

**EXAMINING THE ROLE OF JOB SATISFACTION, JOB SECURITY,  
WORKING ENVIRONMENT AND ORGANIZATION COMMITMENT  
TOWARD PRIVATE LECTURER IN KLANG VALLEY**

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AUGUST 2013**



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## ABSTRACT

Turnover intention is a continuous issue which has effected organizations until today. Many organizations have tried to understand the factors that could contribute to turnover intention among employees. Although many research have been conducted to study the turnover intention based on variables such as job satisfaction and organizational commitment, the research conducted may not be relevant due to lapse of time. The main purpose of this study is to examine the relationship between four factors affecting intention to turnover which are job satisfaction, job security, working environment and organizational commitment among lecturers in private college in Klang Valley. This study was conducted quantitatively where premier data was collected through distribution of questionnaires to 180 respondents of lecturers in the private college in Klang Valley. “Statistical Package for Social Science” (SPSS Window) Version 20.0 was used to carry out descriptive data analysis in this study in order to understand the relationship between the four factors which were job satisfaction, job security, working environment and organizational commitment with intention to turnover among lecturers in private college in Klang Valley; and also for hypothesis testing. The four factors in this study were expected to have negative correlation with intention to turnover. Intention to turnover gave a mean reading (mean = 4.23) , and job satisfaction (mean = 3.00). The mean for job security, working environment and organizational commitment were 3.34, 3.53 and 3.08 respectively. The findings showed that the four factors; job satisfaction, job security, working environment and organizational commitment and intention to turnover; generally support the hypotheses. These findings showed that the related factors should be given attention to retain the employees in the organisation. Some suggestions have been recommended for the organisation and for future research to be more complete and comprehensive.

Keywords: job satisfaction, job security, working environment, organizational commitment and intention to turnover.

## ABSTRAK

Sehingga ke hari ini, niat pusing ganti merupakan isu yang memberi kesan terhadap sesebuah organisasi. Kebanyakan organisasi telah cuba memahami faktor-faktor yang menyumbang kepada niat pusing ganti di kalangan pekerja. Walaupun pelbagai kajian telah dijalankan untuk mengkaji niat pusing ganti dengan merujuk kepada faktor kepuasan kerja dan komitmen organisasi, namun kajian yang dijalankan masih tidak relevan disebabkan faktor masa. Tujuan kajian ini adalah untuk mengkaji hubungan diantara empat faktor dalam kepuasan kerja, keselamatan pekerjaan, suasana pekerjaan dan komitmen organisasi dengan niat pusing ganti di kalangan pensyarah di kolej swasta di Lembah Kelang. Kajian ini dijalankan secara kuantitatif di mana data primer dikumpulkan melalui agihan borang soal-selidik kepada 180 pensyarah di kolej swasta di Lembah Kelang. Pakej “Statistical Package for Social Science” (SPSS Window) Version 20.0.” digunakan untuk menganalisis data secara deskriptif dalam menerangkan dan memahami perkaitan di antara keempat-empat faktor iaitu kepuasan kerja, keselamatan pekerjaan, suasana pekerjaan dan komitmen organisasi dengan niat pusing ganti di kalangan pensyarah di kolej swasta di Lembah Kelang serta pengujian hipotesis. Keempat-empat faktor dalam kajian ini dijangka mempunyai hubungan yang negatif dengan niat pusing ganti. Niat pusing ganti memberi bacaan (min= 4.23) dan kepuasan kerja (min= 3.00). Sementara itu bacaan min untuk keselamatan pekerjaan, suasana pekerjaan dan komitmen organisasi adalah masing-masing 3.34, 3.53 dan 3.08. Hasil kajian menunjukkan keempat-empat faktor kepuasan kerja, keselamatan pekerjaan, suasana pekerjaan, komitmen organisasi dan niat pusing ganti secara umumnya menyokong hipotesis-hipotesis yang dikemukakan. Hasil kajian ini juga menunjukkan bahawa organisasi patut memberi perhatian kepada faktor-faktor yang berkaitan kepuasan kerja, keselamatan pekerjaan, suasana pekerjaan dan komitmen organisasi bagi mengekalkan pekerja dalam organisasi. Pengkaji telah mengemukakan beberapa cadangan untuk organisasi; juga untuk tujuan kajian yang lebih menyeluruh dan komprehensif pada masa akan datang.

Kata Kunci: kepuasan kerja, keselamatan pekerjaan, suasana pekerjaan, komitmen organisasi dan niat pusing ganti.

## **ACKNOWLEDGEMENT**

In the name of Allah, the Most Merciful and Most Compassionate for giving me the strength, health, and motivation to start and complete this project paper. I do pray to His Greatness to inspire and enable me to continuously involve in such work for the benefits of human. I would also like to thank the following people who has helped and support me in completing this study:-

Firstly, I would like to extend my heartfelt appreciation and deep gratitude to my project supervisor, Dr Amlus Ibrahim, who had provided continuous guidance, encouragement, support and advice in assisting me to complete this research paper. His remarkable ways and professionalism in explaining and guiding me throughout the completion of this research has allowed me to see things in a more rational and critical view. I am also grateful for the encouragement that I received from my family, especially my husband, Anuar Ariffin and my mom, Puan Rasidah Abdullah. Their outstanding patience and unconditional love in supporting my quest and love for education has been extraordinary. Special thanks to my dearest friends, Sabarina, Ziela and Suhaimi who have given time, understanding and support through all the phases of this research. Finally, I wish to thank all the lecturers, UUM staff and colleagues who have created an environment of support and encouragements throughout my course of study in Universiti Utara Malaysia (UUM). I would also like to address a special thanks to the respondents who have contributed significantly by participating in the study and answering the questionnaires.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.0 INTRODUCTION**

In this chapter, the background of study will be presented with a brief introduction on the variables being studied. Some background about factors affecting turnover intention among lecturers in private college in Klang Valley will also be highlighted besides the problem statement, research objective, research questions, scope of study and significant of study will be discussed to give understanding on the research conducted. Then follow by operational definition of terms to define the terms used in this study as well as how the terms are being measured. Finally, organization of the study is to give understanding on how the research is organized in order to accomplish the study.

### **1.1 BACKGROUND OF THE STUDY**

Previous studies have identified numerous variables that predict employee intention to leave such as job satisfaction, job security, working environment and organizational commitment. Intention to leave is referred as an individual's estimated probability that they will stay in an organization. The four factors mentioned above of an organization procedures and policies matters to organization and employees alike; which will outline employees' perception of equality and justice and their commitment to the organization and reflects nature of the work performed. Intention to leave of an employee can reduce

the overall effectiveness and performance of an organization. Therefore the identification of factors affecting turnover intention is so important and to be effective in reducing actual turnover. Intention to leave is referred as an individual's estimated probability that they will stay in employing organization (Cotton and Tuttle, 1986). Therefore, the recognition of factors that influence intention to leave is measured as important and to be effective in reducing actual turnover. As stated in Firth (2004), intentions are the most immediate determinants of actual behavior. Intentions to leave, organizational commitment and job satisfaction have been the focus of many industrial and organizational psychologists, management scientists and sociologists (Samad, 2006).

The purpose of this study was to explore the relationship between, job satisfaction, job security, working environment and organizational commitment among education staff in private college in Klang Valley.

Understanding the relationship between job satisfaction, job security, working environment and organizational commitment will give support to administrators seeking to attract and retain employees.



## **1.2 PRIVATE HIGH INSTITUTIONS IN MALAYSIA**

There was no formal official recognition system governing privately owned institutions in Malaysia earlier than 1996. In 1996, the means of access of several education-related legislation, in particular the Lembaga Akreditasi Negara (LAN, the national accreditation council) Act of 1996, extensively revamps the regulations governing private institutions of higher education, including the change in the registration and approval system. LAN was authorised by the government to accredit programmes offered by the private institutions of higher education, at the certificate, diploma, and degree levels. In 2007, a single QA system for both Malaysian public and private higher education was established following the introduction of the Malaysian Quality Framework (MQF), and the qualifying responsibility was taken over by the Malaysia Qualifications Agency (MQA). Research involving the private sector is always difficult due to the nature of business. In general, private higher education is subjected to a trade-off between quality and quantity as the providers are profit-making institutions. Geiger (1986) argues that the constraints of limited finance and resources force private higher education institutions to become primarily teaching institutions. However, as competition among private higher education institutions in recruiting students, especially international students, becomes more intense, there has been a change in the way private higher education institutions are managed. Due to their credibility in producing quality graduates, they are now regarded as quality education providers. Hence, some of these private universities become of good reputation and highly praised for accountability and quality teaching and learning.

In most countries, tertiary education industry has experienced a number of significant changes. According to Hemsley, et al. (2006), Higher Learning Institutions (HEIs) are widespread and well-established as a global phenomenon, especially in major English-speaking nations such as the United States (US), United Kingdom (UK), Australia, Canada and New Zealand. In the US for example, HEIs are undergoing substantial change in terms of the way colleges and universities are functioning because of factors such as demographics, globalization, economic restructuring and information technology. These changes have led HEIs in the US to adopt new concepts of educational market and organizational structures. As the competition among them intensifies, they increasingly behave as business entities by adopting more business strategies. In recent years, they have promoted the acceleration of international linkages, branch campuses, single purpose programs and other forms of transnational education and quality of education for the customers. However, the task for all the activities mentioned, is not always easy, especially to remain competitive in the eye of customers at the global environment and managing the internal assets of such institution to retain good skilled employees for higher learning institutions in trying to provide a quality and sustainable education program.

In most countries, tertiary education industry has experienced a number of significant changes. According to Hemsley-Brown and Oplatka (2006), higher learning institutions (HEIs) are widespread and well-established as a global phenomenon, especially in major English-speaking nations such as the United States (US), United Kingdom (UK), Australia, Canada and New Zealand. In the US for example, HEIs are undergoing

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Malaysians have been sent to English speaking nations to study at chosen HEIs. In recent years, this move has led to the government inviting foreign universities to operate in Malaysia. With this move, the Malaysian government has made another important decision to turn Malaysia into an educational hub in the region. Both public and private HEIs have to take more responsibilities for the overall products and services offered to customers. Therefore, many HEIs have already adopted some form of business strategies, especially marketing, for strategic activities in their operations. Education and education marketing is a service industry and this presents a particular set of challenges for practitioners (Ross et. al., 2007) and in the service industry the main focus is the students-cum-customers. In Malaysia recently, international students are considered as a new group of students who go to higher learning institutions in order to enroll in higher education studies outside their own country. A considerable segment of foreign customers of HEIs are currently demanding a kind of education that may be different from the local Malaysian students. In the new environment, HEIs especially private HEIs must therefore identify these “new” (foreign) customers and determine their needs in order to be able to adapt and serve them. As such the quality of academic staff must be taken into full consideration. Job satisfaction, job security, good working environment, and organizational commitment will be of assistance in lowering the intention to turnover. This approach is considered important for the survival of private HEIs towards achieving high students’ contentment and loyalty. All HEIs in Malaysia realize that international student recruitment is of overriding importance for them as a means of generating income and to be financially competent. Besides government-funded HEIs, there are quite a number of HEIs from subsidiaries of major conglomerates

and some of these HEIs are listed in the Bursa Kuala Lumpur (Kuala Lumpur Stock Exchange) as their roles are understandably entrepreneurial in nature. For Malaysia perspective, there are four national goals to be realized in the restructuring of private HEIs, i.e., i) to produce the necessary human resources for the country; ii) to export higher education; iii) to stem the flow of higher education students offshore in order to reduce the outflow of Malaysian currency and iv) to enroll 40 per cent of student-age cohort in higher education by the year 2020 in order to realize the aim to make Malaysia an industrialized country (Tan, 2002). By the mid-1990s, there were two major types of private HEIs in Malaysia, the single-discipline colleges and the comprehensive course-delivery colleges. The majority of the private HEIs were developing into the latter category, engaging in comprehensive course-delivery (Noran and Ahmad, 1997). Most private HEIs in Malaysia are located in the Klang Valley, in the state of Selangor which is one of the developed states in Peninsular Malaysia. To date, there are 16 private universities and college universities and five branch campuses of reputable foreign universities from Australia and the UK. The policy of liberalization and democratization of education introduced by the Malaysian government through the introduction of the Higher Education Act, has resulted in an increase of international students in Malaysia since 1996. It is proven the international students enrolment in Malaysia, which has increased rapidly from 32 in 1970 to 126,005 in 1999 (Hanapi, et. al., 2003). In 2004 alone, there were about 39,763 international students enrolled in Malaysian private HEIs (Habhajan, 2004).

With a shift to the knowledge-based economy in the mid-1990s and failure of public institutions to offer places to the rising demand for higher education, higher education in

Malaysia have been divided into public and private systems (Wong and Hamali, 2006). To date, there are around 600 private HEIs and 20 public universities in Malaysia. In 2001, the National Technical University College of Malaysia (KUTKM), Melaka was the first public ‘university-college’ introduced in Malaysia under the University and University College Act 1971 Section 20, and now there are six public university college status institutions. The Minister of Education at that time, Tan Sri Musa Mohamad clarified that a university-college can be defined as a small scale university, which (1) awards its own degree qualifications, (2) has an enrolment around 10,000 students, (3) offers 70% degree courses and 30% diploma courses, and (4) is practice and application oriented (Sooi, 2006). StudyMalaysia (2005) explains that a university offers courses in all areas of knowledge; while university-college institutions focus on specific areas. Furthermore, students’ enrolment in each University College should not exceed 10,000 students. Efforts have been made by the government to increase students’ enrolment in public university-colleges. However, misconception about the status of ‘university-college’ as second-class higher educational institution has failed to attract students’ enrolment (Sooi, 2006). At the end of 2006, the Ministry of Higher Education upgraded all the public university colleges to full-fledged universities.

