover intention.

The result of the study was consistent with the previous result such as Pare' and Tremblay (2007). The study of Pare' and Tremblay (2007) found partial mediation effects of continuance commitment between the relationships of high involvement human resource practices and turnover intention among the highly skilled IT professionals. In the present study, the relationship between faculty compensation and faculty turnover intention had been found partially mediated by employees' continuance commitment.

Continuance commitment partially mediated the relationship between faculty compensation and faculty turnover intention in the context of private universities in Bangladesh. This indicated that manager should also understand the indirect influences of faculty compensation on faculty turnover intention through continuance commitment. However, the mediating test result provides that only job security becomes insignificant with lower beta coefficients when AC was introduced into the regression equation. This indicates that AC fully mediates the relationship between faculty job security and faculty turnover intention, while AC and CC partially mediate the relationship between faculty compensation and faculty supervisory support and faculty turnover intention.

5.13. Mediation Test of POS on the relationship between HRM Practices and Turnover Intention (Hypothesis 10).

The tenth research question of the study was whether cognitive attitude such as perceived organizational support mediates the relationship between HRM practices and faculty turnover intention. From the Table 5.10, it can be inferred that without POS in the regression equation, the relationship of HRM practices such as faculty job security ($\beta = -.12$, $p < .05$), faculty compensation ($\beta = -.21$, $p < .001$), and faculty supervisory support ($\beta = -.20$, $p < .001$) and faculty turnover intention were significant. However, when POS was introduced into the regression equation, the relationships between faculty job security ($\beta = -.01$, $p > .05$), faculty compensation ($\beta = -.08$, $p > .05$) and faculty supervisory support ($\beta = -.07$, $p > .05$) and faculty turnover intention became weaker and insignificant. In other words, the significant relationships among them disappear after the POS was entered into the regression equations. Therefore, perceived organizational support was considered to be a full mediator between the relationships of HRM practices (i.e. faculty job security, faculty compensation, and faculty supervisory support) and faculty turnover intention.

Table 5.10

Result of Mediation effects of POS (Hypothesis 10)

Predictors	Criterion Variable		
	POS	Turnover Intention (without POS)	Turnover Intention (with POS)
Faculty Job Security			
Faculty	.22***	-.11*	-.01 (F/M)
Compensation	.30***	-.21***	-.08 (F/M)
Faculty Supervisory Support	.27***	-.20***	-.07 (F/M)
	.56	.41	.51
R ²	.54	.38	.48
Adjusted R ²	.49	.29	.32
R ² Change	22.22***	12.1***	16.46***
F-value			

Note: *p<.05, **p<.01, ***p<.001

As observed from the Table 5.10, perceived organizational support ($\beta = -.51$, $p < .01$) was found to have significant and negative relationship with faculty turnover intention. Among all the considered human resource management practices, only faculty job security ($\beta = -.12$, $p < .05$), faculty compensation ($\beta = -.21$, $p < .001$), and faculty supervisory support ($\beta = -.20$, $p < .001$) were able to meet the conditions for mediation test as suggested by Baron and Kenny (1986). However, the effects of faculty job security ($\beta = -.01$, $p > .05$), faculty compensation ($\beta = -.07$, $p > .05$), and faculty supervisory support ($\beta = -.10$, $p > .05$) became insignificant when perceived organizational support, POS was entered into the regression equation or in the presence of perceived organizational support, thereby, implying full mediation. In other words, it can be interpreted as faculty job security, faculty compensation, and faculty supervisory support have significant indirect effects on faculty turnover intention through perceived organizational support. The study of Eisenberger et al. (2002) found that supervisory support was significantly related to employees' turnover intention when the relationship is mediated by POS.

The statistical results of this study explained that faculty perception of human resource management practices particularly faculty job security, faculty compensation, faculty job autonomy, faculty training and development, and faculty supervisory support have significant and positive relation with perceived organizational support. This result was supported by the previous empirical studies such as Tan, 2008; Kuvaas (2008); Rhoades and Eisenberger (2002); Wayne et al. (1997). The results of the study indicated that if the faculty members perceived secured employment policy, better pay, freedom of work, availability of formal training programs, and adequate supervisor's supports adopted by their institutions would lead them to have greater POS. The finding was in line with the thought of Shore and Shore (1995) where researchers argued that human resource practices should be positively related to POS. This POS in turn will lead to have lower turnover intention (Allen et al., 2003; Rhoades & Eisenberger, 2002). Realistically, when employees have the perception of higher level of POS, they are likely to remain loyal and committed, resulting in lower turnover intention. The social exchange (Blau, 1964) and the Norms of reciprocity (Gouldner, 1960) explained that positive perceptions of human resource practices usually create an obligation among employees to reciprocate to the organization by showing higher level of POS which in turn resulted in lower turnover intentions. Employees with low POS, on the other hand, may feel less obligated to reciprocate to the organization, thus resulted in higher turnover intentions.

The result also indicated the importance of perceived organizational support as the significant mediator between the relationships of human resource practices and turnover intentions. The result showed that perceived organizational support fully

mediated the relationships between some of the human resource practices such as faculty job security, faculty compensation, and faculty supervisory support and faculty turnover intentions. In line with present findings, the study on Malaysian knowledge workers in four different industries, Tan (2008) found that POS fully mediates the relationship between supervisory support and turnover intention. This means that job security, compensation, and supervisory support have both direct and indirect effects on turnover intentions. Another important aspect of the result was that higher level of perceived organizational support will be experienced only when employees have higher perceptions of job security, compensation, and supervisory support in the organization, and this in turn would lead them to less likely to leave the organization.

The results provide evidences that perceived organizational support has significant mediating effects on the relationship between HRM practices (compensation, job security, and supervisory support) and turnover intention. The HRM practices used in the mediation test became insignificant with reductions in beta coefficients when POS is introduced with the HRM practices in the regression equation suggest that POS fully mediate the relationship between HRM practices and turnover intention. Therefore, it is important for manager to understand that HRM practices particularly compensation, job security, and supervisory support have significant indirect influence on turnover intention through perceived organizational support.

The influence of other human resource practices such as faculty job autonomy, faculty working conditions, and faculty training and development on faculty turnover intention were statistically not significant. However, except faculty working

conditions, the other two practices such as faculty job autonomy and faculty training and development significantly influence POS. Therefore, these three human resource practices did not fulfill the requirements of mediation conditions as suggested by the Baron and Kenny (1986). Thus, there will be no test of mediation effects of POS on the relationships between faculty working condition, faculty job autonomy, faculty training & development and faculty turnover intention.

5.14. Limitations and Future Research Directions

Whereas the present study offers some insights into the importance of human resource management practices and faculty turnover intention, the contributions of the study should be viewed in light of several limitations.

First, the study investigated turnover intention from faculty perceptions of institutional human resource management practices point of view. However, it should be noted that human resource management practices play a partial role in turnover research, and other factors may also contribute to the faculty turnover decision. Therefore, the exclusion of those factors from the study was a recognized limitation on the generalizability of the present study. Moreover, the present study examined the faculty members' behavioral intention which is turnover intention. It should be noted that turnover intention does not always produce actual turnover behavior (McKnight, Phillips, & Hardgrave, 2009). Therefore, future research should include turnover as the outcome variable in the causal model of turnover research.

Second, the present study examined the process of turnover intentions of faculty members of the private universities. The exclusion of public university from the study

was a drawback of the present study. That is why the present study is unable to answer the question if the causes of turnover intention differ between private and public universities. Therefore, future research should include public universities in the turnover research.

Third, the present study is a cross-sectional in nature, thus data were collected at one point in time. It is sometime difficult to determine the direction of causality. Thus, the causal relationships among the independent and dependent variables cannot be concluded. Therefore, it is preferable to have sufficient time lapse between the time of data collection for independent variables and dependent variable. However, this could be achieved through the longitudinal research. Longitudinal or experimental designs are required to confirm the causality of the hypothesized relationships. According to Cooper and Schindler (2003) longitudinal research is advantageous because it can track the changes over time.

Fourth, another limitation of the present study is that the sample was not selected randomly, and the study did include only the universities located in capital city in Bangladesh. Therefore, it is difficult to generalize the results of the study, and findings cannot be applied to other situations. To determine whether the study results can be applicable to other populations, future study should employ a better sampling procedure and should include all the private universities which can provide some variability in turnover intention behavior.

Fifth, the present study relied on self-reported questionnaire data, thus the possibility of common method variance may exists since all the variables were measured using a

single survey instrument. According to Avolio et al. (1991) the common method variance is most problematic in examining the relationships among the psychological or attitudinal data collected from a single respondent at one point in time. Moreover, this is especially a problem when data for the study are in fact individual perceptions, and therefore are not factual data. In the case of present study both independent and dependent variables are perceptions data. Therefore, future research should include a method that could reduce common method variance, for instance instead of using perceptions data, the objective measure of human resource management practices could be used.

Finally, the other limitation was that the present study was quantitative in nature, and researcher depended on the survey data for statistical analysis. However, solely a qualitative study or mixed method research on faculty turnover intention in the context of Bangladesh can be considered in future. Therefore, future researchers should focus on exclusively qualitative methods for data analysis or include both methods to understand turnover phenomenon better.

5.15. Implications of the Study

In the above sections, the results of the study were discussed based on the research questions and hypotheses. The findings of the present study have several important implications to practice and theory. Both the managerial and theoretical implications are discussed in the following section.

5.15.1 Theoretical Implications

The findings of the main effects as well as the mediating effects of the study have contributed to new information to the body of knowledge in human resource management practices and turnover literatures.

The present study demonstrated the relationship between human resource management practices and faculty turnover intention in the context of under-researched non-western organizations using three different theories include the social exchange theory, human relations theory, and organizational support theory. Since most of the previous studies on human resource management practices and turnover were conducted in the western context, the results of those studies may not be generalized in other context for instance Bangladesh, the sample of present study. Furthermore, most of the prior human resource practices and employee turnover studies have been conducted from the human resource manager's point of view (Guchait & Cho, 2010). The present study considered different approach and studied this relationship from an employees' point of view. The findings of the study confirmed that employees' perceptions of human resource management practices influence their attitudes (cognitive and affective) and behaviors in the non-western context. Moreover, the present study bridged the gap in turnover literatures in the context of Bangladesh in particular, and Asia in general. More specifically, the present study enriched our understanding about the psychological processes of how human resource management practices influence employee attitudes and behaviors, which was a call for further research by Zhang and Agarwal (2009).

The present study was expected to comprehend the combined role of human resource management practices on the faculty turnover intentions at the individual level in the context of under-researched country for example Bangladesh in particular. Thus, this study will be significant for the organizations using various human resource management practices. Practically, this study will provide appropriate guidelines to managers to understand what human resource practice/s may work for the organization and what not. In addition, in spite of high importance of faculty retention, there is insufficient understanding of how demographic, perceptual, and attitudinal variables interact to explain faculty turnover intentions (Johnsrud & Rosser, 2002). Therefore, the present study will be of great contribution to the body of knowledge in the turnover literature, faculty turnover in particular in the Asian context.

The results of the study indicated strong support for the notion of the social exchange theory. More specifically, those employees with high perception of human resource management practices were more likely to have lower turnover intention, and the vice versa. The applicability of social exchange theory which was previously applied across a variety of situations in the western context is now extended to the human resource management practices, organizational commitment and perceived organizational support, and turnover intention linkages in the Asian context in general, and Bangladesh context in particular.

Another contribution of the study was the joint mediation effects of organizational commitment and perceived organizational support with certain human resource management practices in predicting faculty turnover intention. The study found that

some of the human resource management practices have indirect influence on faculty turnover intention which is important for managers to understand. The results of the study may enhance managers' understanding about the direct and indirect influences of human resource management practices on employees' behavioral intention. This understanding may facilitate managers to introduce selective HRM practices in the organization as an employee retention strategy.

5.15.2 Managerial Implications

The fact that the proportion of variance in turnover intention in this research is 41.7 percent for human resource management practices provided strong support for the argument that human resource practices certainly influence turnover intention. It also suggests that failure to implement positive human resource management practices may be one of the reasons organizations have not been more successful in overcoming employee turnover. The evidence indicated that if the organization has not acted positively towards an employee, the employee is less likely to remain with the organization (Maertz, Griffeth, Campbell, & Allen, 2007). Since managers can actively influence the factors causing employee's turnover intention, as the employee has not left the organization yet, understanding of turnover intention is of more value for managers. Therefore, studies which contribute to an understanding of the relationships between these variables are not simply of theoretical interest, but are also of considerable practical value to managers who are then able to address these factors in a preventative manner and avoid problems associated with the outcome of actual turnover (Perryer et al., 2010). The findings of the study are expected to enrich manager's understanding about which human resource practices are important for the organizations and which are not. In fact, managers need to be aware that employee

perceptions of the supportiveness of the organization will impact on turnover intentions, and therefore adapt their decisions and actions accordingly.