### **1.3 THE DEVELOPMENT OF PRIVATE HIGHER EDUCATIONAL INSTITUTIONS**

Private education in Malaysia has flourished since 1950s. Private schools were at that time alternatives or gateways for students who were unable to enter government schools. In the early 1970s, there was a significant shift of roles and functions in the private

education system whereby its providers placed more importance on pre-university courses as well as providing tutorial support to students in preparing them for external examinations in semi-professional and professional qualifications (StudyMalaysia, 2005). The early 1980s witnessed a significant change in the roles and responsibilities played by private colleges as providers of tertiary education. By the end of 1980s and 1990s, Malaysia witnessed an unprecedented and accelerated growth of private higher education. Due to the growth of information and communication technology (ICT), higher costs and a change in government policies lesser number of Malaysians are pursuing higher education overseas (StudyMalaysia, 2005). During the global recession in 1980s, a group of Malaysian academics from the University of Malaya and Institute Technology MARA initiated efforts to establish private colleges offering undergraduate Bachelor's degrees (Tan, 2002). As a result, private colleges were established during this period. In the mid-1980s, Dr Mahathir Mohamad (Malaysia's 4th Prime Minister) suggested that local private colleges should explore twinning with higher education institutions in Australia and countries elsewhere (Tan, 2002). The growth of twinning programmes had introduced various models of credit transfers, for example one year study in local and two year study in foreign country (1+2). Colleges such as Inti, Metropolitan, HELP, and KDU were attracting huge numbers of students through their twinning programmes. Conducting foreign degree programmes in local institutions attracted the attention of middle- and high-income customers. The rapid growth of Malaysian private HEIs in the 1990s did not result from the above reasons only but also from the growth in the number of high school graduates, rising income of parents, and rising costs of public higher education (Ayob and Yaakub, 1999).

Tan (2002) also stated that the economic boom of the 1990s led to the establishment of a group of single discipline private colleges. For example, the Asia Pacific Institute of Information Technology (APIIT) focuses on information technology, and Limkokwing Institute of Creative Technology offers arts and design programmes. The trend of corporate presence in Malaysian private higher education intensified during the 1990s economic boom. The collaboration between the corporate sector and colleges became significant for colleges competing for a better image following a proliferation of colleges established in the 1990s (Tan, 2002). The increase in the number of private colleges and foreign university campuses in Malaysia also resulted in an extensive growth of foreign students (Ghazali and Kassim, 2003).

From 1996 onwards, the Education Act, 1961 enabled the systematic growth of Private HEIs and brought about the setting up of private sector-funded universities and branch campuses of foreign universities. The first private Malaysian university, namely Multimedia University, was established in 1997 (StudyMalaysia, 2005). In 1998, the 3+0 programmes were introduced which allowed students to obtain their degrees from a foreign university without having to do any part of their programmes overseas (Said, 2002). Ayob and Yaakub (1999) categorised five groups of private higher educational institutions in Malaysia: (1) large corporations or organisations closely linked with the government, (2) established by large public listed corporations, (3) established by political parties, (4) independent private colleges, and (5) local branches of foreign universities. In January 2005, there were altogether 599 private higher educational institutions in Malaysia; 11 private HEIs with university status, 11 private HEIs with



university college status, 5 foreign university branch campuses, and 532 non-university branch campuses (StudyMalaysia, 2005). Higher education at the degree level was totally public in the 1990s (Shahabudin, 2005), and private colleges were not allowed to award their own degree. Yet demand remained strong for degree programmes and professional courses in the education market. Therefore, many private HEIs established formal arrangements with foreign universities to offer educational programs ranging from certificate courses to postgraduate programs (Lee, 2003).

The drastic drop in the Malaysian exchange rate from RM2.50 to RM3.80 to the US dollar caused the Malaysian government to introduce a series of reactive measures, including efforts to reduce the outflow of students to universities overseas (Tan, 2002). Since early 2000, private education in Malaysia has gained local acceptance as a pathway for higher education and Malaysia is also being internationally recognised as an education exporting country where foreign students can pursue their higher education (StudyMalaysia, 2005).

The Malaysia National Development Plan (1990-2010), a master policy framework for several major policy plans to realise the vision of the country to become a developed and industrialised country by the year 2020, aims to make Malaysia a centre of excellence in education in the pacific region (Tan, 2002). In line with the government's aspirations to make Malaysia an educational hub, the Ministry of Education (MOE) actively invited qualified private HEIs to become University-Colleges in the year 2001. In conjunction with the vision, in the year 2001, Malaysia's first private university-college was

introduced. There were 535 colleges, which were invited to be transformed and the colleges needed to comply with the quality standard outlined under the Malaysian Qualifications Framework (Norfatimah, 2005). Even though the transformation of colleges to university-college status attracted a number of colleges to apply to change the status, customers have the perception that the 'university-college' status is second-class higher education (Sooi, 2006). Furthermore, the university-college status institutions are only allowed to grant their own degrees, or in other words, the Malaysian brand. O' Cass and Lim (2002) indicated that the country-of-origin which conferred degrees had significantly influenced a customer's choice, and specifically western origin is preferred over brands of an eastern origin. Thus, this provided a great challenge for the colleges to transform themselves into university-college status institutions. Nevertheless, the enrolment in private HEIs increased dramatically from 15,000 in 1985 to 322,891 in 2005, and the total population was 2,838,832 students in 2005 (Abidin, 2004; StudyMalaysia, 2005.).

The huge demand for higher education had attracted many big corporations to be involved in the education industry in the early 1980s (Tan, 2002). Sungei Way Group set up its Sunway College, and First Nationwide Group set up KBU International College are some of the examples. However, the business of private higher education only gave moderate returns to investment compared to other service industries (Ayob and Yaakub, 1999). Therefore, higher educational institutions had to develop a set of unique characteristics in order to face challenges such as the development of a more customer oriented service approach to education and an increased emphasis on corporate image (Melewar and Akel, 2005).

As a result, marketing activities had become more significant for Private HEIs in Malaysia. The University College of Technology & Management Malaysia (KUTPM) became the first private college to be upgraded by the Ministry of Education in the year 2001. In the year 2003, three private colleges were upgraded to university college status empowering them to award their own degree qualifications. This move by the Government also marked the start of international branding of Malaysian homegrown degree qualifications (StudyMalaysia, 2005).

#### **1.4 PROBLEM STATEMENT**

Human resources are the most valuable assets in any organization. When they start leaving, particularly high performing employees, it is an indication that the organization is facing a severe management problem. Academic staff leave and there are cases where some of them just quit without notice. This scenario give a very bad intuition to the college and its management. Besides that it give effect to the quality of teaching. When the management start recruiting new lecturers, the process incurred cost because new comers need time to adapt with the college environment, teaching method and with the students especially foreign students; who have different cultures. Job-hopping is also common among skilled workers for better salary, benefit and satisfaction due to rapid competition in the education industry. Lack of job satisfaction, job security, bad working environment and organizational commitment are among the factors that throw in to people's intentions to quit their jobs. Intention to leave is facing so many countries and it is a global issues. The purpose of these studies is to determine the relationship between

job satisfaction, job security, working environment and organizational commitment with intention to leave.

## **1.5 RESEARCH OBJECTIVE**

In a highly labor-intensive organization, people are the most valuable assets. Human capital is among the key source of competitive advantage that can drive organizations to compete in the global economy. As such, retention of valuable and productive human capital in an organization needs to be given high consideration. The general objective of this research is to determine the relationship between job satisfaction, job security, working environment and organizational commitment with intention to leave in private college in Klang Valley. By examining these relationships there will be a greater understanding on the current academic staff serving in the private college in Malaysia as a whole. This objective is in line with what is intended to be studied in terms of understanding the factors affecting turnover intention among lecturers in a private college. In particular the objectives are:

- i) *To examine whether there is a relationship between job satisfactions and job turnover.*
- ii) *To examine whether there is a relationship between job security and job turnover.*
- iii) *To examine whether there is relationship between working environment and job turnover.*
- iv) *To examine whether there is relationship between organizational commitment and job turnover.*

## **1.6 RESEARCH QUESTIONS**

To conduct a research, a well constructed research question is essential in order to set a path of the research. By answering the research question, the study will be more understandable on what is intended to be studied . This research attempt to answer these questions which relate to the relationship of job satisfaction, job security, working environment and organizational commitment as factors affecting turnover intention among lecturers in private college in Klang Valley.

- i) Is there a relationship between job satisfaction and intention to turnover.
- ii) Is there a relationship between job security and intention to turnover.
- iii) Is there a relationship between working environment and intention to turnover
- iv) Is there a relationship between organizational commitment intentions to turnover.

## **1.7 SCOPE OF STUDY**

This study is concern mainly on the factors affecting turnover intention among lecturers in private college in Klang Valley. This researcher will also conduct a study on how job satisfaction, job security, working environment and organizational commitment affects turnover intention.

The researcher hoped that this study will help the management of a private college to understand the relationship between job satisfaction, job security, working environment, organizational commitment and turnover intention among lecturers in a private college in order to reduce the rate of turnover in the particular organizations.

## **1.8 SIGNIFICANCE OF STUDY**

The main aim of the study is to identify factors affecting turnover intention among lecturers in private college in Klang Valley. The findings will give an overview of the factors namely job satisfaction, job security, working environment and organizational commitment to be of assistance to the Ministry of Higher Education in finding ways to improve quality of our private college. The satisfaction and commitment level of lecturers in a private college may be differ and may give information to employers on how to retain the employees. As an example an employee with high salary will not have an intention to leave the organization even though he or she does not satisfied with the supervision since the employee considers pay as the top priority to satisfy his or her needs. These will give insights on what is the most important factor to retain an

employee. The identified factors will actually help organization to overcome turnover rate. The significance of this study in terms of academic or knowledge is to contribute to the body of knowledge in understanding the relationship between factors affecting turnover intention namely job satisfaction, job security, working environment and organizational commitment among lecturers in private college in Klang Valley.

### **1.9 OPERATIONAL DEFINITIONS OF TERMS**

According to Tett and Meyer (1993), the operational definitions of turnover intention is the factor constitutes the final cognitive step in the decision making process in which an employee actively considers quitting and searching for alternative employment. A supportive work environment is a key component in employees' satisfaction and well-being at work (e.g. Baltes and Heydens-Gahir, 2003). The positive impact of a supportive work environment on work-family relations has been well documented (see Byron, 2005; Ford et al., 2007 for a review). Specifically, workers who perceive greater support from their supervisor, management, and their co-workers report less WIF (e.g. Bernas and Major, 2000; Grzywacz and Marks, 2000). A supportive work environment includes the presence of adequate and appropriate work/family policies and programs, social support from supervisors and co-workers, as well as good interpersonal relations with co-workers (Mesmer-Magnus and Viswesvaran, 2005). The literature thus far has examined these support variables in a combined fashion (e.g. perceptions of support from any aspect of the workplace; Ford et al., 2007).

Job satisfaction is defined by Locke (1969) as a function of the perceived relationship between what one wants from one's job and what one perceives it as offering. The job satisfaction in this study is measured by the dimensions namely pay, promotions, work itself and supervision in the respondent's organization and the scale is adapted from Weiss et al., (1967) and Job Descriptive Index (Smith et al., 1969).

The importance of job security stems from the fact that it is critical for influencing work-related outcomes. For instance, job security is an important determinant of employee health (Kuhnert *et al.*, 1989); for the physical and psychological well-being of employees (Burke, 1991; Jacobson, 1987, 1991; Kuhnert and Palmer, 1991) for employee turnover (Arnold and Feldman, 1982); for employee retention (Ashford *et al.*, 1989; Bhuian and Islam, 1996; Iverson and Roy, 1994); for job satisfaction (Ashford *et al.*, 1989; Burke, 1991; Davy *et al.*, 1991; Gavin and Axelrod, 1977; Lim, 1996; and Vinokur-Kaplan *et al.*, 1994); and for organizational commitment (Abegglen, 1958; Ashford *et al.*, 1989; Bhuian and Islam, 1996; Iverson, 1996; Morris *et al.*, 1993). Because of its significance, job security has attracted a great deal of research interest in recent years.

#### **1.10 ORGANIZATION OF THE STUDY**

This study has been organized by the researcher into five chapters which will be discussed in depth and extensively in the study. Chapter One is the introductory part of the research inclusive of background of the study, problem statement, research objective as well as research questions. It is presented in order to give further understanding about



the research that will be conducted by the researcher. In addition, the researcher has also stated briefly the scope of the study.

In Chapter Two, the literature which is related to the study is presented in order to provide literature understanding to support the terms used in the research, definitions as well as past studies which are used as a basis for conducting this study. The theoretical framework which is derived by literature review will also be presented in this chapter in order to give the overview of the variables being studied in this research. Chapter Three presented the research methodology which consists of the research design of the study used by the researcher to conduct the study. Chapter Four will be presenting the findings of this study.

Chapter Five contains the summary of the findings, discussions, conclusions as well as recommendations for further research. In addition, in this Chapter, the researcher will be answering the research questions presented in Chapter One in order to give in depth understanding of what is intended to be studied in this research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

In this Chapter, the researcher will discuss the relevant literatures related to the variables of the study namely job satisfaction, job security, working environment, organizational commitment and turnover intention. The literature review will consist of comprehensive reading of journals, publications as well as books related to the study being conducted. This chapter will also describe definition, concepts, theories, past studies and theoretical framework which are used as the basis of this study.

#### **2.1 TURNOVER INTENTION**

##### **2.1.1 Definition**

Turnover intention is one's behavioural intention to quit. According to Tett and Meyer (1993), turnover intention constitutes the final cognitive step in the decision making process in which an employee actively considers quitting and searching for alternative employment. A worker's intention to leave an organization includes the thought of quitting or statements that came out from the employee of leaving the organization (Park and Kim, 2009). Turnover intention has been acknowledged as one of the most important aspects of actual turnover (Mobley, 1977; Horn and Griffeth, 1995; Michaels and Specor,

1982; Mobley et al. 1978; Brodie, 1995; Fishbein and Ajzen, 1974, as cited in Randhawa 2007). Turnover intention can produce negative outcome as mentioned such as employers losing its competitive advantage. Based on Collins and Smith (2006), replacing employees may be costly in terms of recruiting and training employees to obtain satisfactory levels of performance over time. According to Perez (2008), turnover intention could also cause operational disruption and demoralization of organizational membership. He further states that, organizational disruption occurs when high interdependence of work roles exist within a certain organization. This means that when an employee quits or resigns from a certain role. other employees who depends on the resigned employees role will get affected in order to conduct their task in the company. In terms of level of positions in the hierarchical component. according to Staw (1980. as cited in Perez, 2008), the higher the position that needs to be filled, the greater the potential of disruptions within the organization. Demoralization of organizational membership in the other hand refers to how turnover can impact the attitudes for the remaining member in the organization (Perez, 2008). The trial of quitting by one member could aggravate the other members that stays in the organization in terms of questioning their motivation as well as opportunities that they may have in the external environment. According to Staw (1980, as cited in Perez, 2008), turnover can cause additional turnover by stimulating deterioration in attitude towards the organization. This factor could reflect the most if the reason for the resignation is based on the organizational factors such as pay, promotion and supervision which may lead to demoralization of the other members in the organization Intention to leave among employees is an important attitude that must be understood by organizations especially Human Resource Managers. Basically “intent

to leave” is likely a mediator to the attitude behavior relationship and represents the last step prior to quitting.

Theory of planned behaviour by Fishbein and Ajzen (1975) suggested that, the best single predictor on an individuals' behaviour will be measured by his intention to perform the behaviour. Therefore, turnover intention is an important variable that needs an extensive study because it will effect actual turnover among employees.

### **2.1.2 Intention to Leave and Actual Turnover**

According to Bigliardi, Petroni and Ivo Dormio (2005) intention to leave refers to individuals perceived likelihood that they will be staying or leaving the employer organization. Employees with high withdrawal intentions from the organisation subjectively assess that they will be leaving the organisation in the near future (Mowday, *et al.*, 1982). Bigliardi, Petroni and Ivo Dormio (2005), indicated that turnover is motivated by the dissatisfaction of the individual with some aspect of the work environment (including the job, co-workers or organization), or the organization with some aspect of the individual, such as poor performance or attendance. Hence, an employee with high withdrawal intention to leave the organization might finally leave his / her occupation. Studies in the area of turnover have been quite extensive, yet our understanding on the psychological process of employee turnover is far from complete (Porter & Steers as quoted in Mobley *et al.*, 1978). Intention to depart from an occupation is a much more difficult decision than to leave the job (Blau, 2000).

The result of the studies by earlier researcher have shown quite a number of factors were reflected to actual turnover. However, the comparable relationship between those factors and employees' intention to leave the organization has not been given the justify attention. Tett and Meyer (1993) in their study pointed that employees' intention to leave the organization, as a conscious and deliberate wilfulness of the employee to leave the present organization. Actual turnover is expected to increase as the intention increases (Mobley *et al.*, 1978).

In fact, Mobley *et al.* (1979) have suggested that intentions offer a better explanation of turnover because they encompass one's perception and judgement (Chiu & Anne Marie, 2003). The term turnover intention is used instead of actual turnover because in general theory of planned behaviour by Ajzen (1991) suggests that behavioural intention is a good predictor of actual behaviour and in particular previous studies have successfully demonstrated that behavioural intention to leave is consistently correlated with turnover (Mobley *et al.*, 1978; Newman, 1974). In fact, Mobley *et al.* (1979) have suggested that intentions offer a better explanation of turnover because they encompass one's perception and judgement (Chiu & Anne Marie, 2003). However, there is no standard rationalization for why people choose to leave the organisation. Both organisation and organisational theorists are concerned in understanding why people intent to leave the organisation (either voluntarily or involuntarily) because each of them incurred significant cost, thus affect the overall organization performance. When people decide to voluntarily leave the organization, the overall effectiveness of the organization may decrease for several reasons (Hom & Griffeth, 1995). The organization might loose the

knowledge the departing employees possess; high expenditure for selecting and recruiting new staff and provide training for new employment. Although the literature provides rich theoretical and empirical studies on employees' withdrawal process, far more should be done to provide better understanding of similarities and differences among constructs of withdrawal intentions (Blau, 2000 cited from Cameli, 2005). As withdrawal intentions are acknowledge as strong predictor on employee's actual behavior (Mobley, 1992; Mobley *et al.*, 1978). Turnover intention is considered to be the final stage before actual turnover (quitting). In their meta-analysis study, Hom *et al.*, (1992) showed that intentions to quit and actual turnover are significantly associated (corrected means  $r=0.358$ ).

### **2.1.3 Reasons for Leaving**

Pearson (1991) said that it is difficult to find out reasons for voluntary leaving because it is usually motivated by personal reasons. Organizations also face difficulties to categorize and have invalid answers although the 'exit interview' was conducted. Pearson suggested a list of 'process' leading to termination of employment that provided by Bowey (1978) as shown below:

- (i) Moving for higher earnings
- (ii) Moving to advance career prospects
- (iii) Attraction to alternative job opportunities
- (iv) Leaving to avoid personal conflict
- (v) Management run-down of staff

- (vi) Introduction crisis
- (vii) Loss of unstable recruits
- (viii) Pressure from shortage staff

*Source: Adapted from Pearson, R. (1991). The Human resource: Managing People and Work in the 1990s. London: McGraw-Hill Book Company (p.188).*

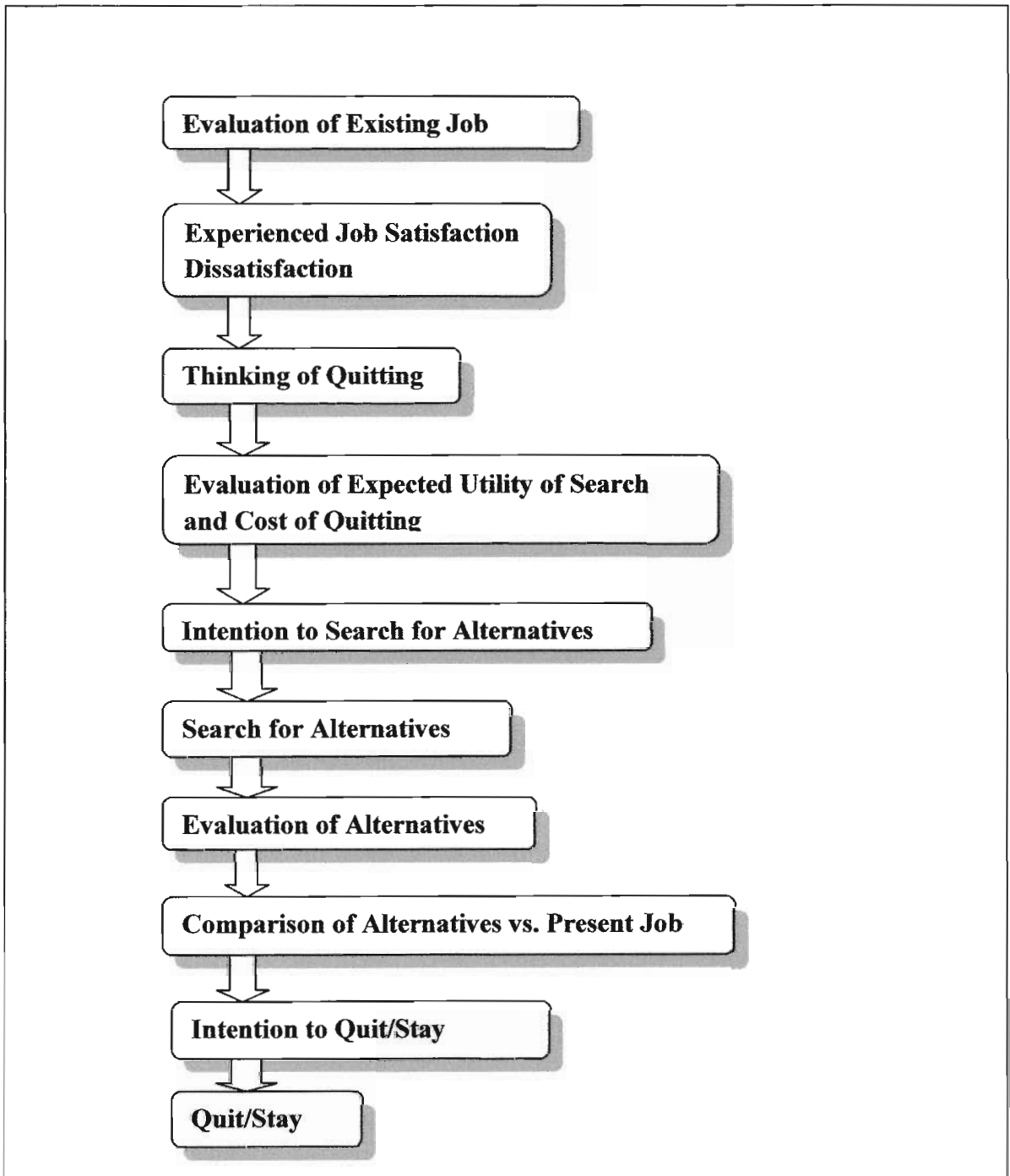
Referring to the list above, it indicates that one of the reasons for individual to turnover is influenced by higher pay. The promotion opportunities and work itself also affect the decision of workers to turnover. Salmon, Crew, Scanlon, Jang, Weber and Oakley (1999) supported this model by saying that pay and relationship with the supervisor are significantly higher as reasons to leave.

#### **2.1.4 The Model of Employee Turnover Intention**

In explaining turnover intention, Mobley (1977); proposed a model based on several hypothesis which tested the linkages between job satisfaction and turnover intention. According to the model as shown in Figure 2.1, the links includes thinking of quitting, looking for another job, cost of quitting, intending to quit or stay and actually deciding to quit or stay by the employee. Based on this model, the linkage of these factors would lead employees to produce specific behavior. For example, if the cost of quitting is perceived to be high, then the employees would be more passive and not think about quitting their current job. Another model of turnover intention which was proposed by Price and Mueller (1986) is the Price and Mueller's Causal Model (Morrell et al, 2001). In this

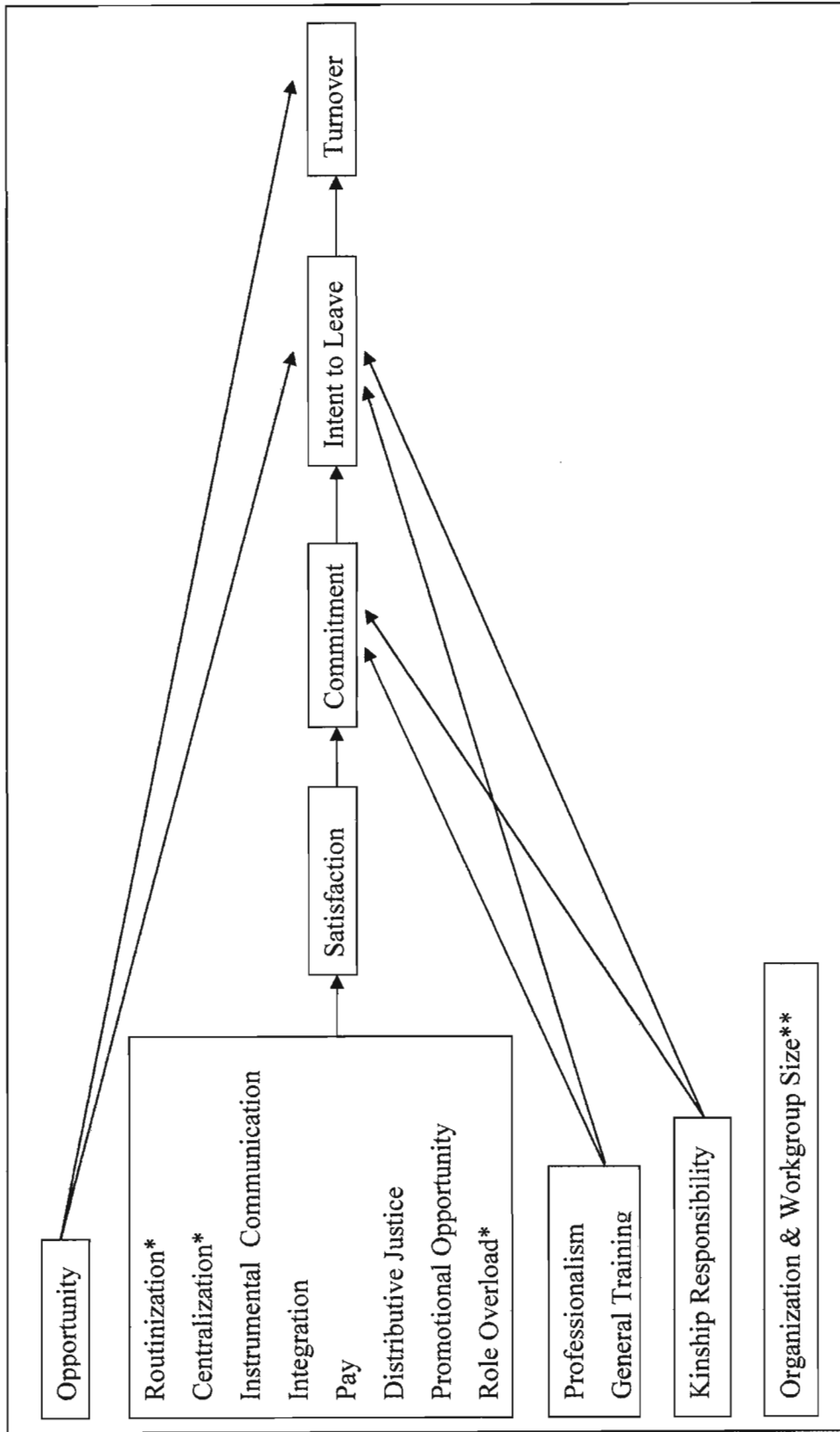
model as shown in Figure 2.2, Price and Mueller has inserted exogenous variables (environmental, individual and structural) and endogenous variables which are values determined by the state of other variables in the model such as job satisfaction, organizational commitment and intent to leave. These two models will be the foundation of this specific study. The other model, illustrated in Figure 2.3 was developed by Muckinsky (1993) and the author has come up with a representation of the model of turnover intention which is based on Mobley (1977). Muchinsky (1993) in his book saying that 'Mobey (1997) had proposed a model of employee turnover based on several hypothesizes linked between satisfactions and quitting. The several links includes thinking out quitting, looking for another job, intending to quit or stay and actually deciding to quit or stay'. Mobley found that dissatisfaction would lead people to thoughts of quitting. If people found that the cost for quitting is high, then they will do less thinking about quitting or show a more passive behaviour. On the other hand, if the quitting cost is not high, and the jobs are available, this situation will lead to turnover intention and turnover. Mobley's, model shows a major step of thinking job dissatisfaction to turnover (Muchinsky, 1993). According to Muchinsky (1993), this model was also tested again by Mobley, Horner and Hollingsworth in 1978. The respondents were the employees of some hospitals and the results achieved are used as useful evidence in the model to predict turnover. The overall job satisfaction was found to be -0.49 correlated with intention to stay or leave and -0.29 correlate with actual turnover.