The practical implication of the present study was that the private university management experiencing problems with high turnover may be particularly interested in this study. It is important to note that traditionally turnover rates have been found to be influenced by many factors such as availability of job, economic conditions, management style, opportunity to leave the present job and non-work factors (Walz & Niehoff, 1996). The present study however provides the evidence that turnover can also be predicted based on employees' perceptions, that is, the perceptions of human resource management practices. The research framework provides guidelines to managers about what is needed to reduce turnover intention. For instance, if the faculty members frequently leave the university, thus show high turnover, the university management may need to introduce positive human resource practices that can decrease their intention to leave. Based on the social exchange theory, when organizations offer positive human resources practices, employees perceive those practices as the recognition of employees' efforts, thus will be less willing to leave the organization. Managers may identify employees with high perceptions of HRM practices or low perceptions of as a way of predicting the likelihood of their employees' level of turnover intention. This is easier than knowing their turnover intention. With such knowledge, action can be taken to minimize the costs of turnover.

Another objective of this study was to develop a model on the relationships of HRM practices, organizational commitment, perceived organizational support and faculty

turnover intention for private higher educational institutions in the context of non-western countries. This model may be used as a tool for faculty retention strategy especially in the developing countries. The final research model (see figure 4.1) of this study explained that not all HRM practices can significantly predict the faculty turnover intention in the context of private higher educational institutions in developing countries. Therefore, by utilizing this model managers particularly of the private universities will be able to pay their attention to some specific human resource practices for instance job security, compensation and supervisory support to improve faculty turnover situation (i.e. reducing turnover rate) in one hand, while to attract and retain their potential faculty in another hand. In addition, managers should also understand that some of the human resource practices have significant indirect influences on employees' turnover intention through organizational commitment and perceived organizational support. The understanding of mediating effects between the relationships of HRM practices and turnover intention may contribute to managerial decisions process in relation to employee retention strategy. Therefore, implementation of the suggested model may enrich managers' understanding of faculty retention practices which in turn improve faculty turnover situation, thus reduce their intention to quit the institution in future.

In summary, the results of the present study point to the importance of examining the role of employees' perceptions of human resource practices in predicting their turnover intention. In addition, the study also examined the mediating role of organizational commitment and perceived organizational support in understanding turnover behavior especially in the context of Bangladesh.

5.16. Conclusion

The present study focused on examining the relationship between employees' perceptions of HRM practices and employee turnover intention in the context of private higher educational institutions in Bangladesh. The study also examined the joint mediation effects of organizational commitment and perceived organizational support on the relationship between employees' perceptions of HRM practices and their turnover intention. Therefore, the present study was concerned with studying the behavioral intention of the faculty members of the private universities in Bangladesh. Although the turnover intention phenomenon had widely been studied in the western context, and the studies presented here argue that western perspectives on employee turnover intention are not necessarily relevant to other context. The present study identified the important human resource management practices that significantly influence faculty turnover decision of the private universities in Bangladesh. A number of previous researchers argued that individual's beliefs about organization's human resource management practices had been overlooked and omitted as the determinants in turnover intention studies (Arthur, 1994; Mor Barak et al., 2001). As far as turnover intention is concerned, previous literature found most of the studies on turnover intention conducted in the western context such as USA, Canada, Australia and UK (Ovadge, 2009; Maertz et al., 2003). Thus, the present study may enrich the literature of employee turnover phenomenon in non-western context for instance Bangladesh in this case. While, as compared to other predictors of turnover intention, perceived organizational support (POS) was arguably one of the least researched variable of interest especially in the developing context (Tumwesigye, 2010), and some researchers claimed POS as a highly neglected variable in the turnover intention study (Perryer et al. 2010). Moreover, there had been very little empirical research

studying the relationship between HRM practices and POS (Guchait, 2007). While on the other hand, most empirical research on organizational commitment and turnover intention have focused mainly affective commitment, the strongest and most consistent predictor of turnover intention (Allen et al., 2003; Meyer & Smith, 2000). Earlier, researchers treated organizational commitment as the unidimensional; however, it is widely accepted as the multidimensional construct. Again, there had been little research empirically examined the influences of bundle of human resource management practices on the organizational commitment (Chew & Wong, 2008; Meyer & Allen, 2000). The study of Dirk and Ferrin (2002) concluded that the link between human resource management practices and organizational commitment is inconclusive.

The present study utilized primary data for statistical analysis which was collected through the questionnaire survey from the faculty members of some selective private universities in Dhaka Metropolitan Area. A number of 317 responses were found suitable for statistical analysis of the study. The result of the study found three HRM practices such as faculty job security, faculty compensation, and faculty supervisory support were statistically significant predictors of faculty turnover intention in the context of non-western sample. In regards to the mediating effects, affective commitment and continuance commitment both partially mediated the relationship between faculty compensation, faculty supervisory support and faculty turnover relationships; while only affective commitment fully mediated the relationship between faculty job security and faculty turnover intention. On the other hand, perceived organizational support was found to be a full mediator between the relationship of significant HRM practices and faculty turnover intention. Therefore,

the present study provided the evidences to the importance of affective commitment, continuance commitment and perceived organizational support as the mediating variables between employees' perceptions of organization' HRM practices and faculty turnover intention. However, by demonstrating the existence of significant direct and indirect influences of HRM practices on faculty turnover intention, this study provided clear evidence that HRM practices are important in fostering the employees' positive attitudes which in turn reduce employees' intention to leave the present organization. In conclusion, it can be argued that the private university management should pay more attention to the areas of HRM practices to retain the potential faculty members, and by doing so the institutions should implement effective recruitment and retention strategies now to ensure the organization's competitive advantages in the future. In addition, organizational commitment and perceived organizational support both have to some extent (full or partial) mediation effects on HRM practices and turnover intention relationship. Recommendations were made for future research and practice.

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APPENDICES

APPENDIX 1



UNIVERSITI UTARA MALAYSIA
MALAYSIA

DOCTORAL STUDY

SURVEY INSTRUMENTS



UUM College of Business
Universiti Utara Malaysia, Kedah Darul Aman, Malaysia.
Tel: 604-9285045, Fax: 604-9285761, www.cob.uum.edu.my

Dear Participant,

The purpose of the attached survey is to understand the human resource management practices in the higher educational institutions in the private sector in Bangladesh. There are some statements given in this survey which you are requested to answer. This questionnaire is designed to assess your perception of your organization's human resource management practices, and the extent to which it affects your attitude and behavior at work.

There is no right or wrong answers in this survey. All your answers will reflect your personal opinion about the current human resource practices of your institution. Individual responses to this survey will be kept **CONFIDENTIAL** and will **NOT** be disclosed. Your institution will NOT have access to the information you have provided herein. **No reference** will be made in written or oral materials that could link you to this study. **Only grouped data will be reported in the results.**

Please read carefully the instruction at the beginning of each section, and answer all the statements as accurately as possible. Your time and cooperation will be greatly appreciated. Please take a few minutes to fill out this survey questionnaire.

Thank you in advance for taking time to complete this survey.

Yours faithfully,

Joarder Mohd Hasanur Raihan

PhD Candidate, UUM College of business

Phone: +604 928 3871; e-mail: rai_na2000@yahoo.com

Universiti Utara Malaysia

06010 UUM Sintok, Kedah, Darul Aman, Malaysia.

INSTRUCTIONS: Please read the following statements and indicate the extent of your agreement with the statements on a 7-point scale. **Please circle your answer.**

**1 = Strongly Disagree (SD) | 2 = Moderately Disagree (MD) | 3 = Disagree (D) | 4 = Neutral (N) |
5 = Agree (A) | 6 = Moderately Agree (MA) | 7 = Strongly Agree (SA)**

1	I can stay in the institution for as long as I wish.	1	2	3	4	5	6	7
2	It is difficult to dismiss faculty member from this institution.	1	2	3	4	5	6	7
3	Job security is almost guaranteed to faculty members in this institution.	1	2	3	4	5	6	7
4	There is attractive compensation at my institution.	1	2	3	4	5	6	7
5	There is equitable internal salary system at my institution.	1	2	3	4	5	6	7
6	The salary at my institution that reflects individual faculty performance.	1	2	3	4	5	6	7
7	The salary at my institution that encourages better performance.	1	2	3	4	5	6	7
8	The salary at my institution that reflects the standard of living.	1	2	3	4	5	6	7
9	I am allowed to decide how to go about getting my job done (methods to use).	1	2	3	4	5	6	7
10	I have control over the scheduling of my work.	1	2	3	4	5	6	7
11	My job allows me to decide when to do particular work task.	1	2	3	4	5	6	7
12	My job allows me to modify the job evaluation system.	1	2	3	4	5	6	7
13	I am able to modify what my job objectives are.	1	2	3	4	5	6	7
14	Working conditions at my institution are good.	1	2	3	4	5	6	7
15	My health has not suffered as a result of working for this institution.	1	2	3	4	5	6	7

16	I always feel safe working here in these conditions.	1	2	3	4	5	6	7
17	This institution does everything to ensure the well-being of its faculty member.	1	2	3	4	5	6	7
18	Individual faculty member have clear career paths within the institution.	1	2	3	4	5	6	7
19	Individual faculty member have little prospect within this institution (R).	1	2	3	4	5	6	7
20	Faculty members' career aspirations within the institution are known by their immediate supervisors (head of the department).	1	2	3	4	5	6	7
21	Faculty members who desire promotion have more than one potential position they could be promoted to.	1	2	3	4	5	6	7
22	My institution provides extensive training for faculty development	1	2	3	4	5	6	7
23	My institution provides developmental training programs for faculty every few years.	1	2	3	4	5	6	7
24	In my institution, there is formal developmental training to teach new faculty members the skills they need to perform their jobs.	1	2	3	4	5	6	7
25	My institution provides formal developmental training to faculty members in order to increase their promotability in this institution.	1	2	3	4	5	6	7
26	My institution's performance appraisals are based on specific objectives.	1	2	3	4	5	6	7
27	My institution has provided enough information regarding specific methods of the performance evaluation systems.	1	2	3	4	5	6	7
28	I am allowed to formally communicate with supervisors (head of department) regarding the appraisal results.	1	2	3	4	5	6	7
29	My supervisor (head of department) demonstrates trust and confidence in me	1	2	3	4	5	6	7

30	My supervisor (head of department) treats me with dignity and respect.	1	2	3	4	5	6	7
31	My supervisor (head of department) gives me authority I need to do the job.	1	2	3	4	5	6	7
32	My supervisor (head of department) provides me with a useful performance appraisal.	1	2	3	4	5	6	7
33	My supervisor (head of department) provides me with ongoing feedback.	1	2	3	4	5	6	7
34	My supervisor (head of department) jointly sets performance objectives with me.	1	2	3	4	5	6	7
35	My supervisor (head of department) helps me develop career plan.	1	2	3	4	5	6	7
36	My supervisor (head of department) offers adequate time for me to attend training.	1	2	3	4	5	6	7
37	I would be very happy to spend the rest of my career with this institution.	1	2	3	4	5	6	7
38	I really feel as if this institution's problems are my own.	1	2	3	4	5	6	7
39	I do not feel a strong sense of "belonging" to my institution (R)	1	2	3	4	5	6	7
40	I do not feel "emotionally attached" to this institution (R)	1	2	3	4	5	6	7
41	I do not feel like "part of the family" at my institution (R)	1	2	3	4	5	6	7
42	This institution has a great deal of personal meaning for me	1	2	3	4	5	6	7
43	I enjoy discussing my institution with people outside my institution.	1	2	3	4	5	6	7
44	I think that I could easily become as attached to another institution as I am to this one.	1	2	3	4	5	6	7
45	Too much in my life would be disrupted if I decide to leave my institution now.	1	2	3	4	5	6	7

46	Right now, staying with my institution is a matter of necessity as much as desire.	1	2	3	4	5	6	7
47	A major reason of working for this institution is that leaving would require considerable personal sacrifice.	1	2	3	4	5	6	7
48	A major reason of working for this institution is that other institution may not match the overall benefits I have here.	1	2	3	4	5	6	7
49	I am not afraid of what might happen if I quit my job without having another job lined up. (R)	1	2	3	4	5	6	7
50	It would be difficult for me to leave this institution right now, even if I wanted to.	1	2	3	4	5	6	7
51	It would not be too costly for me to leave my institution now. (R)	1	2	3	4	5	6	7
52	I feel that I have too few options to consider leaving this institution.	1	2	3	4	5	6	7
53	Serious consequence of leaving this institution would be the scarcity of available alternatives.	1	2	3	4	5	6	7
54	My institution cares about my well-being.	1	2	3	4	5	6	7
55	My institution values my contributions to its well being.	1	2	3	4	5	6	7
56	My institution cares about my opinions.	1	2	3	4	5	6	7
57	My institution considers my goals and values.	1	2	3	4	5	6	7
58	My institution cares about my general satisfaction at work.	1	2	3	4	5	6	7
59	My institution is willing to help me when I need a special favor.	1	2	3	4	5	6	7
60	My institution shows very little concern for me. (R)	1	2	3	4	5	6	7
61	I am actively looking for a job outside this institution.	1	2	3	4	5	6	7
62	As soon as I can find a better job, I will leave this institution.	1	2	3	4	5	6	7
63	I am seriously thinking about quitting my job.	1	2	3	4	5	6	7

64	In the last few months I have thought seriously about looking for a job in the other sector/s.	1	2	3	4	5	6	7
65	Taking everything into consideration, there is likelihood that I will make a serious effort to find a new job within the next year.	1	2	3	4	5	6	7

Demographic Information

Respondent Profile:

Instructions: Please ***TICK*** (✓) in the appropriate box that is suitable to you. All information received on this form will only be used for the purpose of academic research and **will be strictly held in confidentiality.**

1. Gender:

	Male		Female
--	------	--	--------

2. Marital status:

	Married		Not Married		Divorced
--	---------	--	-------------	--	----------

3. Age:

	Less than 30 year		30 - 40 year
	41 to 50 year		More than 50 year

4. Your present position in this university:

	Lecturer		Senior Lecturer
	Assistant Professor		Associate Professor
	Professor		

5. How long have you been working for this university (approximately):

	Less than 1 year		1-3 years
	4-6 years		7-10 years
	More than 10 years		

6. Your highest educational level attained:

	Master or equivalent		PhD or equivalent
--	----------------------	--	-------------------

If others (Please specify):.....

7. Total teaching experiences including current experience (if not known, approximately):

	Less than 1 year		1-5 years
	6-10 years		More than 10 years

Thank you for your time and efforts!!

APPENDIX 2

RESPONDANT PROFILE

FREQUENCY TABLE

TABLE: 1 (GENDER)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	182	57.4	57.8	57.8
	Female	133	42.0	42.2	100.0
	Total	315	99.4	100.0	
Missing	System	2	.6		
Total		317	100.0		

TABLE: 2 (MARITAL STATUS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Marries	217	68.5	69.1	69.1
	Not married	96	30.3	30.6	99.7
	Divorced/separated	1	.3	.3	100.0
	Total	314	99.1	100.0	
Missing	System	3	.9		
Total		317	100.0		

TABLE: 3 (AGE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30 years	145	45.7	46.0	46.0
	30 to 40 years	148	46.7	47.0	93.0
	41 to 50 years	17	5.4	5.4	98.4
	More than 50 years	5	1.6	1.6	100.0
	Total	315	99.4	100.0	
Missing	System	2	.6		
Total		317	100.0		

TABLE: 4 (CURRENT POSITION)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	153	48.3	48.6	48.6
	Senior lecturer	66	20.8	21.0	69.5
	Assistant professor	81	25.6	25.7	95.2
	Associate professor	7	2.2	2.2	97.5
	Professor	8	2.5	2.5	100.0
	Total	315	99.4	100.0	
Missing	System	2	.6		
Total		317	100.0		

TABLE: 5 (EDUCATION LEVEL)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters or equivalent	283	89.3	92.5	92.5
	PhD or equivalent	23	7.3	7.5	100.0
	Total	306	96.5	100.0	
Missing	System	11	3.5		
Total		317	100.0		

TABLE: 6 (TEACHING EXPERIENCE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	18	5.7	5.8	5.8
	1 to 5 years	203	64.0	65.1	70.8
	6 to 10 years	66	20.8	21.2	92.0
	More than 10 years	25	7.9	8.0	100.0
	Total	312	98.4	100.0	
Missing	System	5	1.6		
Total		317	100.0		

APPENDIX 3

RELIABILITY TESTS

RELIABILITY OF JOB SECURITY SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.714	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"I can stay in the institution"	7.0580	9.775	.449	.734
"It is difficult to dismiss faculty"	8.2776	9.840	.588	.564
"job security is almost guaranteed"	8.0233	9.249	.574	.573

RELIABILITY TESTS

RELIABILITY OF COMPENSATION SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.836	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"there is attractive salary"	14.6768	32.335	.667	.795
"equitable internal salary"	14.6401	37.273	.424	.861
"salary reflects individual performance"	15.3887	34.819	.597	.814
"salary encourages better performance"	14.8987	31.196	.796	.759
"salary reflects standard of living"	14.6360	31.735	.730	.777

RELIABILITY TESTS

RELIABILITY OF JOB AUTONOMY SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.776	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"allowed to decide how to do my job"	16.3226	23.569	.548	.735
"I have control over my job"	16.6644	22.467	.564	.730
"my job allows when to do particular work"	16.4936	22.969	.631	.709
"my job allows me to modify or change job evaluation system"	17.9144	23.957	.479	.758
"I am able to modify or change job objectives"	17.5663	23.432	.531	.741

RELIABILITY TESTS

RELIABILITY OF WORKING CONDITIONS SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.773	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"working conditions at my institution are good"	14.0602	15.772	.636	.691
"my health has not suffered for working here"	14.0103	15.917	.485	.766
"I always feel safe working here"	14.1868	13.761	.719	.637
"ensures well-being of its faculty members"	15.5403	15.939	.484	.766

RELIABILITY TESTS

RELIABILITY OF TRAINING AND DEVELOPMENT SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Reliability Statistics

Cronbach's Alpha	N of Items
.880	4

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"my institution provides extensive training"	9.9803	20.429	.766	.836
"training programs for faculty every few years"	9.8100	20.022	.765	.836
"teach new faculty members the skills they need"	9.6728	20.027	.681	.872
"training for increasing promotability"	10.0268	20.782	.757	.840

RELIABILITY TESTS

RELIABILITY OF SUPERVISORY SUPPORT SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded	0	.0
	(a) Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.892	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"my supervisor demonstrate trust and confidence in me"	32.8658	66.224	.670	.879
"treat me with dignity and respect"	32.6538	67.215	.617	.884
"my supervisor gives me authority I need to do my job"	32.9618	65.212	.667	.879
"provides me with a useful performance appraisal"	33.4639	62.708	.763	.870
"provides me with ongoing feedback"	33.5012	63.135	.721	.874
"jointly sets performance objectives with me"	34.2773	61.998	.673	.879
"helps me develop career plan"	34.0691	60.520	.699	.876
"offers me adequate time for attending training"	34.3025	63.895	.583	.888

RELIABILITY TESTS

RELIABILITY OF PERCEIVED ORGANIZATIONAL SUPPORT SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded		
	(a)	0	.0
Total		317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.926	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"this institution cares about my well-being"	24.6681	62.263	.788	.912
"values my contribution to its well-being"	24.5388	60.849	.830	.908
"Cares about my opinions"	24.6206	62.611	.800	.911
"consider my goals and values"	24.6776	63.039	.820	.910
"cares about my general satisfaction at work"	24.6839	62.916	.780	.913
"willing to help me when I need special favor"	24.4528	62.870	.766	.914
"shows very little concern for me"	24.4426	66.560	.588	.932

RELIABILITY TESTS

RELIABILITY OF AFFECTIVE COMMITMENT SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.879	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"I do not feel a strong sense of belongingness"	9.3220	10.556	.741	.853
"I do not feel emotionally attached"	9.1733	10.206	.800	.799
"I do not feel like part of the family"	9.0665	10.574	.760	.835

RELIABILITY TESTS

RELIABILITY OF CONTINUANCE COMMITMENT SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.715	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"too much would be disrupted if I decide to leave"	13.3911	12.888	.496	.657
"staying with my institution is a matter of necessity"	12.7318	13.290	.498	.656
"leaving would require considerable personal sacrifice"	13.1371	12.099	.618	.582
"other institution may not match this benefits"	12.9607	13.878	.407	.710

RELIABILITY TESTS

RELIABILITY OF FACULTY TURNOVER INTENTION SCALE

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded (a)	0	.0
	Total	317	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
"I am actively looking for another job"	14.0536	42.234	.775	.911
"once I get better options, I will leave this job"	13.2564	41.824	.743	.917
"I am seriously thinking about quitting"	14.1270	40.745	.841	.898
"In last few months, I have thought to leave"	14.1901	40.517	.813	.903
"I will make serious efforts to find new job"	13.6633	40.028	.831	.900

APPENDIX 4

FACTOR ANALYSIS

FACTOR ANALYSIS FOR HRM PRACTICES

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.911
Bartlett's Test of Sphericity	Approx. Chi-Square	5771.871
	df	630
	Sig.	.000

Communalities

	Initial	Extraction
"I can stay in the institution"	1.000	.494
"It is difficult to dismiss faculty"	1.000	.708
"job security is almost guaranteed"	1.000	.662
"there is attractive salary"	1.000	.695
"equitable internal salary"	1.000	.414
"salary reflects individual performance"	1.000	.570
"salary encourages better performance"	1.000	.812
"salary reflects standard of living"	1.000	.755
"allowed to decide how to do my job"	1.000	.558
"I have control over my job"	1.000	.653
"my job allows when to do particular work"	1.000	.695
"my job allows me to modify or change job evaluation system"	1.000	.586
"I am able to modify or change job objectives"	1.000	.655
"working conditions at my institution are good"	1.000	.578
"my health has not suffered for working here"	1.000	.625

"I always feel safe working here"	1.000	.694
"ensures well-being of its faculty members"	1.000	.602
"clear career path here"	1.000	.601
"promotion policies are transparent to all"	1.000	.581
"faculty have little prospect within this institution"	1.000	.514
"promotion have more than one potential positions"	1.000	.460
"my institution provides extensive training"	1.000	.765
"training programs for faculty every few years"	1.000	.721
"teach new faculty members the skills they need"	1.000	.640
"training for increasing promotability"	1.000	.767
"performance appraisal are based on specific objectives"	1.000	.626
"provides enough information regarding performance evaluation"	1.000	.713
"I am allowed to communicate to supervisor regarding pa system"	1.000	.479
"my supervisor demonstrate trust and confidence in me"	1.000	.717
"treat me with dignity and respect"	1.000	.689
"my supervisor gives me authority I need to do my job"	1.000	.667
"provides me with a useful performance appraisal"	1.000	.709
"provides me with ongoing feedback"	1.000	.673
"jointly sets performance objectives with me"	1.000	.655
"helps me develop career plan"	1.000	.711
"offers me adequate time for attending training"	1.000	.655

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.029	30.635	30.635	11.029	30.635	30.635	4.475	12.430	12.430
2	2.772	7.700	38.335	2.772	7.700	38.335	3.962	11.006	23.437
3	2.540	7.055	45.390	2.540	7.055	45.390	3.523	9.785	33.222
4	1.754	4.872	50.263	1.754	4.872	50.263	2.510	6.973	40.194
5	1.484	4.122	54.385	1.484	4.122	54.385	2.424	6.733	46.927
6	1.322	3.672	58.057	1.322	3.672	58.057	2.371	6.586	53.513
7	1.102	3.061	61.118	1.102	3.061	61.118	2.237	6.214	59.727
8	1.098	3.050	64.168	1.098	3.050	64.168	1.599	4.442	64.168
9	.965	2.680	66.849						
10	.861	2.392	69.240						
11	.777	2.158	71.398						
12	.767	2.131	73.529						
13	.739	2.052	75.581						
14	.634	1.761	77.342						
15	.622	1.729	79.071						
16	.579	1.609	80.680						
17	.546	1.516	82.196						
18	.530	1.472	83.668						
19	.513	1.426	85.093						
20	.472	1.312	86.406						
21	.456	1.266	87.671						
22	.450	1.251	88.922						
23	.415	1.152	90.074						
24	.389	1.079	91.154						
25	.356	.990	92.144						
26	.345	.959	93.103						
27	.322	.893	93.996						
28	.312	.866	94.863						
29	.298	.828	95.691						
30	.288	.799	96.490						

31	.254	.705	97.194						
32	.244	.678	97.872						
33	.224	.621	98.493						
34	.197	.546	99.039						
35	.179	.497	99.536						
36	.167	.464	100.000						

Extraction Method: Principal Component Analysis.