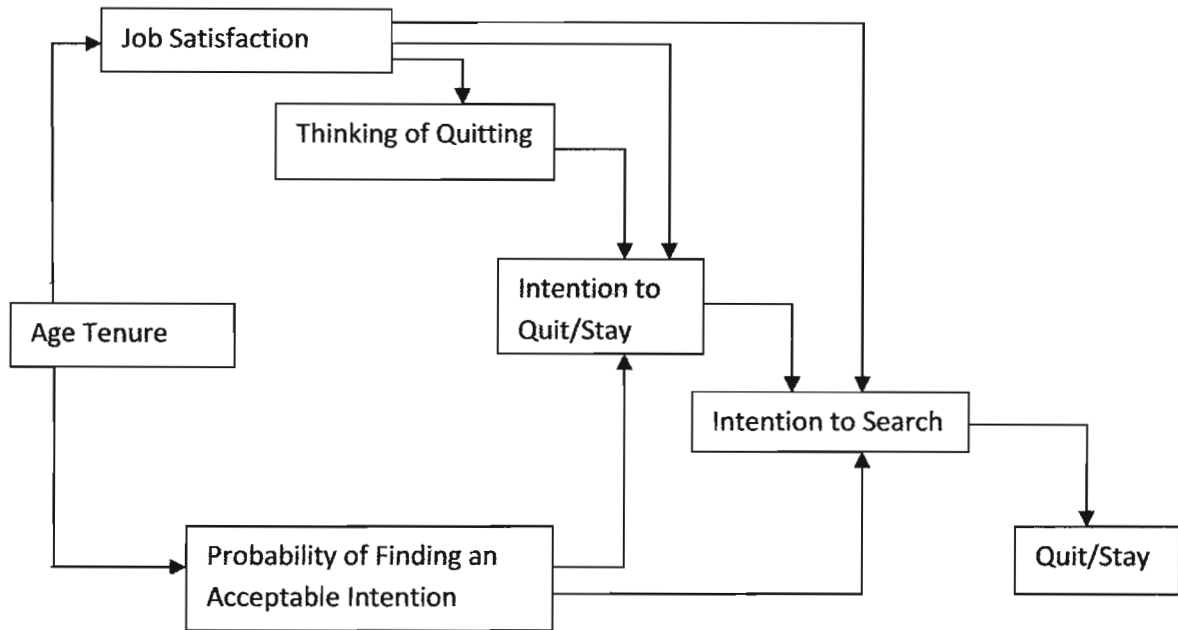
(Mobley, 1977 extracted from Perez M.2008)

**Figure 2.1: Mobley's Employee Turnover Decision Process Model**



*(Price & Mueller, 1986 extracted from Perez M. 2008)*

**Figure 2.2: Price and Mueller's Causal Model**



Source: Adapted from Muchinsky, P.M (1993). *Psychology Applied to Work (4th ed.)* California: Brooks/Cole Publishing Company (p.310).

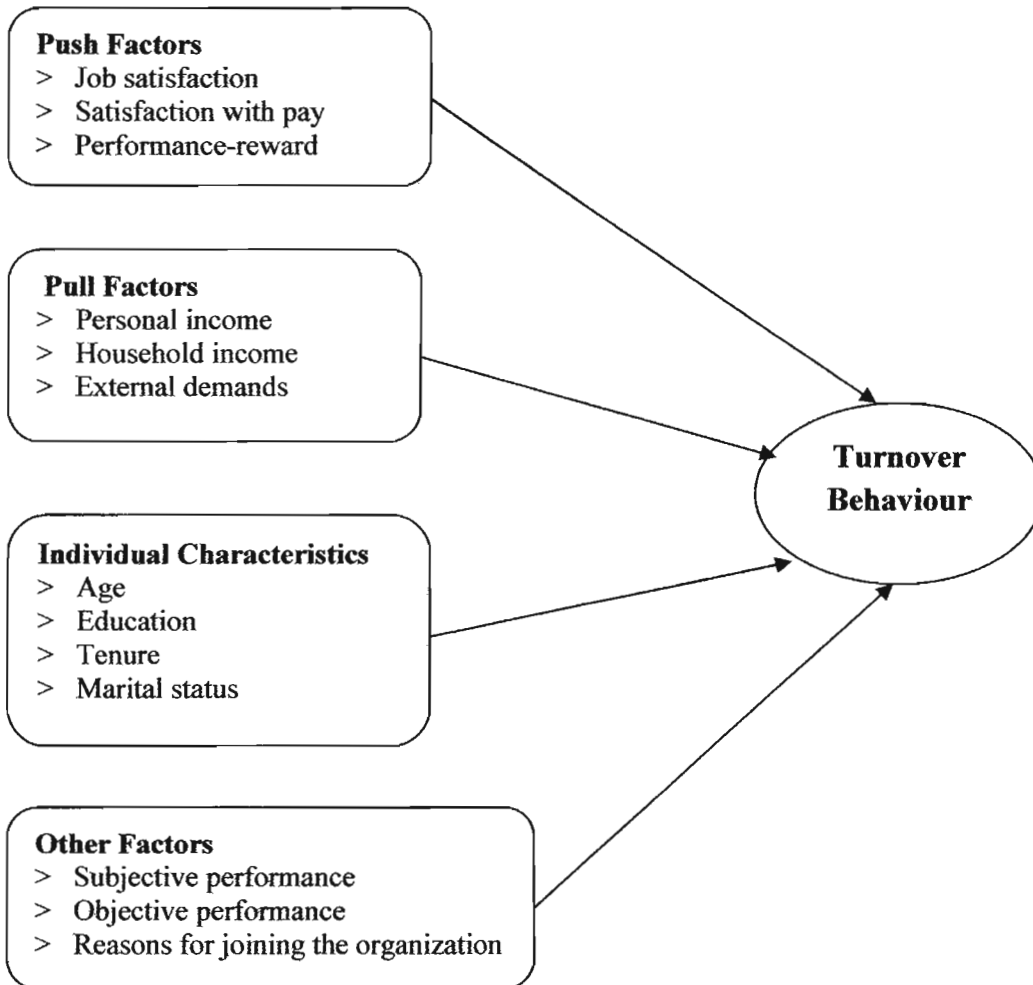
**Figure 2.3: Representation of the Intermediate Linkage in the Employee Process**

### 2.1.5 Sources of Turnover Intention

According to McBey and Karakowsky (2001): many of the studies has drawn attention to four broad categories of influence on turnover which are:

- i) Work related attitudes (push factors);
- ii) External environment (pull factors);
- iii) Individual Characteristics factors; and
- iv) Job performance factors.

McBey and Karakowsy (2001) has illustrates these factors based on the following dimensions which are factors that can contributes to actual turnover behavior.



(Adapted from McBey and Karakowsky, 2001)

**Figure 2.4: Factors that Contribute to Turnover Behavior**

Based on the figure 2.4, push factors are work related factors which are the aspects that may push the individual into voluntary leaving his or her organization. These push factors

includes job satisfaction, performance rewards contingencies and satisfaction with pay. Studies has found that there is a negative relationship between job satisfaction and turnover intention which is related to the push factors (Arnold and Feldman, 1982). Furthermore, there are also study conducted to test the relationship between performance-reward contingencies by Dreher (1982) which shows a negative relationship which means that without performance-reward contingencies, employee will feel high level of turnover intention which favourable external job alternatives. External or pull factors are factors such as personal income, household income, job status and alternatives as well as external demands McBey and Karakowsy (2001).

The pull factors are factors that can pull an individual out of his or her current employment. With regards to income level, main household wage earners will less likely to experience turnover intention compared to a person who is not a main household earner. The rationale behind this is that main household earners will have more responsible in terms of household financial capability which construed to not having much time to look for alternatives jobs. Therefore, main household earners will tend to look for stability to overcome the responsibility that he or she has towards the financial households. Individual characteristics are another factor that could influence the turnover intention among employee. There have been many studies which contributed to understand the relationship between individual characteristic. and turnover intention. Studies conducted by Arnold and Feldman, (1982), Cotton and Tuttle (1986) and Lee and Moday (1987) has contributed to such studies which examines the factors of demographic characteristics towards turnover intention (McBey and Karakowsky 2001).

Greenberger and Steinberg (1996) found that older employees tend to be more satisfied with their job compared to younger workers which will lead to low turnover intention. The last factor which could be the source of turnover intention is individual performance. According to Jackofsky (1984), there is a curvilinear relationship between job performance and turnover intention. In this context, it explains that employees that performed to the organization's expectation level will tend to be more satisfied with their job because of the knowledge and the passion they have on that particular job. Thus, this will lead to lower turnover intention . Apart from the source of intention to quit explained previously, there are also studies conducted to identify the other sources of intentions to quit among employees. According Ajzen and Fishbein (1980) and Igbaria and Greenhaus (1992), intentions are the most immediate determinants of actual behaviour. The determinants of intentions to quit among employees according to Frith, Mellor, Moore and Loquet, (1992) are:

- (i) The experience of job-related stress (Job stress);
- (ii) The range of factors that lead to job-related stress (Stressors);
- (iii) Lack of commitment to the organization; and
- (iv) Job dissatisfaction

According to the authors, these variables can be mediated by personal or dispositional factors and by environmental or organizational factors. Among the personal factors that mediate between stressors and intention to quit are aspects of personal agency, self-esteem and social support (Avison and Gotlib, 1994; Coyne et al., 1990: Coyne and

Downey, 1991; Turner and Roszell. 1994 as cited in Frith, Mellor, Moore and Loquet, 1992). Variables which are very important in the continuity of employment according to Frith, Mellor, Moore and Loquet (1992), are employees job satisfaction and their commitment to the organization. The relationship between these variables and turnover intention or intention to quit among employees has been shown significant and found prevail in various industries. According to Wunder et al (1982), Job stressors has a direct, negative relationship on job satisfaction among managers of a large international manufacturer, which led to a reduced commitment to the organization and increase intention to quit and actual quitting behaviour. There is also a study which was conducted by Igbaria and Greenhaus (1992), among management information systems personnel, found that the most immediate determinants or turnover intentions were lack of job satisfaction and lack of commitment to the organization. Therefore, it can be assumed determinants that is considered to be important to have an effect on turnover intention among employee are job satisfaction and organizational commitment. In this study, the researcher will examine the relationship between job satisfaction, job security, working conditions, organizational commitment and turnover intention among lecturers in private college in Klang Valley . The four factors will be tested with different approach to understand the direct relationship of these four independent variables with intention to turnover among lectures in private college in Klang Valley.

### **2.1.6 Employee Turnover**

Employee Turnover is the ratio of the number of workers that had to be replaced in a given time period to the average number of workers (Agnes, 1999). In simpler terms, employee turnover is the series of actions that it takes from the employee leaving to his or her being replaced. It is often utilized as an indicator of company performance and can easily be observed negatively towards the organization's efficiency and effectiveness (Glebbeck & Bax, 2004). It is defined (Price, 1977) as: the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Frequently, managers refer to turnover as the entire process associated with filling a vacancy: each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover (Woods, 1995).

### **2.1.7 Types of Employee Turnover**

#### **(i) Voluntarily vs. Involuntary**

The separation of employees from an organization may be due to voluntary or involuntary turnover. It is voluntary when the choice of leaving the organization is initiated by the employee and involuntary where the employee has no choice in their termination which may result from the following situations: dismissal, retrenchment/redundancy, retirement, long term sickness, physical/ mental disability, moving /relocating abroad or death.



**(ii) Internal vs. External**

Employees' turnover can be classified as either internal or external. It is internal when employees leave their current assignment and take up new roles or positions within the organization. This could bring both positive and negative feelings. The feeling could be positive if the new position brings about increased morale from the change of task and supervisor; alternatively, it could be negative if the new position is project related or relational distraction like holding brief for a colleague in another location. The effect of this internal turnover may be important as to require monitoring just like the external turnover. Human resource mechanism such as recruitment policy and succession planning can be used to control internal turnover.

**(iii) Skilled vs. Unskilled**

Unskilled employees who are generally known as "contract staff" usually experience high turnover. The reason for their exit is not improbable. This category of employees do not have status of permanent contract and consequently do not enjoy the same condition of service like their permanent counterpart and as a result, they leave the organization at the slightest opportunity of having a more favorable job. Employers do not worry about this kind of turnover because of the ease of hiring new employee. On the other hand, high turnover of skilled employees create a risk to the business and eventually to the organization in the form of human capital lost. These include skills, training and acquired knowledge. Since these specialized employees have skills that are relatively scarce and not easy to re-employed within the same industry, their leaving will act as a competitive disadvantage to the organization in addition to the cost of replacing them. These costs can

be enormous especially if the employees engage strategic position and play key roles in the organization.

### **2.1.8 Impact of Employee Turnover on the Organization**

The reason so much attention has been paid to the issue of turnover is because turnover has some significant effects on organizations (DeMicco and Giridharan, 1987; Dyke and Strick, 1990; Cantrell and Saranakhsh, 1991; Denvir and McMahon, 1992). Many researchers argue that high turnover rates might have negative effects on the profitability of organizations if not managed properly (Hogan, 1992; Wasmuth and Davis, 1993; Barrows, 1990).

An employee leaving a company for whatever reason must have an effect on the organization and the people that compose it. Employee turnover is expensive from a business point of view and voluntary quits which represents an exodus of human capital investment from organizations and the subsequent replacement process entails manifold costs to the organizations. The replacement costs include for example, search of the external labour market for a possible substitute, selection between competing substitutes, induction of the chosen substitute, and formal and informal training of the substitute until he or she attains performance levels equivalent to the individual who quit (John, 2000). In addition to these replacement costs, output would be affected to some extent or output would be maintained at the cost of overtime payment. Besides from economic effect, uncontrolled employee turnover can actually have social and psychological effects. Gustafson (2002) argue that turnover include other costs, such as lost productivity, lost

sales and management's time. She estimates the turnover costs of an hourly employee to be \$3,000 to \$10,000. This clearly demonstrates that turnover affects the profitability of the organization and if it's not managed properly it could have the negative effect on the profit. Research estimates indicate that hiring and training a replacement worker for a lost employee costs approximately 50 percent of the worker's annual salary (Johnson, 2000) – but the costs do not stop there. Each time an employee leaves the firm, we presume that productivity drops due to the learning curve involved in understanding the job and the organization. Furthermore, the loss of intellectual capital adds to this cost, since not only do organizations lose the human capital and relational capital of the departing employee, but also competitors are potentially gaining these assets (Meaghan, 2002). Therefore, if employee turnover is not managed properly it would affect the organization adversely in terms of personnel costs and in the long run it would affect its liquidity position.

### **2.1.9 Reducing Turnover**

From the study of Dario (1989), he pointed out some methods to reduce the organization turnover rate.

**(i) *'Improve the employee selection process' (Dario, 1989).***

Dario suggested that in an effort to reduce turnover of employees, the recruitment and interviewing process must be properly done. 'Turnover can often be attributed to poor selection practices on the part of a specific manager, department, even the entire company' (Dario, 1989).

**(ii) *'Evaluate Wage and salary policies' (Dario et al., 1989)***

Dario advised that organization should at least view their wage and salaries policies once every two years by doing a wage survey. It can help to maintain the valuable employees in organization.

**(iii) *'Establish incentive rewards' (Dario et al., 1989)***

Besides that, organizations are also advised to develop an incentive program. The employees will feel that the company recognised their contributions and appreciates their good work. The incentive rewards can be given in various forms such as certificates of merit or dinner and does necessarily in monetary form.

**(iv) *'Provide solid supervisory training' (Dario et al., 1989)***

Supervisors play an important role to help the company to reduce the turnover rate. Supervisors must always attend on going training to maintain their motivation. With these, they will be motivated to reward good workers on their good performance and are able to expect problem before they occur in their work place.

**(v) *'Provide constant communication to employees' (Dario et al., 1989)***

Organization should always provide an available information that enable employees to follow the organizations' progress and to know their role in the process.

Referring to Dario's suggestions, it is indirectly proven that pay and supervision play an important role in reducing the turnover intention of the workers. This is supported by Malkovich and Boudreau (1997), where they suggest that an organization which is interested in reducing the turnover rate might consider increasing the pay, making work more satisfying, and clarifying the role and job requirements. Besides that, Carrel *et al.* (1992) also have the same opinion with Dario, they suggest that organizations can implement programmes regarding fair and equitable wage structures, opportunities for advancement and employee grievance procedure to enhance the job satisfaction and thus reduce the intention turnover. Moreover, a nation-wide survey of personnel administrator in the United State found that the programmes such as supervisory training and communication and detailed analysis of turnover could reduce the workers' turnover. They also perceived that the inequities and low salaries are related to the intention of turnover (Pigors & Myers, 1981). The Malaysia National Development Plan (1990-2010), a master policy framework for several major policy plans to realise the vision of the country to become a developed and industrialised country by the year 2020, aims to make Malaysia a centre of excellence in education in the pacific region (Tan, 2002).

In line with the government's aspirations to make Malaysia an educational hub, the Ministry of Education (MOE) actively invited qualified private Higher Educational Institutions (HEIs) to become University-Colleges in the year 2001. In conjunction with the vision, in the year 2001, Malaysia's first private university-college was introduced. There were 535 colleges, which were invited to be transformed and the colleges needed

to comply with the quality standard outlined under the Malaysian Qualifications Framework (Norfatimah, 2005).

Even though the transformation of colleges to university-college status attracted a number of colleges to apply to change the status, customers have the perception that the 'university-college' status is second-class higher education (Sooi, 2006). Furthermore, the university-college status institutions are only allowed to grant their own degrees, or in other words, the Malaysian brand. O'Cass and Lim (2002) indicated that the country-of-origin which conferred degrees had significantly influenced a customer's choice, and specifically western origin is preferred over brands of an eastern origin. Thus, this provided a great challenge for the colleges to transform themselves into university-college status institutions. Nevertheless, the enrolment in private HEIs increased dramatically from 15,000 in 1985 to 322,891 in 2005, and the total population was 2,838,832 students in 2005 (Abidin, 2004; Study Malaysia, 2005). The huge demand for higher education had attracted many big corporations to be involved in the education industry in the early 1980s (Tan, 2002). Sungei Way Group set up its Sunway College, and First Nationwide Group set up KBU International College are some of the examples. However, the business of private higher education only gave moderate returns to investment compared to other service industries (Ayob and Yaakub, 1999). Therefore, higher educational institutions had to develop a set of unique characteristics in order to face challenges such as the development of a more customer oriented service approach to education and an increased emphasis on corporate image (Melewar and Akel, 2005). As a result, marketing activities had become more significant for Private HEIs in Malaysia.

The University College of Technology & Management Malaysia (KUTPM) became the first private college to be upgraded by the Ministry of Education in the year 2001. In the year 2003, three private colleges were upgraded to university college status empowering them to award their own degree qualifications. This move by the Government also marked the start of international branding of Malaysian homegrown degree qualifications (Study Malaysia, 2005). Higher Education Institutions (HEIs) extensively practice rebranding in order to increase their brand equity. Rebranding has been debated as one of the most significant brand management practice. The phenomenon of rebranding often occurs in the service industry, and is specifically crucial for universities and colleges (Koku, 1997b). In order to create reputations in the local and international market, rebranding of Malaysian HEIs have been practiced intensively in the recent years. Malaysia attracts foreign students from neighboring countries like Indonesia, Thailand, Singapore, Bangladesh and China. The current important consideration lies in the initiative to improve and strengthen the higher education sector, both public and private. Multi-aspect enhancements to meet the global benchmark are vital to serve as the foundation for the country's higher education to compete in a more challenging and competitive higher education sector with the inclusion of regionalism (Wan, Kaur and Jantan, 2008).

The significance of employee's retention and cost of employees' quitting is well known in the literature. Quitting of an employee means quitting of implied knowledge and loss of social capital. Furthermore, turnover increased operation cost and cost on induction and training. Frank et al. (2004, p. 13) define retention as “. . . the effort by an employer

to keep desirable workers in order to meet business objectives”. The directive for companies in this time of “war for talent” is to reduce turnover in favour of the retention of talented employees. Previous research has identified several factors relating to employee retention, situated on both organisational and employee levels. On the organisational side, factors influencing retention appear to be the existence of challenging and meaningful work, opportunities for advancement, empowerment, responsibility, managerial integrity and quality and new opportunities/challenges (Birt et al., 2004). Walker (2001) also identified seven factors which can encourage retention-compensation and appreciation of the work performed; the provision of challenging work; opportunities to learn; positive relationships with colleagues; recognition of capabilities and performance contributions; good work-life balance; and good communication within the organization. Echols (2007) states that, when combined with selective promotion and salary action, the learning and development process is a strong retention activity. Finally, Hytter (2007) demonstrated that workplace factors such as rewards, leadership style, career opportunities, training and development of skills, physical working conditions, and work-life balance, have an indirect influence on retention. The fact that effective training, and opportunities to learn and develop, enhance employee retention, is also confirmed by other researchers such as Arnold (2005), Herman (2005) and Hiltrop (1999).

It can therefore be concluded that learning and development can be considered as important retention-enhancing strategies. Research has also shown that, as long as employees feel that they are learning and growing, they will be less inclined to leave. On



the other hand, once employees feel they are no longer growing, they begin to look externally for new job opportunities (Rodriguez, 2008).

This makes development and learning critical for attracting and retaining employees, because “[. . .] talented people are inclined to leave if they feel they are not growing and stretching” (Michaels et al., 2001, p. 14). This body of research underpins surely the main ideas of organisational learning, stressing the importance of individual development in order for organisations to learn as a whole (Argyris, 2001; Gijbels and Spaenhoven, 2011; Peck et al., 2009). There are, however, also factors at the employee level which affect the retention of employees. In previous research the role of certain employee variables such as age, seniority and level of education was investigated. However, results for these variables were rather inconclusive. In one study it was found that older people are more likely to remain working in an organisation, thus age has a positive influence on retention (Christiaensen et al., 2009), in other studies seniority was identified as having a positive influence on retention (Kyndt et al., 2009; Van Hamme, 2009).

In the research by Gunz and Gunz (2007), employees who experience an appreciative learning climate in their organisation are more inclined to keep on working in that organisation. In practice, a company can create such an appreciative learning climate by focusing on the strengths of its employees and giving them the chance to apply and develop those strengths. In sum, letting people do more and learn more of what they are good at will encourage them to stay with the organisation. However, it is important to let

the ambition of the employee and to let his qualities be the engine for the development process (Tjepkema and Verheijen, 2005).

When offering learning opportunities to employees (formal or informal), the interests and qualities of the employee should determine which learning opportunities the employee takes up. Finally, it is important for the employee that the organisation appreciates these learning activities. The functional leader of the employee can express this appreciation and the organisation can offer possibilities for the employee to share his knowledge and skills which in turn can lead to the appreciation of colleagues. Such elements will increase the intention to retention of the employee which will benefit the organisation. In the case of leaving, a negative relationship is shown. Hence, the older an employee, the more likely he is to stay and the less likely he is to leave the organisation. This is consistent with the findings of previous research where it was found that employees of a younger age were significantly more likely to leave their current job or organisation than older employees (Hellman, 1997; Ito et al., 2001). This finding is not surprising, considering the present societal context where it is not easy for an older employee to find another job. Moreover, it is more common for young employees to change jobs at the beginning of their career, which could explain the opposite relation of retention and young age. Review of various research studies indicated that employees resign for a variety of reasons, these can be classified as follows:

## **I Demographic Factors**

Various studies focus on the demographic factors to see turnover across the age, marital status, gender, number of children, education, experience, employment tenure.

## **II Personal factors**

Such as health problem, family related issues, children education and social status contributes in turnover intentions. However, very little amount of empirical research work is available on personal related factors. There is another important variable “Job-Hopping” also contributes in turnover intentions. When there is a labor shortage, employees have plenty of jobs available. Consequently, they can afford to switch jobs for a few extra dollars. Many employees are believed to job-hop for no reason or even for fun. For example, an employee changes his or her job because some of his or her friends or relatives have done so. Employees may job-hop over trivial things such as a dislike for the hairstyle of the boss. Or, if an employee faces a minor problem (e.g., minor disagreement with the boss or other colleagues), he or she may simply resign (Debrah, 1993:1994).

Unrealistic expectation of employee is also an important personal factor which contributes in turnover. Many people keep unrealistic expectations from organization when they join. When these unrealistic expectations are not realized, the worker becomes disappointed and they quit. One of the personal factors which have been missed in many research studies is the inability of employee to follow organizations timings, rules, regulations, and requirement, as a result they resign. Masahudu (2008) has identified

another important variables “employers” geographic location” that may determine turnover. The closeness of employees to their families and significant others may be a reason to look elsewhere for opportunities or stay with their current employers. For instance, two families living and working across two time zones may decide to look for opportunities closer to each other.