APPENDIX 5

FACTOR ANALYSIS

FACTOR ANALYSIS FOR PERCEIVED ORGANIZATIONAL SUPPORT

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	1683.053
	df	21
	Sig.	.000

Communalities

	Initial	Extraction
"this institution cares about my well-being"	1.000	.724
"values my contribution to its well-being"	1.000	.782
"Cares about my opinions"	1.000	.746
"consider my goals and values"	1.000	.773
"cares about my general satisfaction at work"	1.000	.721
"willing to help me when I need special favor"	1.000	.684
"shows very little concern for me"	1.000	.453

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.882	69.748	69.748	4.882	69.748	69.748
2	.683	9.763	79.510			
3	.419	5.982	85.493			
4	.359	5.128	90.621			
5	.302	4.320	94.940			
6	.208	2.976	97.917			
7	.146	2.083	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix (a)

	Component
	1
"this institution cares about my well-being"	.851
"values my contribution to its well-being"	.884
"Cares about my opinions"	.863
"consider my goals and values"	.879
"cares about my general satisfaction at work"	.849
"willing to help me when I need special favor"	.827
"shows very little concern for me"	.673

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

APPENDIX 6

FACTOR ANALYSIS

FACTOR ANALYSIS FOR ORGANIZATIONAL COMMITMENT

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.795
Bartlett's Test of Sphericity	Approx. Chi-Square	1612.317
	df	91
	Sig.	.000

Communalities

	Initial	Extraction
"I would be very happy to spend rest of my career"	1.000	.980
"I really feel institution's problems are my own"	1.000	.425
"I do not feel a strong sense of belongingness"	1.000	.782
"I do not feel emotionally attached"	1.000	.828
"I do not feel like part of the family"	1.000	.766
"this institution has a great deal of personal meaning to me"	1.000	.739
"I enjoy discussing my institution with other people"	1.000	.621
"too much would be disrupted if I decide to leave"	1.000	.563
"staying with my institution is a matter of necessity"	1.000	.492
"leaving would require considerable personal sacrifice"	1.000	.637
"other institution may not match this benefits"	1.000	.430
"it would be difficult to leave for me"	1.000	.542

"it would be too costly for me to leave"	1.000	.670
"I feel that I have too few options"	1.000	.818
"Scarcity of available alternatives"	1.000	.742

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.295	28.630	28.630	4.295	28.630	28.630	3.792	25.282	25.282
2	3.467	23.113	51.744	3.467	23.113	51.744	2.822	18.814	44.095
3	1.233	8.218	59.962	1.233	8.218	59.962	1.789	11.930	56.025
4	1.040	6.933	66.895	1.040	6.933	66.895	1.630	10.870	66.895
5	.834	5.560	72.455						
6	.741	4.943	77.398						
7	.658	4.384	81.782						
8	.585	3.903	85.685						
9	.481	3.206	88.891						
10	.444	2.958	91.849						
11	.365	2.435	94.283						
12	.338	2.254	96.538						
13	.302	2.015	98.552						
14	.217	1.448	100.000						
15	.000	.000	100.000						

Extraction Method: Principal Component Analysis.

Component Matrix (a)

	Component			
	1	2	3	4
OC1	.927	-.249	.214	-.116
"I really feel institution's problems are my own"	.616	-.111	-.174	.047
"I do not feel a strong sense of belongingness"	.822	-.201	.208	-.148
"I do not feel emotionally attached"	.857	-.231	.191	-.061
"I do not feel like part of the family"	.816	-.238	.178	-.103
"this institution has a great deal of personal meaning to me"	.546	.152	-.309	.567
"I enjoy discussing my institution with other people"	.627	.167	-.309	.323
"too much would be disrupted if I decide to leave"	.356	.523	-.349	-.202
"staying with my institution is a matter of necessity"	.085	.653	-.238	-.044
"leaving would require considerable personal sacrifice"	.119	.744	-.162	-.207
"other institution may not match this benefits"	.319	.468	-.329	-.033
"it would be difficult to leave for me"	.146	.660	.186	-.223
"it would be too costly for me to leave"	.120	.699	.205	-.354
"I feel that I have too few options"	.029	.612	.466	.475
"Scarcity of available alternatives"	-.010	.648	.498	.272

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Rotated Component Matrix (a)

	Component			
	1	2	3	4
OC1	.980	-.007	-.025	.140
"I really feel institution's problems are my own"	.512	.077	-.157	.363
"I do not feel a strong sense of belongingness"	.880	.025	-.020	.084
"I do not feel emotionally attached"	.894	-.026	-.008	.168
"I do not feel like part of the family"	.865	-.018	-.040	.127
"this institution has a great deal of personal meaning to me"	.231	.081	.128	.814
"I enjoy discussing my institution with other people"	.351	.221	.021	.670
"too much would be disrupted if I decide to leave"	.120	.699	-.071	.236
"staying with my institution is a matter of necessity"	-.153	.639	.147	.195
"leaving would require considerable personal sacrifice"	-.086	.773	.173	.056
"other institution may not match this benefits"	.072	.563	-.007	.328
"it would be difficult to leave for me"	.072	.615	.370	-.144
"it would be too costly for me to leave"	.073	.694	.342	-.257
"I feel that I have too few options"	-.082	.153	.873	.158
"Scarcity of available alternatives"	-.072	.255	.819	-.018

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.891	.223	.006	.396
2	-.249	.813	.518	.095
3	.314	-.295	.715	-.551
4	-.214	-.450	.470	.728

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

APPENDIX 7

FACTOR ANALYSIS

FACTOR ANALYSIS FOR FACULTY TURNOVER INTENTION

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	1166.069
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
"I am actively looking for another job"	1.000	.735
"once I get better options, I will leave this job"	1.000	.694
"I am seriously thinking about quitting"	1.000	.816
"In last few months, I have thought to leave"	1.000	.784
"I will make serious efforts to find new job"	1.000	.803

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.832	76.641	76.641	3.832	76.641	76.641
2	.393	7.855	84.495			
3	.335	6.705	91.200			
4	.238	4.769	95.969			
5	.202	4.031	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component 1
"I am actively looking for another job"	.857
"once I get better options, I will leave this job"	.833
"I am seriously thinking about quitting"	.904
"In last few months, I have thought to leave"	.885
"I will make serious efforts to find new job"	.896

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

APPENDIX 8

DESCRIPTIVES & CORRELATIONS

DESCRIPTIVES

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Job Security	317	1.00	7.00	3.8932	1.45064
COMP	317	1.00	7.00	3.6600	1.52630
Job autonomy	317	1.00	7.00	3.5000	1.42486
Working conditions	317	1.00	7.00	5.1801	1.33077
TD	317	1.00	7.00	3.2908	1.47319
SS	317	1.00	7.00	5.2100	1.13498
POS	317	1.00	7.00	4.0416	1.31849
Commitment (AC)	317	1.00	7.00	4.5936	1.56930
commitment (CC)	317	1.00	7.00	4.3517	1.15032
TI	317	1.00	7.00	3.4645	1.58701
Valid N (list-wise)	317				

Correlations

	JS	COMP	JA	WC	TD	SS	POS	AC	CC	TI
Job Security (JS)	-									
	.317									
Compensation (COMP)	.350(**)	-								
	.000									
Job Autonomy (JA)	.345(**)	.302(**)	-							
	.000	.000								
Working Conditions (WC)	.447(**)	.376(**)	.307(**)	-						
	.000	.000	.000							
Training and Development (TD)	.284(**)	.366(**)	.275(**)	.282(**)	-					
	.000	.000	.000	.000						
Supervisory Support (SS)	.291(**)	.318(**)	.273(**)	.457(**)	.399(**)	-				
	.000	.000	.000	.000	.000					
Perceived Organizational Support (POS)	.491(**)	.569(**)	.378(**)	.435(**)	.422(**)	.520(**)	-			
	.000	.000	.000	.000	.000	.000				
Affective Commitment (AC)	.328(**)	.247(**)	.186(**)	.290(**)	.217(**)	.322(**)	.522(**)	-		
	.000	.000	.001	.000	.000	.000	.000			
Continuance Commitment (CC)	.178(**)	.248(**)	.092	.116(*)	.115(*)	.094	.235(**)	.051	-	
	.002	.000	.104	.038	.041	.096	.000	.370		
Turnover Intention (TI)	-.355(**)	-.438(**)	-.318(**)	-.394(**)	-.316(**)	-.437(**)	-.657(**)	-.451(**)	-.151(**)	-
	.000	.000	.000	.000	.000	.000	.000	.000	.007	

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Appendix 9

Regression Output for HRM practices & Faculty Turnover Intention (Hypothesis 1)

Model Summary(c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000
2	.646(b)	.417	.382	1.25524	.297	24.445	6	288	.000

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), faculty job security, faculty compensation, faculty job autonomy, faculty working condition, faculty training & development, faculty supervisory support.

c. Dependent Variable: Turnover Intention

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	324.193	17	19.070	12.103	.000(b)
	Residual	453.783	288	1.576		
	Total	777.976	305			

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support

c. Dependent Variable: Turnover Intention

Coefficients Table (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.867	.846	-.141	-1.025	.306
2	(Constant)	6.438	1.341		4.800	.000
	dummygender	.545	.157	.169	3.475	.001

(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	- .651	.903	-.187	-.720	.472
(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	- .618	.914	-.178	-.676	.500
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.449	.602	.454	2.407	.017
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.839	.628	.574	2.928	.004
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	.835	.655	.120	1.274	.204
(FILTER)					
dummyeducation	-.110	.319	-.018	-.343	.732
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.048	.675	.015	.071	.944
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.065	.672	-.018	-.097	.923
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.139	.708	-.028	-.196	.845
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.877	.705	-.142	-1.243	.215
Faculty Job Security	-.127	.059	-.117	-2.144	.033
Faculty COMP	-.226	.057	-.216	-3.988	.000
Faculty Job Autonomy	-.106	.056	-.096	-1.871	.062
Faculty Working Conditions	-.113	.068	-.094	-1.676	.095
Faculty Training & development	-.089	.057	-.082	-1.562	.119
Faculty Supervisory Support	-.279	.077	-.199	-3.631	.000

a Dependent Variable: Turnover Intention

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Faculty Job Security	-.362(a)	-6.995	.000	-.378	.962
	Faculty COMP	-.425(a)	-8.430	.000	-.442	.950
	Faculty jobautonomy	-.315(a)	-5.987	.000	-.330	.970
	Faculty workingconditions	-.374(a)	-7.271	.000	-.391	.964
	Faculty TD	-.334(a)	-6.448	.000	-.353	.979
	Faculty SS	-.409(a)	-8.154	.000	-.430	.972

a. Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

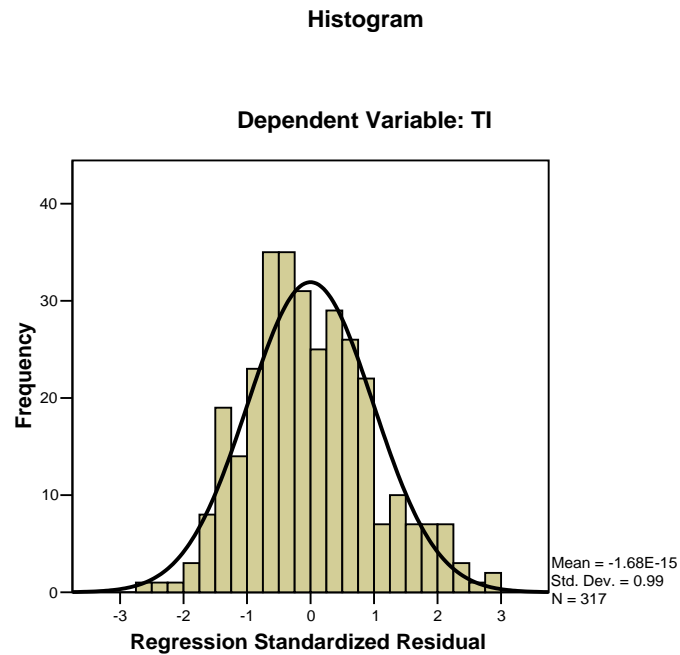
b. Dependent Variable: Turnover Intention

Residuals Statistics (a)