### **III Push Factors / Controlled Factors**

Push factors are aspects that push the employee towards the exit door. In the literature it is also called controlled factors because these factors are internal and can be controlled by organizations. According to Loquercio (2006) it is relatively rare for people to leave jobs in which they are happy, even when offered higher pay elsewhere. Most staff has a preference for stability. However, some time employees are 'pushed' due to dissatisfaction in their present jobs to seek for alternative employment. On the basis of available literature, push factor can be classified into:

#### **(i) Organizational Factors**

There are many factors which are attached with an organization and work as push factors for employees to quit. Among them which are derived from various studies are: salary, benefits and facilities; size of organization (the number of staff in the organization); location of the organization (small or big city); nature and kind of organization; stability of organization; communication system in organization; management practice and polices; employees' empowerment. There is another push variable called organizational justice. According to Folger & Greenberg (1985), organizational justice means fairness in

the workplace. There are two forms of organizational justice: distributive justice, which describes the fairness of the outcomes an employee receives; and procedural justice, which describes the fairness of the procedures used to determine those outcomes.

**(ii) *Attitude Factors***

In the literature, attitude is another kind of push factor which is mostly attach with employee behavior. Attitude factors are further classified into job satisfaction and job stress. Job satisfaction is a collection of positive and/or negative feelings that an individual holds towards his or her job. Satisfied employees are less likely to quit. Job satisfaction is further divided into extrinsic factors and intrinsic factors. Extrinsic factors include variables such as job security, physical conditions/working environment, fringe benefits, and pay. Intrinsic factors include variables such as recognition, freedom, position advancement, learning opportunities, nature, and kind of job and social status (workers with a high hierarchical position who link their social position with their job want to retain it). Job stress includes variables such as role ambiguity (e.g. my job responsibilities are not clear to me), role conflict (e.g. to satisfy some people at my job, I have to upset others), work-overload (e.g. it seems to me that I have more work at my job than I can handle) and work-family conflicts (e.g. my work makes me too tired to enjoy family life).

**(iii) Organizational Commitment**

There are many factors which are attached with employee and organization and work as push factors for employee to quit. Organizations are interested in not only finding high performing employees, but those who will be committed to the organization. Similarly employees are also interested to work in an organization which is committed to pursue their carriers and benefits. Organizational commitment is recognized as a key factor in the employment relationship and it is widely accepted that strengthening employment commitment, reduce turnover (Mohammad, 2006). Johns (1996) defines organizational commitment as “an attitude that reflects the strength of the linkage between an employee and an organization.” Ugboro (2006) identified three types of organizational commitment: affective, continuance and normative, detail of which is given below:

(i) Affective commitment is employee emotional attachment to the organization. It results from and is induced by an individual and organizational value congruency. It is almost natural for the individual to become emotionally attached to and enjoy continuing membership in the organization.

(ii) Continuance commitment is willingness of employee to remain in an organization because of personal investment in the form of nontransferable investments such as close working relationships with coworkers, retirement investments and career investments, acquired job skills which are unique to a particular organization, years of employment in a particular organization, involvement in the community in which the employer is

located, and other benefits that make it too costly for one to leave and seek employment elsewhere.

(iii) Normative commitment is induced by a feeling of obligation to remain with an organization. According to Ongori (2007), organizational commitment is an affective response to the whole organization and the degree of attachment or loyalty employees feel towards the organization.

#### ***IV Pull Factors (Uncontrolled Factors)***

Pull factors are those reasons that attract the employee to a new place of work. In some papers pull factors are named as uncontrolled factors because it is out of the control of organizations. Various pull factors derived from literature are: high salary, career advancement, new challenge and interesting work, job security, good location of company, better culture, life-work balance, more freedom/autonomy, well reputation of organization, vales, more benefits, good boss.

## **2.2 JOB SATISFACTION**

### **2.2.1 Definition**

Job satisfaction is one of the most widely studied and measured. Therefore, job satisfaction is one part of employee's emotion that can force the employee to stay in or leave the organization (Igharia & Greenhaus, 1992). Job satisfaction has been studied through all the years. Job satisfaction as defined by Locke (1969) is a function of the perceived relationship between what one want from one's job and what one perceived it as offering. Locke (1969) also states that job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values. This means that to achieve job satisfaction, employees need to obtain what is best for him or her in the organization. According to McNeese-Smith (1997) and Kangas et al. (1999), job satisfaction define as the feelings an employee has bout the job in general as well as satisfaction with specific aspects, such as supervision, pay, opportunity for advancement and morale. In other words, job satisfaction is not only based on individual feelings but also on the degree of the current job itself for example achievements and responsibilities (Chang and Chang, 2007). There has been so many studies about job satisfaction with relation to different variables for example the relationship between job satisfaction and turnover intention (Agho et al., 1993; Brooke et al., 1988; Cramer, 1996; Currivan, 1999; Glisson and Durick, 1988; Lance, 1991, as cited in Lund 2003).

There is also a research on the relationship between job satisfaction and fringe benefits by Artz (2010). Job satisfaction is an important attitudes that needs extensive evaluation



and study since it is important for the company's profitability. Companies need to understand their employees in order to increase the degree of satisfaction among employees. Dissatisfied employees will lead to many issues such as low productivity and high turnover which may affect company's profitability.

### **2.2.2 Maslow's Hierarchy of Needs**

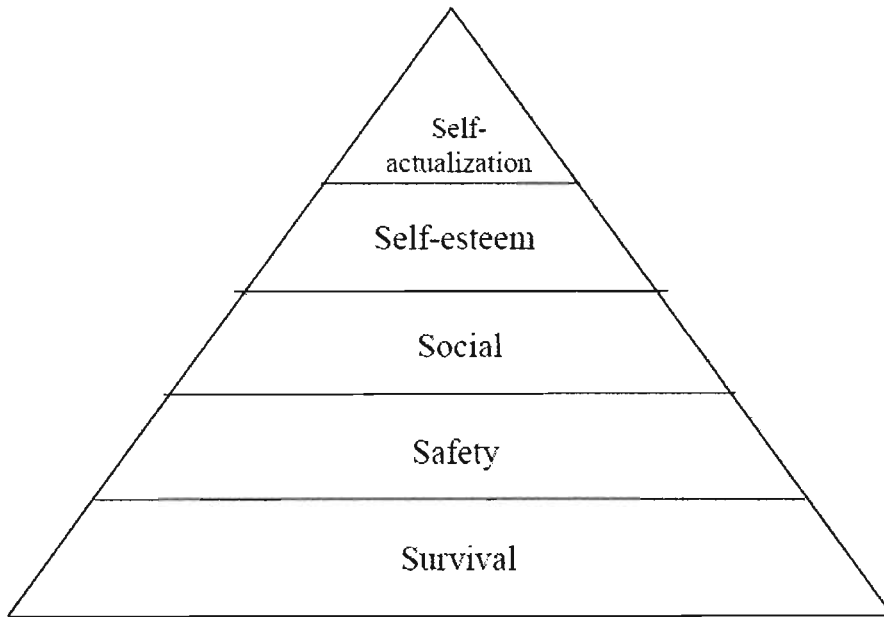
Job satisfaction and motivation are two concepts that often discussed side by side, since it is proven that the extent an individual is satisfied at work is dictated by presence of factors that motivates the individual (Fumham, 1992). To understand job satisfaction among employees, employers needs to understand the needs of their employees. By offering these needs, employees will be motivated and satisfied in the workplace which will lead to lower level of intention to quit. According to Robbins and Judge (2011) the best known theory of motivation is Abraham Maslow's Hierarchy of Needs which was developed around 1954. According to Maslow's (1970), within every human being, there exists a hierarchy of five needs which proposed that these needs will determine their level of motivation and satisfaction.

The five level of needs are (Robbins and Judge, 2011):

- i)      Physiological  
          Includes hunger, thirst, shelter, sex and other bodily needs.
- ii)     Safety  
          Security and protection from physical and emotional harm

- iii) Social  
Affection, belongingness, acceptance and friendship.
- iv) Esteem; and  
Internal factors such as self respect, autonomy, and achievement, and external factors such as status, recognition and attention.
- v) Self-actualization  
Drive to become what we are capable of becoming which includes growth, achieving personal potential and self fulfillment.

According to Sang and Chai (2002), Maslow's theory of needs is one of the most influential motivational theories. The Maslow's Hierarchy of needs separated the five needs into higher to lower orders. According to Maslow (1970), physiological and safety needs were lower-order needs while social, esteem and self-actualization were higher order needs. According to Maslow (1970), typically people will try to fulfill a higher order needs once the lower level need has been satisfied. Nevertheless, there are some cases exist whereby higher level needs is predominant in an individual's mind when lower level needs have not been met (Maslow, 1970).



**Figure 2.5: Maslow's Hierarchy of Need**

*Source: Pearson, R. (1991). The Human Resource: Managing People and Work in the 1990s. London McGraw-Hill Book Company*

In the Maslow's Hierarchy of Needs the lowest level which is the physiological needs is the basic needs which can contribute to motivation and satisfaction among people which could apply to employee as well. This includes hunger, thirst, shelter, sex and other bodily needs. According to Maslow (1970) once one's lower needs is satisfied, people will tend to satisfy the higher order needs. Therefore, employer's needs to understand the needs of their employees to understand the level of motivation and satisfaction of their employees. For example, a satisfied level of pay or wages would be considered the lowest level of needs named physiological needs. Lower pay which is not compatible

with the amount of responsibilities may lower the level of satisfaction and organizational commitment which may lead to high level of intention to quit.

### **2.2.3 Hertzberg Two Factor Theory**

The Hertzberg Two Factor Theory which is also called the motivation-hygiene theory has been developed by Hertzberg et al (1959). According to Schermerhom et al (2000), states that employee satisfaction depends on two sets of issues, which are hygiene and motivator issue. According to Hertzberg et al. (1959) satisfaction and dissatisfaction are not two opposites factor but rather two separate entities that caused different facets of work which are labeled as hygiene and motivators factors. Hygiene factors are characterized by extrinsic factors of job design that contributes to employee dissatisfaction if these needs is not met or satisfied. Examples of hygienic factors includes company policy and administrations, supervision, relationship with supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status and security. On the other hand, motivators are labeled as the intrinsic factors which includes personal achievement recognition, the work itself, responsibility, advancement and growth (Hertzberg 2003 as cited in Robbins and Judge 2011). The two factors has been long discussed as to which is the most important factors that can contribute to motivation and job satisfaction. According to Furnham et. al (2009), motivators which is the intrinsic factors has been acknowledged as important determinants of motivation which at the same time contributes to job satisfaction.

## 2.3 JOB SECURITY

### 2.3.1 Definition

An issue of great concern to most managers in the United Arab Emirates in recent years is how to achieve a reasonable level of satisfaction with job security for their employees. Meltz (1989) defines job security broadly as “an individual remains employed with the same organization with no diminution of seniority, pay, pension rights, etc.”. Similarly, Herzberg (1968) defines job security as the extent to which an organization provides stable employment for employees. The importance of job security stems from the fact that it is critical for influencing work-related outcomes. For instance, job security is an important determinant of employee health (Kuhnert *et al.*, 1989); for the physical and psychological wellbeing of employees (Burke *et al.*, 1991); for employee turnover (Arnold *et al.*, 1982); for employee retention (Ashford *et al.*, 1989); Bhuian and Islam, 1996; Iverson and Roy, 1994); for job satisfaction (Ashford *et al.*, 1989; Burke, 1991; Davy *et al.*, 1991; Gavin and Axelrod, 1977; Lim, 1996; and Vinokur-Kaplan *et al.*, 1994); and for organizational commitment (Abegglen, 1958; Ashford *et al.*, 1989; Bhuian and Islam, 1996; Iverson, 1996; Morris *et al.*, 1993). Because of its significance, job security has attracted a great deal of research interest in recent years. However, the majority of previous studies have concentrated largely on overall job satisfaction and its linkages with organizational commitment, job performance and other work-related outcomes. Moreover, much of the research in this area has been carried out in the West. For instance, a large body of research has investigated the linkages between overall job satisfaction and organizational commitment (Baugh and Roberts, 1994; Elliott and Hall,

1994; Fletcher and Williams, 1996; Hamoton *et al.*, 1986; Russ and McNeilly, 1995; Shore and Martin, 1989; Smith and Hoy, 1992; Wong *et al.*, 1995). Iverson (1996) reported that increases in job security lead to greater organizational commitment. Morris *et al.*, (1993) reached similar conclusion. Rosenblatt and Ruvio (1996) also studied the effect of job insecurity on work attitudes. Results indicated that job insecurity had an adverse effect on organizational commitment and perceived performance. The main purpose of this study is to investigate the role of satisfaction with job security particularly in predicting organizational commitment and job performance in a multicultural non-Western environment. Furthermore, the study explores the contribution of certain demographic variables such as national culture, monthly income, age, marital status, education level, job level, tenure in present job and tenure in present organization, as well as organizational factors such as an organization's activity and ownership for explaining variations in the levels of satisfaction with job security among individuals.

Job security is an employee's assurance and confidence that they will keep their existing job. Employees with a high level of job security has a low probability of losing their job in the near future. Certain professions or employment opportunities inherently have better job security than others; job security is also affected by a worker's performance, success of the business and the current economic environment. A good indicator of the current job security held by the majority of the workforce is the strength or weakness of the business environment; job security is often reflected by the country's unemployment rate and whether the country is in an economic expansion or recession. Personal job security is affected more by factors such as education, experience, skills, performance

and abilities. The more an organization needs an employee's specific skills and experience, the greater the job security.

## **2.4 WORKING ENVIRONMENT**

A work environment is made up of a range of factors, including company culture, management styles, hierarchies and human resources policies. Employee satisfaction is the degree to which employees feel personally fulfilled and content in their job roles. Employee turnover is the rate at which employees leave their employers, whether voluntarily or involuntarily. These three distinct concepts are inseparably linked; workplace environments greatly influence employee satisfaction, which in turn directly affects employee turnover rates. Knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key to developing a high-performance workforce.