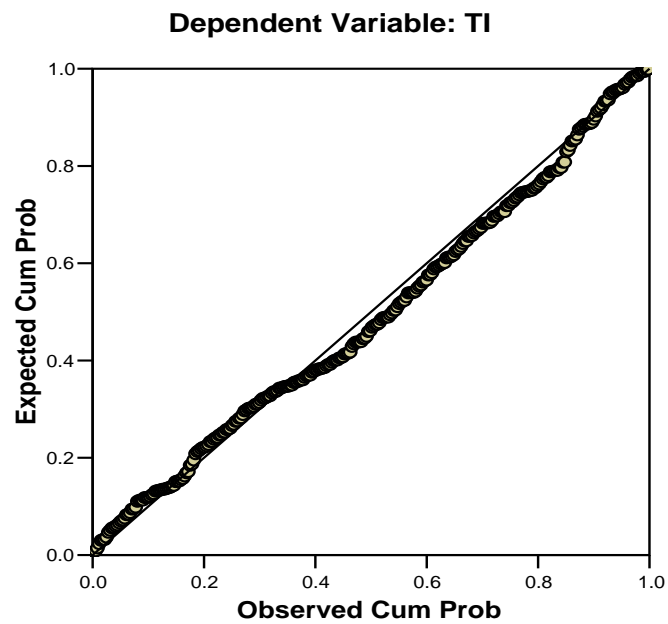
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.0578	6.1208	3.4662	1.03098	317
Residual	-3.11387	3.93735	.00000	1.21976	317
Std. Predicted Value	-3.306	2.575	.000	1.000	317
Std. Residual	-2.481	3.137	.000	.972	317

a. Dependent Variable: Turnover Intention

Histogram for Dependant variable Faculty Turnover Intention

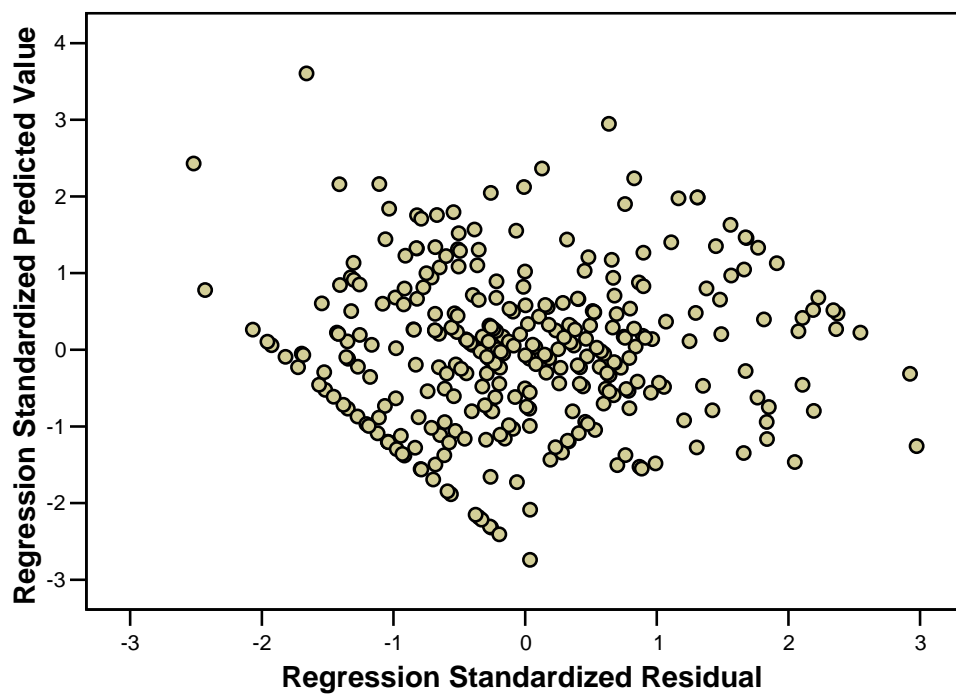


Normal P-P Plot of Regression Standardized Residual

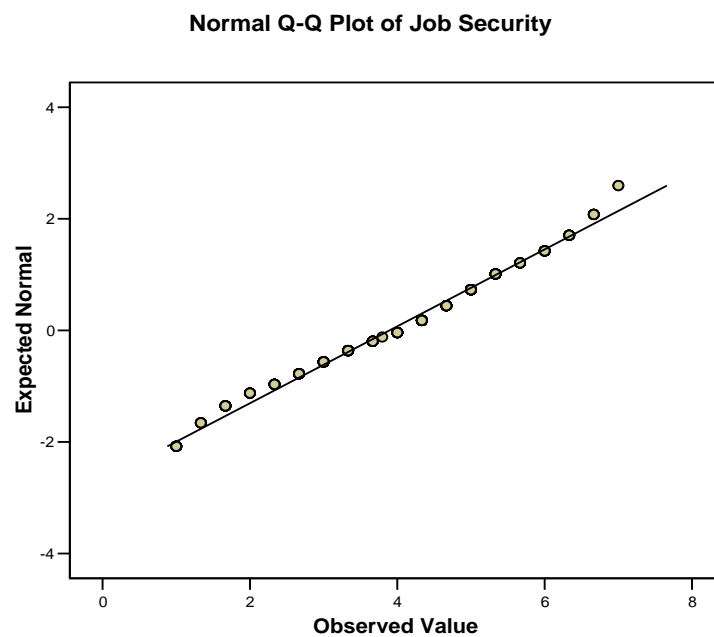
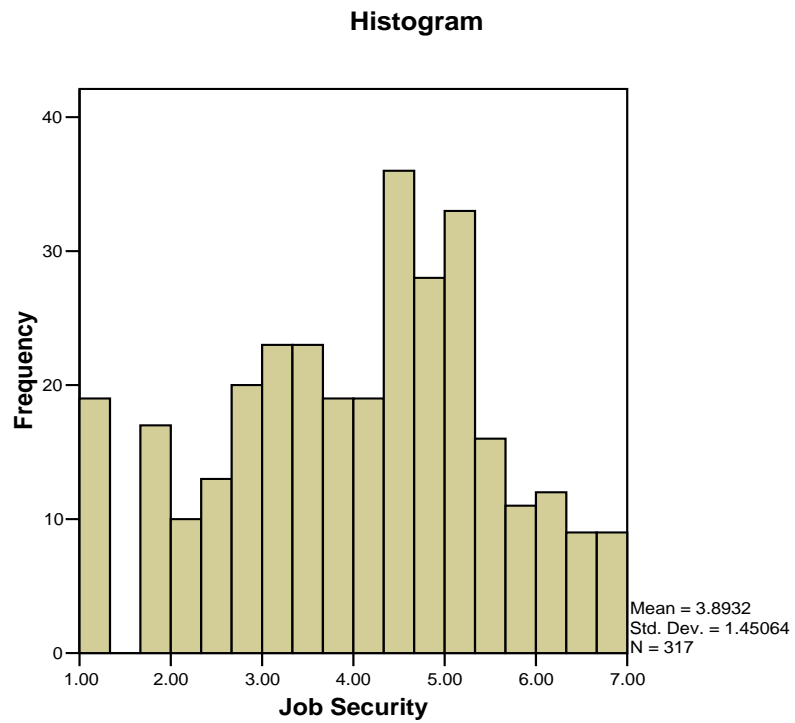


Scatterplot

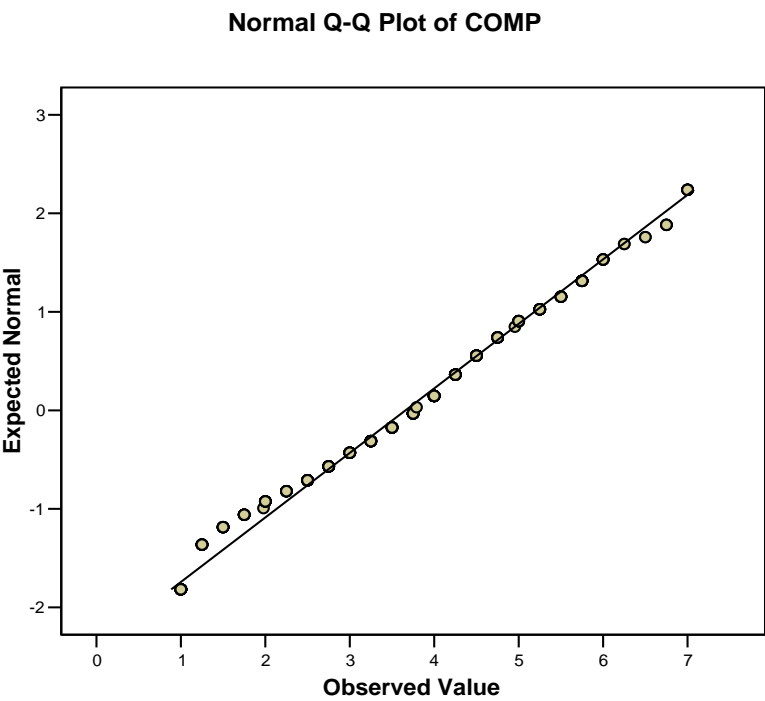
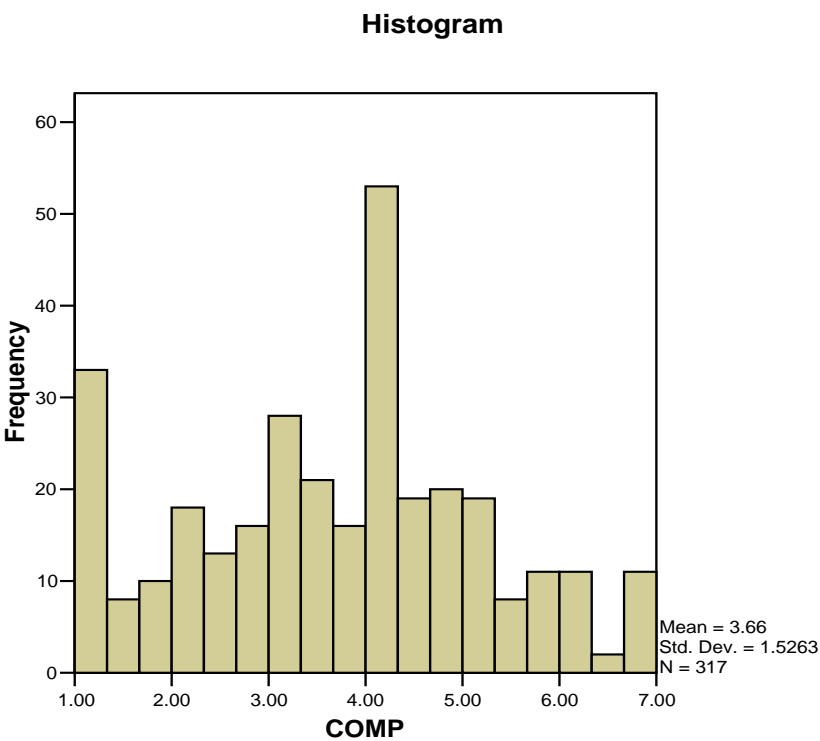
Dependent Variable: TI



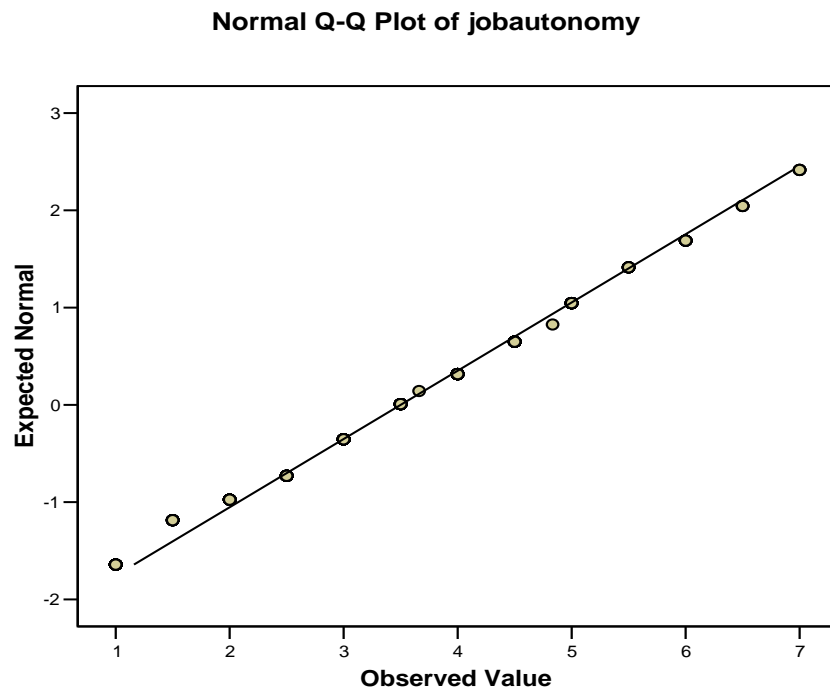
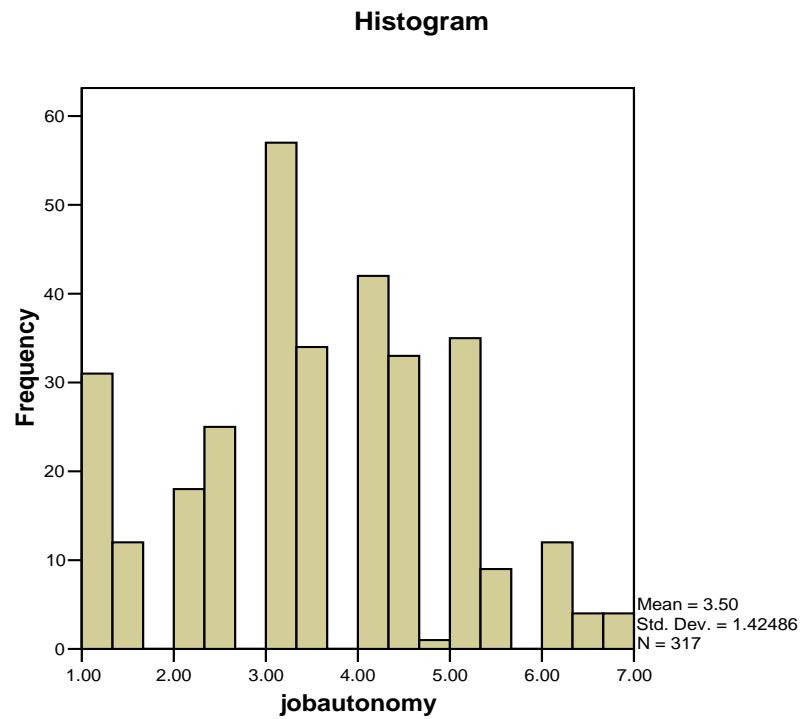
Histogram for independent variable “Faculty Job Security”