### ***2.4.1 Personal Respect***

Personal respect for employees at all levels of a company is an essential part of a positive work environment. Personal respect in the workplace encompasses issues such as discrimination based on age, gender or ethnic background, sexual harassment and the role of personal politics in forming workplace relationships. In general, the more personal respect employees are given at work, the more satisfied they will be in their jobs. A lack of personal respect can cause employees in high-paying positions to quit their jobs, increasing employee turnover. In addition, an abundance of personal respect can cause employees to overlook lower salaries due to increased inner satisfaction.

### ***2.4.2 Growth Opportunities***

The degree to which companies offer personal and professional growth opportunities for employees plays into the overall work environment. Opportunities to learn new skills, take on new responsibilities, achieve higher compensation and gain new positions can allow employees to work towards goals, assigning a sense of personal achievement that boosts employee satisfaction. Employees seldom prefer to remain static in their careers for long. To a certain extent, most people continually look for opportunities to advance. Providing these opportunities can keep employee turnover levels under control, as employees attach with an organization for a long period of time to achieve their personal and career goals.

### ***2.4.3 Management Styles***

Different business owners and managers utilize different management styles. Managers can be collaborative, working alongside with the subordinates to accomplish tasks. Managers can be facilitative, stepping aside and making sure that employees always have the tools, materials and information they need to do their jobs. No single management style is better than another. The best management style for any given situation depends on the nature of work being performed, and the needs and preferences of employees doing the work. The right management style with the right situation can increase employee satisfaction and reduce the turnover rates.



#### ***2.4.4 Company Culture***

There are distinct differences between company culture and work environment. A work environment is the result and product of a company's distinct culture. Company culture includes elements such as the way in which conflicts are handled, the freedom to try new things and fail without consequences, dress code policies, predominate communication styles and other intangible details. Like management styles, no company culture is inherently better than another. Company cultures must fit with their employees to increase job satisfaction, or else employees will have an intention to look elsewhere to find a workplace better suited to their personalities.

According to Sharpley and Gardner (2001) most managers indicated that occupational stress emerged as a response to the work environment, while the others emphasized work stress as a stimulus. Although managers have different views on employees who were involved in a job stress intervention program, they labelled the workers who attended such programs as “weak” and failing to adapt to job demands. Work stress is one way of workers expressing their discomfort when they were not treated well, such as being under-valued or underappreciated. Furthermore, an employee who fails to cope with stress was regarded as “abnormal”, in line with what was found in Sharpley and Gardner’s (2001) study. Lay beliefs about work stress have also been collected using a different strategy. Lewig and Dollard (2001) analysed 51 articles which were published in major newspapers in Australia in 1997. The results showed that work stress is represented in the media as an “economically costly epidemic” (p. 179), and as a response to poor working conditions.

Most researchers (Dewe and O'Driscoll, 2002; Furnham, 1997; Kinman and Jones, 2005; Lewig and Dollard, 2001; Sharpley and Gardner, 2001), using lay examinations, have discovered that occupational stress is viewed as a consequence of workplace experiences or as an interaction between stimulus-response. Respondents emphasized that environmental stressors are more important than individual factors as causes of stress for employees. Interestingly, whereas respondents perceived that mainly organizational factors produced unfavourable emotions among employees, they believed that the individuals themselves were responsible for reducing their occupational stress. This result is similar to those reported in a study of New Zealand managers (Dewe et al., 2002). Furthermore, although job stress is sometimes recognized as either beneficial, harmful or unavoidable (Harkness et al., 2005), our analysis found that respondents only indicate job stress as being detrimental and unavoidable. In our study, we characterized job stress perceptions in terms of a stimulus belief, a response belief or an interaction between stimulus and response beliefs (Jex et al., 1992). In general, stimulus refers to any aspect of the work environment (e.g. workload, role conflict) that is potentially harmful to employee well-being. These conditions are also known as "stressors" (Jex and Yankelevich, 2008). In contrast, response refers to an individual's reaction to job stressors. Employee reactions to these unfavourable working conditions are also termed "strain" (Jex et al., 1992). Finally, job stress is also categorized as an interaction between both stimulus (job stressors) and responses (individual strain) (Jex et al., 1992; Kinman and Jones, 2005).

Employees also noticed that the impact of globalization creates more competitive working conditions. This finding supported the proposition that an organization's work model (Murphy, 2002; Sauter and Murphy, 2003) itself not only caused job stress but was also a consequence of external factors. When company activities become more aggressive, it will affect employees. Work instruction becomes faster and no spaces between human interactions.

Although employees are expected to meet their deadlines, sometimes they are also provided with only limited knowledge. Work overload as a common work hazard is well documented in Western studies. This experience seems to be similar in Malaysia as well and was reported in two other quantitative studies (Aziah et al., 2004; Huda et al., 2004).

A study also found that Malaysian employees did not mention the importance of job control as a job stressor, although this variable is frequently discussed in the Western literature. However, other studies could explain the fact that Asian employees did not emphasize control at work as much as Western employees. For example, Spector et al. (2004) discovered that Chinese employees generally work as a collective entity and do not put an emphasis on job control, which is a typical trait of American employees. However, Huda et al. (2004) in their study in Malaysia found that job control is considered to be an important source of stress among employees. Their study focused on academics in university settings and therefore their conclusion could be expected as respondents were more educated and typically have more autonomy at work. While Kinman and Jones (2005) found that UK employees experienced conflict with their co-

workers or supervisors, our research did not produce any such statements regarding such tensions. However, it is possible that respondents' statements may have hidden any experience of conflict or conflict had an indirect character. Asian cultures generally tend to promote group harmony (Liu et al., 2008; Sanchez et al., 2006), and therefore Malaysian employees may not externally express their dissatisfaction with their colleagues or supervisors in the interests of maintaining group harmony. Although organizational factors were identified as the biggest contributor to work stress, individual characteristics were also cited as causes of stress. In the study by Kinman and Jones (2005), employees commonly referred to personality as an individual stressor. Similarly, our study found that personality was frequently mentioned by respondents. This suggests that Malaysian employees have similar notions about individual stressors as their Western counterparts do. Employees with a pessimistic outlook appear to be people who fail to adapt to working conditions. Time management, self-analysis and expressing emotions were identified as important ways to cope with occupational stress in the Kinman and Jones (2005) study. Unlike them, we found that Malaysian employees underlined the importance of talking to their manager as their main strategy for coping with occupational stress, followed by slowing down, religious activity and talking to friends. The importance of talking over problems with a manager is expected as Malaysia is a country that has been classified as having high power distance (Hofstede, 1991); employees are expected to be well mannered with others, accept hierarchical structures and show loyalty to their leaders (Abdullah, 1992 cited in Rose et al., 2007). Moreover, Malaysian employees are expected not to confront or disagree with their superiors due to the shared cultural belief of people having a different and clearly defined status (Rose et

al., 2007). This situation has been reported in other studies (Lu et al., 2003) which illustrates that unlike the results shown in Western studies, Asian employees show more respect to their superiors. This result is not unexpected because this is characteristic of Malaysian organizations, norms and culture. Such culture will contribute to feeling dissatisfaction to the working environment and if it is not being managed, employee will start thinking to finding another job and have the intention to quit from the company.

## **2.5 ORGANIZATIONAL COMMITMENT**

The concept of organizational commitment, commonly defined as “a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization” (Allen & Meyer, 1996, p. 252), has been a prevalent topic of study in organizational research in recent years. As this definition implies, organizational commitment is important in large part because it is an antecedent of employee turnover (Arnold & Feldman, 1982; Koch & Steers, 1978; Porter, Steers, Mowday & Boulian, 1974). Some researchers have reported organizational commitment to better predict turnover than job satisfaction (Koch & Steers, 1978; Steers, 1977), another commonly researched job attitude. It has also been shown to be an antecedent of other important work behaviors, such as absenteeism and tardiness (Blau, 1986; Gellatly, 1995; Meyer, Allen & Smith, 1993), task performance (Meyer et al., 1993; Randall, 1990; Saks, 1995), and contextual performance (i.e., extra-role behavior or organizational citizenship behavior (Borman & Motowidlo, 1993; Gregersen, 1993; Organ & Ryan, 1995). In addition to its many relationships with other constructs and behaviors, organizational commitment has been shown to be a multifaceted construct that

can take on several different forms. In particular, the three dimensional conceptualization of organizational commitment proposed by Meyer and Allen (1991) has become one of the most popular models. This model proposes three forms of organizational commitment: affective, continuance, and normative. In short, individuals with strong affective commitment remain with their organization because they want to, those with strong continuance commitment remain because they need to, and those with strong normative commitment remain because they feel they ought to do so (Meyer et al., 1993).

Organizational commitment has important implications for employees and organizations through various studies. Organizational commitment is also considered a useful measure of organizational effectiveness. Organizational commitment is a multidimensional construct that has the potential to predict organizational outcomes such as performance, turnover, absenteeism, tenure and organizational goals (Gardner, Moynihan, Park & Wright, 2002). Therefore, the high level of employee commitment, couple with good HRM practices will have the potential to improve collective employees' performance, and reduce absenteeism (Garner, Moynihan, Park & Wright, 2002; Batt, 2002; Wright, Gardner & Moynihan, 2003).

Elangovan (2001), study addresses the confusion prevailing over the nature of the relationship between satisfaction and commitment in regard to employee intention to leave, and examines the causal pattern of relationships among stress, satisfaction, commitment, and intentions to leave by employing a structural equations analysis approach. The results indicate that there are strong causal links between satisfaction and

commitment (lower satisfaction leads to lower commitment), and a reciprocal relationship between commitment and intentions to leave (lower commitment leads to greater intentions to quit which, in turn, further lowers commitment). A meta-analysis by Tett & Meyer (1993) found that commitment was more strongly related to intention to leave behavior, whereas satisfaction was most strongly related intention to leave cognitions. In the context of organizational behavior, organizational commitment has been positively associated with many outcomes. The nature of the relationship between job satisfaction and organizational commitment is debatable.

Study of Mathieu & Zajac (1990), found that job satisfaction causes organizational commitment. Commitment among employees will influence them to willing to work harder on behalf of the organization and have the desire to remain with the organization. Commitment is also an issue of recognition process. When an employee commits to an organization, he or she believe and follow the organization's objectives, principles and mission. Meyer and Allen (1997), highlighted the importance of studying organization commitment. First, organizations continue to exist in the world. Some become smaller, some become larger. Regardless of organizational size, organizational commitment still plays a key role in an organization's development. Second, organizational commitment is the reason why organizations can vie with each other. For example, with high organizational commitment, employees in an organization achieve their jobs well. This organization can retain the high quality employees its wants to keep. This organization will be able to improve its facility to vie with other organizations. This is especially necessary when an organization spends a huge contract of money to educate its

employees to learn or increase new abilities, knowledge or skills. Those employees will become highly marketable. If these employees do not have enough organizational commitment to continue with the organization, the organization will not only lose the ability to compete with other organizations, but also its investment in employee training. Third, commitments develop of course. Chris and Bonnie (2006) and Clark and Subich (2002) reported that people need to commit to something and that disaffection is the opposite of commitment. Such disaffection is "harmful." When a person feels a low level of organizational commitment, the person may change organizations. In a volunteer context, a more serious risks that person may leave the volunteer area entirely, in order to follow another vocation or hobby.

Mowday, Porter and Steers (1982) suggested that employees who have strong organizational commitment and the following value and behaviors will be:

- i) They strongly consider in and recognize the organization's values and goals.
- ii) They are prepared to more effort on the organization's behalf.
- iii) They have a strong need to keep relationship in the organization where they work in.

Organization commitment instability has been exposed to have a high level of high turnover intention. Indications are that people are more likely to stay when there is associate versa and a banal work environment (Fishbein & Ajzen, 1975). In organizations where there was a high degree of inefficiency there was also a high level of



employee turnover intention (Bolon, 1997; Mobley (1997). One of the reason why turnover may increase is because lack of commitment from the organization itself. Because organizational commitment has been recognized as a key predictor of turnover (Khatri & Fern, 2001), a better understanding of factors that are associated with organizational commitment can be helpful in designing policies and interventions to increase staff commitment and diminish turnover. There are many ways to describe organizational commitment. Despite the variety of definitions, there appears to be consensus that it "is experienced as a mind-set (i.e., a frame of mind or psychological state that compels an individual toward a course of action)" (Meyer & Herscovitch, 2001: 303). To stressing that the stronger the commitment, the stronger the intention to stay, organizational commitment also been defined as, "Organizational commitment is a work attitude that is directly related to employee participation and intention to remain with the organization and is clearly linked to job performance (Mathieu & Zajac, 1990). In addition, a study conducted by Meyer & Allen (1997) defined the general concept of organizational commitment as "a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization".

According to Northcraft et. al.,(1996), commitment is an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well being. Salancik (1977) conceives commitment as a state of being in which an individual becomes bound by his actions and it is these actions that sustain his

activities and involvement. To Salancik therefore, commitment can be increased and harnessed to obtain support for the organizational ends and interests through such things as participation in decision-making. Apart from that, commitment firstly was understood as an employee's intention to continue working in the organization (e.g., Meyer, 1997.). Secondly, organizational commitment may be defined as an attitude in the form of an attachment that exists between the individual and the organization, and is reflected in the relative strength of an employee's psychological identification and involvement with the organization) e.g., Mowday et al., (1979). Furthermore, it was generally believed that highly committed employees have greater loyalty, higher productivity, and are willing to assume more responsibility. The feeling of attachment serves to unite the individuals to the organization. Commitment leads to the desire to remain in the organization, intent to stay, retention of membership, attendance and perhaps performance. Therefore, organizational commitment was often seen as a reliable predictor of absenteeism and intention to turnover. By monitoring job satisfaction, job security, working environment and organizational commitment, employers were provided with insight into the behavior of employees who exhibit tardiness, repeated absences, which were often associated with intention to turnover. Furthermore, increase in employee turnover will increase the costs associated with the recruitment and training of replacements.