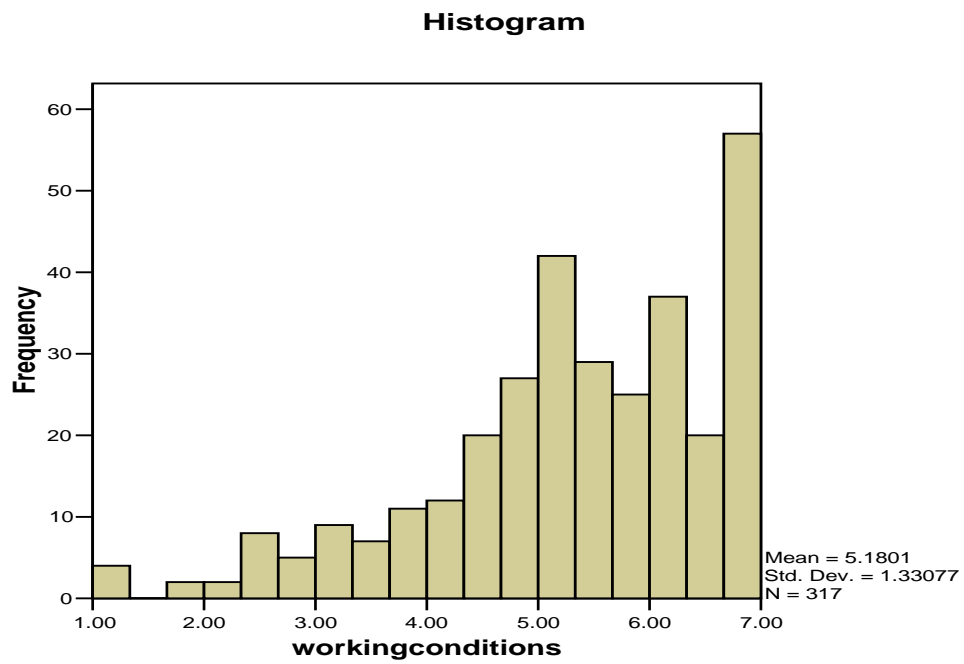
Histogram for independent variable “Faculty Compensation”



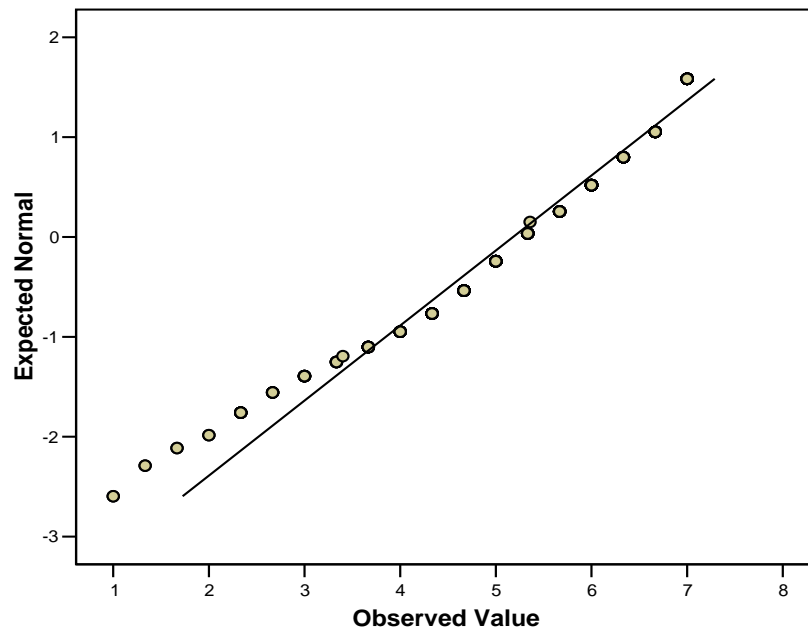
Histogram for independent variable “Faculty Job Autonomy”



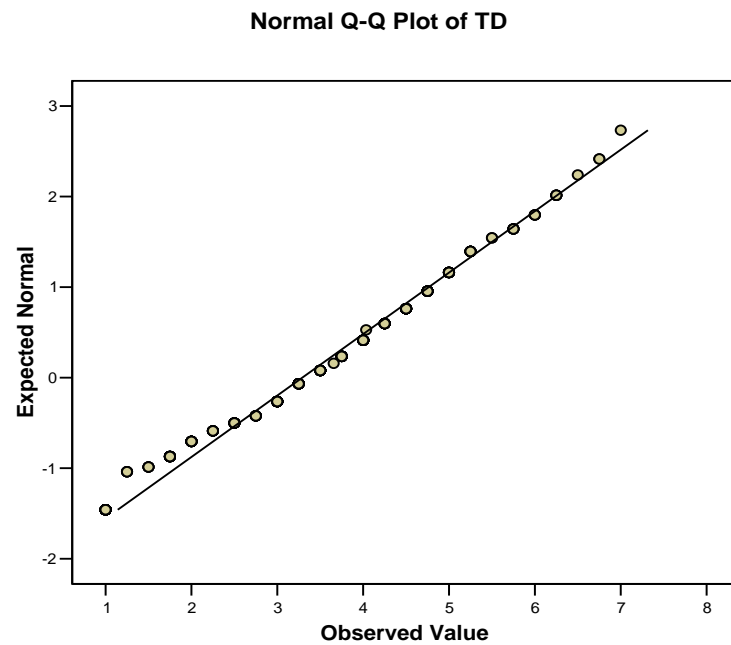
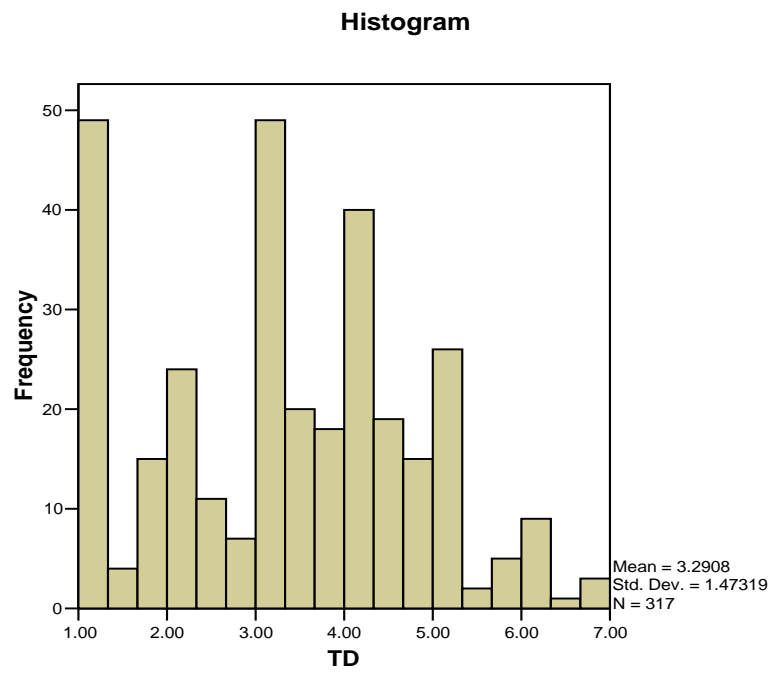
Histogram for independent variable “Faculty Working Conditions”



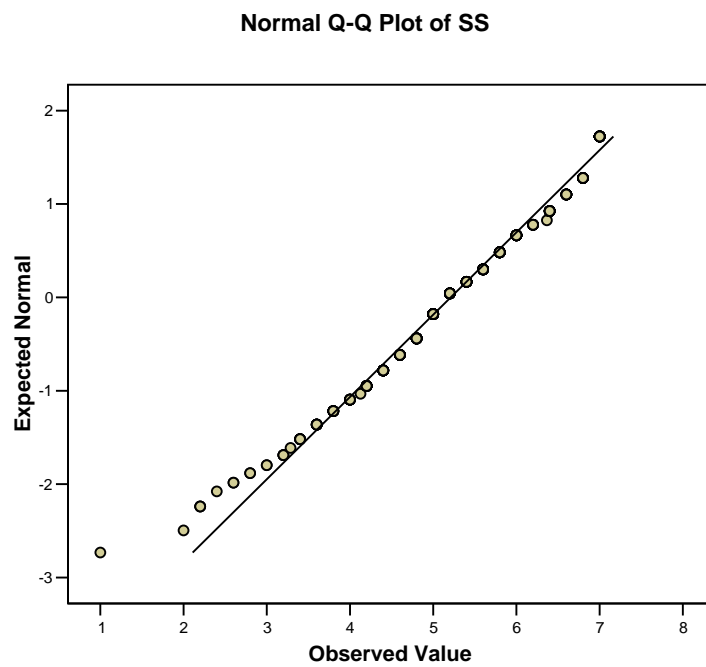
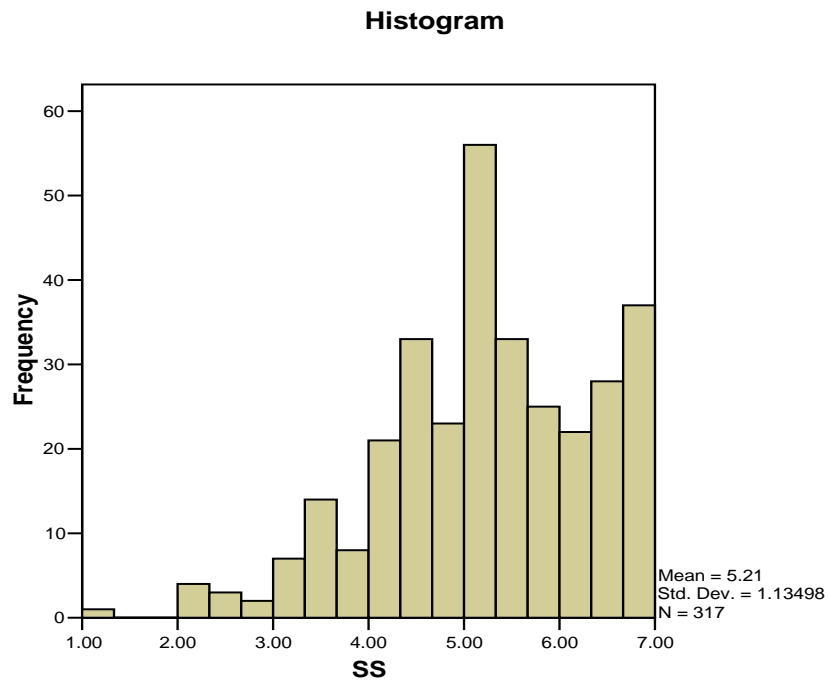
Normal Q-Q Plot of workingconditions



Histogram for independent variable “Faculty Training and Development”



Histogram for independent variable “Faculty Supervisory Support”



Appendix 10

Regression Output for HRM Practices and Affective Commitment (Hypothesis 2)

Model Summary(c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.217(a)	.047	.012	1.56730	.047	1.325	11	294	.210
2	.452(b)	.204	.158	1.44698	.157	9.488	6	288	.000

a. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), faculty job security, faculty compensation, faculty job autonomy, faculty workingconditions, faculty training & development, faculty supervisory support

c. Dependent Variable: Affective Commitment

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.791	11	3.254	1.325	.210(a)
	Residual	722.193	294	2.456		
	Total	757.984	305			
2	Regression	154.984	17	9.117	4.354	.000(b)
	Residual	603.000	288	2.094		
	Total	757.984	305			

a. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), faculty job security, faculty compensation, faculty job autonomy, faculty workingconditions, faculty training & development, faculty supervisory support

and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER).

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), Faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support.

c. Dependent Variable: Affective Commitment

Coefficients Table (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.190	1.582		3.280	.001
	dummygender	-.151	.194	-.047	-.777	.438
	(Marita_1 == 2 and Marita_1 == 3) (FILTER)	.683	1.121	.199	.609	.543
	(Marita_1 == 1 and Marita_1 == 3) (FILTER)	.638	1.135	.186	.562	.575
	(Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER)	-1.370	.749	-.435	-1.829	.068
	(Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER)	-1.357	.782	-.429	-1.737	.083
	(Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER)	-1.276	.813	-.186	-1.569	.118
	dummyeducation	.230	.393	.038	.585	.559
	(Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER)	-.057	.828	-.018	-.068	.946
	(Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER)	-.208	.829	-.058	-.251	.802
	(Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER)	-.202	.870	-.042	-.232	.817
	(Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER)	.984	.869	.162	1.133	.258

2	(Constant)	1.660	1.546		1.074	.284
	dummygender	-.164	.181	-.052	-.909	.364
	(Marita_1 ~= 2 and	.610	1.041	.178	.586	.558
	Marita_1 ~= 3) (FILTER)					
	(Marita_1 ~= 1 and	.601	1.053	.175	.570	.569
	Marita_1 ~= 3) (FILTER)					
	(Age_1 ~= 1 and Age_1	-1.046	.694	-.332	-1.508	.133
	~= 3 and Age_1 ~= 4)					
	(FILTER)					
	(Age_1 ~= 2 and Age_1	-1.081	.724	-.342	-1.493	.137
	~= 3 and Age_1 ~= 4)					
	(FILTER)					
	(Age_1 ~= 1 and Age_1	-.963	.755	-.140	-1.275	.203
	~= 2 and Age_1 ~= 4)					
	(FILTER)					
	dummyeducation	.289	.368	.048	.784	.433
	(Experi_1 ~= 1 and					
	Experi_1 ~= 3 and	.252	.778	.080	.323	.747
	Experi_1 ~= 4 and					
	Experi_1 ~= 5) (FILTER)					
	(Experi_1 ~= 1 and					
	Experi_1 ~= 2 and	.088	.775	.024	.114	.909
	Experi_1 ~= 4 and					
	Experi_1 ~= 5) (FILTER)					
	(Experi_1 ~= 2 and					
	Experi_1 ~= 3 and	.205	.816	.042	.251	.802
	Experi_1 ~= 4 and					
	Experi_1 ~= 5) (FILTER)					
	(Experi_1 ~= 1 and					
	Experi_1 ~= 2 and	1.093	.813	.179	1.343	.180
	Experi_1 ~= 3 and					
	Experi_1 ~= 5) (FILTER)					
	Job Security	.206	.069	.191	3.000	.003
	COMP	.055	.065	.053	.835	.405
	jobautonomy	.019	.065	.018	.297	.767
	workingconditions	.065	.078	.055	.832	.406
	TD	.062	.066	.058	.936	.350
	SS	.257	.088	.185	2.899	.004

a Dependent Variable: Affective commitment

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Job Security	.317(a)	5.755	.000	.319	.962
	COMP	.236(a)	4.157	.000	.236	.950
	jobautonomy	.187(a)	3.295	.001	.189	.970
	workingconditions	.266(a)	4.757	.000	.268	.964
	TD	.232(a)	4.140	.000	.235	.979
	SS	.316(a)	5.762	.000	.319	.972

a. Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Dependent Variable: Affective commitment

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.2638	6.8634	4.6117	.71284	317
Residual	-5.25275	3.66821	.00000	1.40608	317
Std. Predicted Value	-3.294	3.159	.000	1.000	317
Std. Residual	-3.630	2.535	.000	.972	317

a. Dependent Variable: Affective commitment

Appendix 11

Regression Output for HRM practices and Continuance Commitment (Hypothesis 3)

Model Summary(c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.182(a)	.033	-.003	1.14261	.033	.919	11	294	.523
2	.323(b)	.105	.052	1.11102	.071	3.826	6	288	.001

a. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), Faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support.

c. Dependent Variable: Continuance Commitment

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.193	11	1.199	.919	.523(a)
	Residual	383.837	294	1.306		
	Total	397.030	305			
2	Regression	41.532	17	2.443	1.979	.013(b)
	Residual	355.498	288	1.234		
	Total	397.030	305			

a. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER).

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), Faculty job security, faculty compensation, faculty job autonomy, faculty working conditions, faculty training & development, and faculty supervisory support.

c. Dependent Variable: Continuance Commitment

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.902	1.153		5.117	.000
	dummygender	-.113	.141	-.049	-.801	.424
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	.456	.817	.184	.558	.577
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	.482	.827	.194	.583	.560
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-1.235	.546	-.542	-2.263	.024
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-1.175	.570	-.513	-2.063	.040
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	-1.451	.593	-.292	-2.447	.015
	dummyeducation	.132	.286	.031	.461	.645
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.929	.604	-.406	-1.538	.125
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.794	.604	-.304	-1.314	.190
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-1.003	.635	-.287	-1.580	.115
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.812	.633	-.184	-1.282	.201
2	(Constant)	5.030	1.187		4.237	.000
	dummygender	-.076	.139	-.033	-.550	.583

(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	.283	.799	.114	.354	.724
(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	.338	.809	.136	.418	.676
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-1.138	.533	-.499	-2.136	.033
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-1.034	.556	-.452	-1.860	.064
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	-1.217	.580	-.245	-2.100	.037
dummyeducation	.293	.283	.068	1.037	.301
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.915	.597	-.400	-1.531	.127
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.752	.595	-.288	-1.263	.207
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.980	.626	-.281	-1.565	.119
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.815	.624	-.185	-1.306	.193
Job Security	.060	.053	.077	1.145	.253
COMP	.189	.050	.252	3.755	.000
jobautonomy	-.007	.050	-.009	-.141	.888
workingconditions	-.033	.060	-.038	-.548	.584
TD	.009	.051	.011	.170	.865
SS	-.008	.068	-.008	-.119	.905

a. Dependent Variable: Continuous commitment

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Job Security	.154(a)	2.657	.008	.153	.962
	COMP	.265(a)	4.667	.000	.263	.950
	jobautonomy	.087(a)	1.490	.137	.087	.970
	workingconditions	.090(a)	1.539	.125	.090	.964
	TD	.108(a)	1.872	.062	.109	.979
	SS	.083(a)	1.425	.155	.083	.972

a Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b Dependent Variable: Continuous commitment

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.2751	6.0162	4.3407	.36901	317
Residual	-3.32790	3.19801	.00000	1.07962	317
Std. Predicted Value	-2.888	4.541	.000	1.000	317
Std. Residual	-2.995	2.878	.000	.972	317

a. Dependent Variable: Continuance commitment

Appendix 12

Regression Output for HRM practices and POS (Hypothesis 4)

Model Summary (c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.261(a)	.068	.033	1.29700	.068	1.950	11	294	.033
2	.753(b)	.567	.542	.89272	.499	55.430	6	288	.000

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), Faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support.

c. Dependent Variable: POS

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.086	11	3.281	1.950	.033(a)
	Residual	494.568	294	1.682		
	Total	530.654	305			
2	Regression	301.134	17	17.714	22.227	.000(b)
	Residual	229.520	288	.797		
	Total	530.654	305			

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and

Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), Faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support

c. Dependent Variable: POS

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.683	1.309		5.104	.000
	dummygender	-.331	.161	-.124	-2.062	.040
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	.385	.928	.134	.415	.679
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	.354	.939	.123	.376	.707
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-1.309	.620	-.497	-2.113	.035
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-1.440	.647	-.544	-2.227	.027
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	-1.230	.673	-.214	-1.827	.069
	dummyeducation	-.300	.325	-.060	-.925	.356
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-1.207	.686	-.457	-1.761	.079
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-1.306	.686	-.432	-1.905	.058
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-1.416	.720	-.351	-1.966	.050
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.604	.719	-.118	-.840	.402
	(Constant)	1.661	.954		1.741	.083
	dummygender	-.318	.112	-.120	-2.854	.005
2	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	.215	.642	.075	.335	.738
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	.251	.650	.088	.387	.699
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4)	-.837	.428	-.318	-1.956	.051

(FILTER)					
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	-.934	.447	-.353	-2.092	.037
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	-.628	.466	-.109	-1.347	.179
dummyeducation	-.013	.227	-.003	-.058	.954
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.941	.480	-.356	-1.960	.051
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-1.016	.478	-.336	-2.126	.034
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-1.070	.503	-.265	-2.125	.034
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.548	.502	-.108	-1.093	.275
Job Security	.202	.042	.224	4.777	.000
COMP	.263	.040	.304	6.527	.000
jobautonomy	.091	.040	.100	2.266	.024
workingconditions	.023	.048	.024	.488	.626
TD	.093	.041	.104	2.281	.023
SS	.315	.055	.272	5.769	.000

a. Dependent Variable: POS

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Job Security	.502(a)	10.156	.000	.510	.962
	COMP	.561(a)	11.763	.000	.566	.950
	jobautonomy	.389(a)	7.398	.000	.397	.970
	workingconditions	.425(a)	8.209	.000	.432	.964
	TD	.430(a)	8.401	.000	.441	.979
	SS	.523(a)	10.814	.000	.534	.972

- a. Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)
- b. Dependent Variable: POS

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9970	6.8810	4.0503	.99364	317
Residual	-2.53782	4.48272	.00000	.86748	317
Std. Predicted Value	-3.073	2.849	.000	1.000	317
Std. Residual	-2.843	5.021	.000	.972	317

- a. Dependent Variable: POS

Appendix 13

Regression Output for Affective Commitment & Faculty Turnover Intention (Hypothesis 5)

Model Summary(c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000
2	.526(b)	.277	.247	1.38599	.157	63.530	1	293	.000

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), affective commitment

c. Dependent Variable: Turnover Intention

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	215.132	12	17.928	9.333	.000(b)
	Residual	562.843	293	1.921		
	Total	777.976	305			

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), commitment

c. Dependent Variable: Turnover Intention

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.867	.846	-.141	-1.025	.306
2	(Constant)	3.713	1.425		2.607	.010
	dummygender	.469	.172	.146	2.731	.007
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.490	.992	-.141	-.494	.622

(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.402	1.004	-.116	-.401	.689
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.363	.666	.427	2.048	.041
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.780	.695	.555	2.562	.011
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	.836	.722	.120	1.157	.248
dummyeducation	.244	.347	.040	.702	.483
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.233	.733	.073	.318	.751
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.078	.733	.021	.106	.916
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.057	.770	.012	.074	.941
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.463	.770	-.075	-.601	.548
Affective commitment	-.411	.052	-.406	-7.971	.000

a. Dependent Variable: Turnover intention

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.1363	5.6256	3.4662	.83985	317
Residual	-4.06847	5.04060	.00000	1.35845	317
Std. Predicted Value	-2.774	2.571	.000	1.000	317
Std. Residual	-2.935	3.637	.000	.980	317

a Dependent Variable: Turnover Intention

Appendix 14

Regression Output for Continuance Commitment & Faculty Turnover Intention (Hypothesis 6)

Model Summary(c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000
2	.364(b)	.133	.097	1.51753	.013	4.402	1	293	.037

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), Continuance Commitment

c. Dependent Variable: Turnover Intention

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	103.230	12	8.603	3.736	.000(b)
	Residual	674.745	293	2.303		
	Total	777.976	305			

a Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER).

b Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), Continuance commitment

c. Dependent Variable: Turnover Intention

Coefficients (a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.867	.846	-.141	-1.025	.306
2	(Constant)	2.539	1.599		1.588	.113
	dummygender	.513	.188	.159	2.725	.007
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.697	1.086	-.200	-.642	.522

(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.586	1.099	-.169	-.533	.594
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.726	.731	.541	2.360	.019
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.147	.762	.670	2.817	.005
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.124	.796	.162	1.413	.159
dummyeducation	.171	.380	.028	.450	.653
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.105	.805	.033	.130	.896
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.034	.805	.009	.042	.966
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.023	.846	-.005	-.027	.978
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.999	.843	-.162	-1.185	.237
Continuous commitment	-.163	.077	-.116	-2.098	.037

a. Dependent Variable: Turnover Intention

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2039	4.7262	3.4662	.58177	317
Residual	-3.20825	4.64144	.00000	1.48737	317
Std. Predicted Value	-3.889	2.166	.000	1.000	317
Std. Residual	-2.114	3.059	.000	.980	317

a. Dependent Variable: Turnover Intention

Appendix 15

Regression Output for POS and Faculty Turnover Intention (Hypothesis 7)

Model Summary(c)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000	
2	.694(b)	.481	.460	1.17341	.362	204.415	1	293	.000	1.815

a. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), POS

c. Dependent Variable: Turnover Intention

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	374.548	12	31.212	22.669	.000(b)
	Residual	403.427	293	1.377		
	Total	777.976	305			

a. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and

Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), POS

c. Dependent Variable: Turnover Intention

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 == 2 and Marita_1 == 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 == 1 and Marita_1 == 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER)	-.867	.846	-.141	-1.025	.306
2	(Constant)	6.622	1.236		5.358	.000
	dummygender	.281	.146	.087	1.922	.056

(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.481	.840	-.138	-.573	.567
(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.398	.850	-.114	-.468	.640
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	.939	.565	.294	1.662	.098
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.251	.590	.390	2.121	.035
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	.432	.612	.062	.706	.481
dummyeducation	-.077	.294	-.013	-.262	.794
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.655	.623	-.205	-1.050	.294
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.823	.624	-.225	-1.318	.189
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.928	.656	-.190	-1.415	.158
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-1.323	.651	-.214	-2.031	.043
POS	-.754	.053	-.623	-14.297	.000

a. Dependent Variable: Turnover Intention

Excluded Variables (b)

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1 POS	-.623(a)	-14.297	.000	-.641	.932

a Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Dependent Variable: Turnover Intention

Appendix 16

Regression Output for Mediation Test of Affective Commitment (Hypothesis 8)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000
2	.677(b)	.458	.424	1.21212	.338	25.593	7	287	.000

a Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support, affective commitment.

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	356.306	18	19.795	13.473	.000(b)
	Residual	421.670	287	1.469		
	Total	777.976	305			

a Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support, affective commitment.

c. Dependent Variable: Turnover Intention

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.867	.846	-.141	-1.025	.306
2	(Constant)	6.821	1.298		5.256	.000
	dummygender	.507	.152	.157	3.344	.001
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.510	.872	-.147	-.584	.560

(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.479	.883	-.138	-.542	.588
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.207	.584	.378	2.069	.039
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.589	.609	.496	2.611	.010
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	.612	.634	.088	.966	.335
dummyeducation	-.043	.309	-.007	-.139	.890
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.106	.652	.033	.162	.871
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.045	.649	-.012	-.069	.945
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.091	.684	-.019	-.134	.894
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.624	.683	-.101	-.914	.362
Job Security	-.080	.058	-.073	-1.372	.171
COMP	-.214	.055	-.204	-3.896	.000
Jobautonomy	-.101	.054	-.092	-1.856	.065
workingconditions	-.098	.065	-.082	-1.505	.133
TD	-.075	.055	-.069	-1.358	.176
SS	-.220	.075	-.157	-2.920	.004
Affective commitment	-.231	.049	-.228	-4.675	.000

a. Dependent Variable: Turnover Intention

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Job Security	-.362(a)	-6.995	.000	-.378	.962
	COMP	-.425(a)	-8.430	.000	-.442	.950
	jobautonomy	-.315(a)	-5.987	.000	-.330	.970
	workingconditions	-.374(a)	-7.271	.000	-.391	.964
	TD	-.334(a)	-6.448	.000	-.353	.979
	SS	-.409(a)	-8.154	.000	-.430	.972
	Affective commitment	-.406(a)	-7.971	.000	-.422	.953

a Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Dependent Variable: Turnover Intention

Appendix 17

Regression Output of Mediation Test of Continuance Commitment (Hypothesis 9)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000
2	.646(b)	.417	.380	1.25743	.297	20.880	7	287	.000

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

b. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support, continuous commitment

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	324.193	18	18.011	11.391	.000(b)
	Residual	453.783	287	1.581		
	Total	777.976	305			

a. Predictors: (Constant), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 5) (FILTER), dummyeducation, dummygender, (Experi_1 == 2 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 2 and Marita_1 == 3) (FILTER), (Experi_1 == 1 and Experi_1 == 2 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Age_1 == 1 and Age_1 == 2 and Age_1 == 4) (FILTER), (Age_1 == 1 and Age_1 == 3 and Age_1 == 4) (FILTER), (Age_1 == 2 and Age_1 == 3 and Age_1 == 4) (FILTER), (Experi_1 == 1 and Experi_1 == 3 and Experi_1 == 4 and Experi_1 == 5) (FILTER), (Marita_1 == 1 and Marita_1 == 3) (FILTER)

and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support, continuous commitment

c. Dependent Variable: Turnover Intention

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.867	.846	-.141	-1.025	.306

2	(Constant)	6.435	1.385		4.647	.000
	dummygender	.545	.157	.169	3.468	.001
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.651	.905	-.187	-.719	.473
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.618	.916	-.178	-.675	.500
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.450	.608	.454	2.385	.018
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.839	.633	.574	2.906	.004
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	.835	.661	.120	1.263	.207
	dummyeducation	-.110	.320	-.018	-.342	.732
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.048	.679	.015	.071	.944
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.065	.675	-.018	-.096	.923
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.138	.712	-.028	-.194	.846
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.876	.709	-.142	-1.236	.217
	Job Security	-.127	.060	-.117	-2.136	.034
	COMP	-.226	.058	-.216	-3.889	.000
	jobautonomy	-.106	.056	-.096	-1.868	.063
	workingconditions	-.113	.068	-.094	-1.672	.096
	TD	-.089	.057	-.082	-1.559	.120
	SS	-.279	.077	-.199	-3.625	.000
	Continuance commitment	.001	.067	.000	.008	.994

a. Dependent Variable: Turnover Intention

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Job Security	-.362(a)	-6.995	.000	-.378	.962
	COMP	-.425(a)	-8.430	.000	-.442	.950
	jobautonomy	-.315(a)	-5.987	.000	-.330	.970
	workingconditions	-.374(a)	-7.271	.000	-.391	.964
	TD	-.334(a)	-6.448	.000	-.353	.979
	SS	-.409(a)	-8.154	.000	-.430	.972
	Continuous commitment	-.116(a)	-2.098	.037	-.122	.967

a. Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Dependent Variable: Turnover Intention

Appendix 18

Hierarchical Regression Output of Mediation Test of POS (Hypothesis 10)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346(a)	.120	.087	1.52628	.120	3.633	11	294	.000
2	.713(b)	.508	.477	1.15478	.388	32.370	7	287	.000

a. Predictors: (Constant), (Experi_1 ~ 1 and Experi_1 ~ 2 and Experi_1 ~ 3 and Experi_1 ~ 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~ 2 and Experi_1 ~ 3 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Marita_1 ~ 2 and Marita_1 ~ 3) (FILTER), (Experi_1 ~ 1 and Experi_1 ~ 2 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Age_1 ~ 1 and Age_1 ~ 2 and Age_1 ~ 4) (FILTER), (Age_1 ~ 1 and Age_1 ~ 3 and Age_1 ~ 4) (FILTER), (Age_1 ~ 2 and Age_1 ~ 3 and Age_1 ~ 4) (FILTER), (Experi_1 ~ 1 and Experi_1 ~ 3 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Marita_1 ~ 1 and Marita_1 ~ 3) (FILTER)

b. Predictors: (Constant), (Experi_1 ~ 1 and Experi_1 ~ 2 and Experi_1 ~ 3 and Experi_1 ~ 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~ 2 and Experi_1 ~ 3 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Marita_1 ~ 2 and Marita_1 ~ 3) (FILTER), (Experi_1 ~ 1 and Experi_1 ~ 2 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Age_1 ~ 1 and Age_1 ~ 2 and Age_1 ~ 4) (FILTER), (Age_1 ~ 1 and Age_1 ~ 3 and Age_1 ~ 4) (FILTER), (Age_1 ~ 2 and Age_1 ~ 3 and Age_1 ~ 4) (FILTER), (Experi_1 ~ 1 and Experi_1 ~ 3 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Marita_1 ~ 1 and Marita_1 ~ 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support, POS

ANOVA Table (c)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.093	11	8.463	3.633	.000(a)
	Residual	684.882	294	2.330		
	Total	777.976	305			
2	Regression	395.254	18	21.959	16.467	.000(b)
	Residual	382.721	287	1.334		
	Total	777.976	305			

a Predictors: (Constant), (Experi_1 ~ 1 and Experi_1 ~ 2 and Experi_1 ~ 3 and Experi_1 ~ 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~ 2 and Experi_1 ~ 3 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Marita_1 ~ 2 and Marita_1 ~ 3) (FILTER), (Experi_1 ~ 1 and Experi_1 ~ 2 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Age_1 ~ 1 and Age_1 ~ 2 and Age_1 ~ 4) (FILTER), (Age_1 ~ 1 and Age_1 ~ 3 and Age_1 ~ 4) (FILTER), (Age_1 ~ 2 and Age_1 ~ 3 and Age_1 ~ 4) (FILTER), (Experi_1 ~ 1 and Experi_1 ~ 3 and Experi_1 ~ 4 and Experi_1 ~ 5) (FILTER), (Marita_1 ~ 1 and Marita_1 ~ 3) (FILTER)

b Predictors: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER), faculty training & development, faculty job autonomy, faculty working condition, faculty compensation, faculty job security, faculty supervisory support, POS

c. Dependent Variable: Turnover Intention

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.580	1.541		1.026	.306
	dummygender	.531	.189	.165	2.810	.005
	(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.771	1.092	-.222	-.706	.481
	(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.664	1.105	-.191	-.601	.548
	(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.926	.729	.603	2.642	.009
	(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	2.338	.761	.730	3.072	.002
	(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	1.360	.792	.195	1.717	.087
	dummyeducation	.150	.382	.025	.391	.696
	(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.256	.807	.080	.317	.751
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.163	.807	.045	.202	.840
	(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	.140	.848	.029	.165	.869
	(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-.867	.846	-.141	-1.025	.306
2	(Constant)	7.362	1.240		5.935	.000

dummygender	.368	.146	.114	2.515	.012
(Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER)	-.531	.831	-.153	-.639	.523
(Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)	-.478	.841	-.137	-.568	.570
(Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	.983	.558	.308	1.763	.079
(Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER)	1.319	.582	.412	2.265	.024
(Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER)	.485	.604	.070	.803	.423
dummyeducation	-.117	.294	-.019	-.398	.691
(Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.476	.625	-.149	-.761	.447
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.631	.623	-.172	-1.012	.312
(Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER)	-.734	.656	-.150	-1.118	.265
(Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER)	-1.182	.650	-.191	-1.817	.070
Job Security	-.015	.057	-.014	-.265	.791
COMP	-.080	.056	-.076	-1.426	.155
jobautonomy	-.055	.052	-.050	-1.050	.294
workingconditions	-.100	.062	-.083	-1.611	.108
TD	-.038	.053	-.035	-.710	.478
SS	-.104	.075	-.074	-1.388	.166
POS	-.556	.076	-.460	-7.300	.000

a. Dependent Variable: Turnover Intention

Excluded Variables (b)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Job Security	-.362(a)	-6.995	.000	-.378	.962
	COMP	-.425(a)	-8.430	.000	-.442	.950
	jobautonomy	-.315(a)	-5.987	.000	-.330	.970
	workingconditions	-.374(a)	-7.271	.000	-.391	.964
	TD	-.334(a)	-6.448	.000	-.353	.979
	SS	-.409(a)	-8.154	.000	-.430	.972
	POS	-.623(a)	-14.297	.000	-.641	.932

a Predictors in the Model: (Constant), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 5) (FILTER), dummyeducation, dummygender, (Experi_1 ~= 2 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 2 and Marita_1 ~= 3) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 2 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Age_1 ~= 1 and Age_1 ~= 2 and Age_1 ~= 4) (FILTER), (Age_1 ~= 1 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Age_1 ~= 2 and Age_1 ~= 3 and Age_1 ~= 4) (FILTER), (Experi_1 ~= 1 and Experi_1 ~= 3 and Experi_1 ~= 4 and Experi_1 ~= 5) (FILTER), (Marita_1 ~= 1 and Marita_1 ~= 3) (FILTER)

b. Dependent Variable: Turnover Intention