Among the factors that contribute to turnover, a lack of organizational commitment has been identified as a strong predictor (Mathieu et. al., 1990; Mowday et. al., 1979). That is why it is particularly important to examine organizational commitment, because of its close links to staff turnover. Guest (1991) concludes that high organizational

commitment was associated with lower turnover and absence. This is absolutely true and cannot be denied because according to Des & Shaw (2001) cost of learning, reduced morale, pressure on the existing employees and the loss of social capital were the indirect cost incurred by an organization due to high turnover.

### **2.5.1 Dimensions of Organizational Commitment**

More recently, several researchers have categorized the concept of organizational commitment into three major themes: affective, normative, and continuance commitment (Meyer & Allen, 1997). To be cleared, organizational commitment includes the three components of affective (desire to remain), continuance (perceived cost of leaving) and normative (perceived obligation to remain) commitment (Meyer & Allen, 1991). Meyer & Allen's three-factor concept and instrument of organizational commitment was used for the current research to measure the perceived levels of employee commitment in the organization. Meyer & Allen (1984) initially proposed that a distinction be made between affective and continuance commitment, with affective commitment denoting an emotional attachment to, identification with, and involvement in the organization and continuance commitment denoting the perceived costs associated with leaving the organization. Meyer et. al., (1990), later suggested a third distinguishable component of commitment, normative commitment, which reflects a perceived obligation to remain in the organization. A wide variety of definitions and measure of organizational commitment exist. Hence, according to Becker et. al., (1995) defined the term in a three dimensions:

- i) A strong desire to remain a member of a particular organization;
- ii) A willingness to exert high levels of efforts on behalf of the organization;
- iii) A define belief in and acceptability of the values and goals of the organization.

Meanwhile, according to Laschinger et al., 2000; Fields, 2002; Manion, 2004), affective commitment is the "employee's linking for an organization, and related to involvement with the organization" (Fields, 2002, p .43). Therefore, in states where organizations are not stable staffs tend to leave and look for stable organizations because with stable organizations they would be able to expect their vocation progression.

Organizational commitment reflects “the feelings of employees about shared norms and employees’ willingness to exert effort on behalf of the organization” (Thatcher et al., 2002).

The concept of organizational commitment gained increasing attention with a negative relationship between absenteeism, employee turnover and organizational commitment (Kuruuzum et al., 2009).

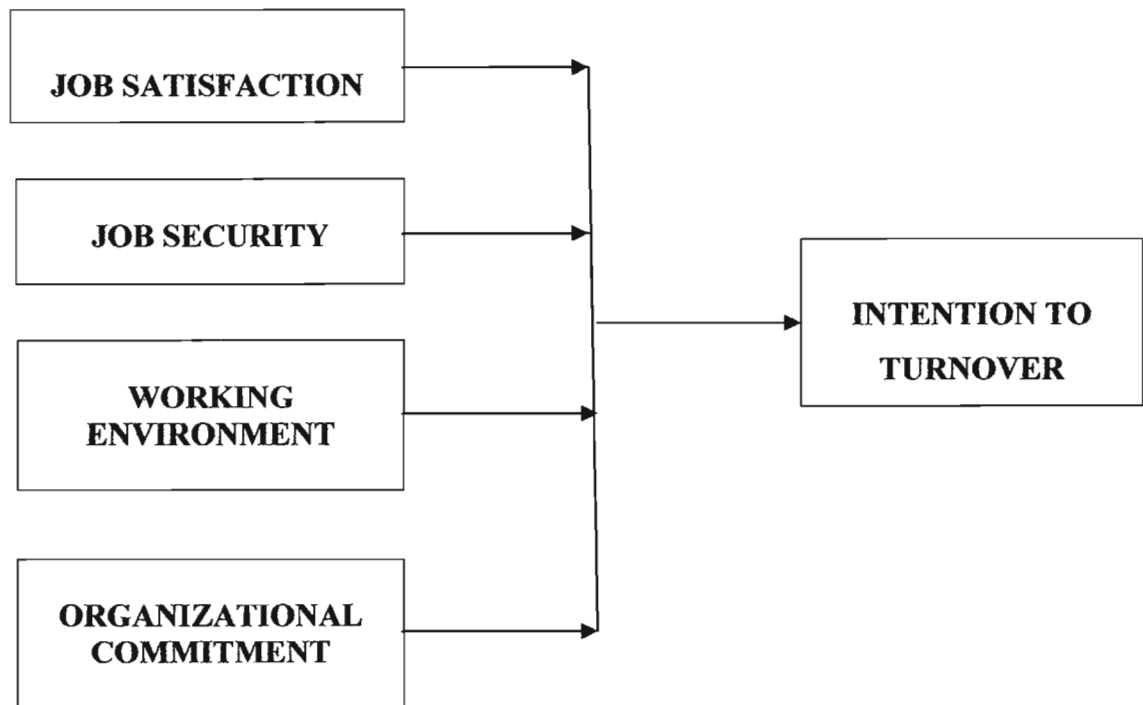
Especially, this negative relationship between organizational commitment and turnover is found to be stronger in higher status occupations (e.g., professionals) than lower-status occupations (e.g., blue-color employees) (Cohen et. al., 1993). Thus, job satisfaction and organizational commitment significantly affect an employee’s intention to remain in his organization (Igbaria et al., 1994). In addition, the major impact in explaining the

behavioral intention to quit job arose from these two factors (Firth et al., 2004). Also, it is a natural expectation that committed employees will exhibit less motivation to change their jobs, as they desire to remain in their company (Thatcher et al., 2002).

Several studies also found organizational commitment to be one of the main factors among IT professionals for intention to quit (Pare et al., 2007; Ahuja et al., 2007; Thatcher et al., 2002). Pare et al., (2007) explored the important effects of affective and continuance commitment on turnover intentions; Ahuja et al. (2007) found that organizational commitment is the strongest predictor of turnover intention.

## 2.6 RESEARCH FRAMEWORK

The research framework proposed for this study is illustrated in Figure 2.5. Five variables were designed to describe the situation; which are intention to turnover (dependent variable) and job satisfaction, job security, working environment and organizational commitment (independent variable).



**Figure 2.6: Research Framework**

Therefore, this study will examine the relationship between job satisfaction, job security, working environment and organizational commitment with intention to turnover.

## 2.7 HYPOTHESES

The followings are hypotheses formulated in order to understand the relationship between the variables as well as answer the research question of the study. The hypotheses are:

- i) *To examine whether there is a relationship between job satisfactions with intention to turnover.*
- ii) *To examine whether there is a relationship between job security with intention to turnover.*
- iii) *To examine whether there is a relationship between working environment with intention to turnover.*
- iv) *To examine whether there is a relationship between organizational commitment with intention to turnover.*

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter will discuss the methodology of the research. Research design, population and sampling, questionnaire design, measurement and instrumentation and data collection will be elaborated in this chapter. Discussion on techniques of data analysis will also be elaborated briefly to the end of this chapter.

#### **3.1 RESEARCH DESIGN**

Survey method was used to collect the primary data in this quantitative research. This method was used to gather information to examine the level of relationship of job satisfaction, job security, working environment and organizational commitment with intention to turnover. Also, in this study descriptive statistics was used to examine the frequency and respondent profile percentage such as gender, age, marital status and education background. Besides, the intention to turnover percentage and frequency will also be indicated. According to Sekaran (2003), descriptive study is undertaken in order to examine and determine certain variable and their relationship in the problem.



### 3.2 POPULATION AND SAMPLING

The population on number of academicians of Private Higher Education Institution (HEI) in Malaysia (2009-2010) was classified according to citizen and non-citizen. The data was obtained from the Ministry of Higher Education Malaysia as shown below in Table 3.1.

**Table 3.1: Number of Academicians of Private Higher Education Institution (HEI) In Malaysia (2009-2010)**

<b>Citizenship</b>	<b>Number</b>
Citizen	24,242
Non-citizen	2,196
<b>Total</b>	<b>26,438</b>

*Source: Information and Data Centre, Department of Higher Education, Malaysia*

In this study, probability sampling was used because the elements in the population have some known chance or probability of being selected as sample subjects. The sampling method used in this study was random sampling. According to Sekaran (2000), this sampling design, which is the most efficient, is a good choice when differentiated information is needed regarding various strata within the population known to differ in their parameters. Probability sampling or random sampling was used in this study. Therefore, for the purpose of the study 180 questionnaires were distributed.

### 3.3 QUESTIONNAIRE DESIGN

All the survey materials were prepared in English. Each participant in this study received a 5-page questionnaire. The questionnaire used in this survey are shown in page 133 of this report. In this study, the questionnaire was divided into six sections as shown in Table 3.2 below:

**Table 3.2: Questionnaire Structure**

<b>Section</b>	<b>Variables</b>	<b>Number of Questions</b>	<b>Total</b>
A	Demographic Information	1-5	5
B	Job Satisfaction	1-5	5
C	Job Security	1-5	5
D	Working Environment	1-5	5
E	Organizational Commitment	1-5	5
F	Intention to Turnover	1-5	5
<b><i>TOTAL</i></b>			<b><i>30</i></b>

### **3.4 RESEARCH INSTRUMENT AND MEASUREMENT**

In this study, the researcher used the questionnaire for instrumentation that based on several earlier study. The questionnaire consists of 6 sections and 30 questions were constructed. Section A consists of demographic profile of the respondents; Section B is to measure the job satisfaction, Section C is to determine the job security, Section D will be questions on working environment, Section E is used to verify the organizational commitment and finally Section F is to determine the turnover intention among the lecturers in private college in Klang Valley.

#### **3.4.1 Demographic Profile**

The demographic profile in Section A has been divided into personal characteristics variables and professional characteristics variable. The personal characteristics include variable such as gender, age, race and marital status; while the professional characteristic include the highest education level.

#### **3.4.2 Job Satisfaction**

5-point Likert Scale (Likert, R. 1932) has been used in this section to find out the best answer that represents the respondent. The respondent is asked to rate their answer from 1 to 5 point (1= strongly disagree and 5 = strongly agree). The 5 point Likert Scale is shown in Table 3.3.

**Table 3.3: 5-point Likert Scale for Job Satisfaction**

<b>Scale Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree/Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>

### **3.4.3 Job Security**

5-point Likert Scale has been used in Section C to find out the best answer regarding job security that represents the respondent. The respondent is asked to rate their answer from 1 to 5 point (1= strongly disagree and 5 = strongly agree). The 5 point Likert Scale is shown in Table 3.4.

**Table 3.4: 5-point Likert Scale for Job Security**

<b>Scale Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree/Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>

### **3.4.4 Working Environment**

Section D has been developed to measure the respondent answer towards the working environment. The respondent is asked to rate their answer from 1 to 5 point (1= strongly dissatisfied and 5 = strongly satisfied). The 5 point Likert Scale is shown in Table 3.5.

**Table 3.5: 5-point Likert Scale for Working Environment**

<b>Scale Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>

### **3.4.5 Organizational Commitment**

5-point Likert Scale has been used in this section to find out the best answer that represents the respondent. The respondent is asked to rate their answer from 1 to 5 point (1= strongly disagree and 5 = strongly agree). The 5 point Likert Scale is shown in Table 3.6.

**Table 3.6: 5-point Likert Scale for Organizational Commitment**

<b>Scale Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree/Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>

### **3.4.5 Inventory of Turnover Intention**

This section indicated questions to measure the intention of respondents to leave the organization. 5-point Likert Scale has been used in this section to find out the best answer that represents the respondent. The respondent is asked to rate their answer from

1 to 5 point (1= strongly disagree and 5 = strongly agree). The 5 point Likert Scale is shown in Table 3.7.

**Table 3.7: 5-point Likert Scale for Inventory of Turnover Intention**

<b>Scale Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree/Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>

### **3.5 DATA COLLECTION PROCEDURE**

The data is collected via survey questionnaires which were distributed to several private college in Klang Valley randomly. Each and every participant is required to answer 5-pages questionnaire consisting of 6 sections. Several questionnaires were given directly to the respondents and a few were mailed. Contacts were made with representatives in several department of the private college in order to distribute the questionnaires. Explanations regarding the questionnaire were given to the representative orally to attain the participants' cooperation and to give the general idea of the study. The process of distribution of questionnaire and data collection was carried out from July 1 until July 19. Respondents were asked to respond to all questions by circling answers that are applicable to them. The researcher also reiterated to the respondents that the survey was confidential. The Operational Definition and Measurement of Section B, C, D, E & F of the questionnaire are shown in Table 3.8.

**Table 3.8: Operational Definition and Measurement**

<b>Variables (dependent and independent)</b>	<b>Operational definition</b>	<b>Items</b>	<b>Authors</b>
<b>Job satisfaction</b>	Section B measures the level of employees' job satisfaction that influences the turnover intention.	i) My pay is adequate for normal expenses. ii) I am satisfied with my pay. iii) I am paid according to my working experiences.	Adapted from (Smith et. al., 1969) and (Weiss et. al., 1967).
<b>Job security</b>	Questions regarding security within the organization and question on satisfaction with job security that affect intention to turnover.	i) Job security exists in my organization. ii) This organization makes me feel valued. iii) I have adequate information available which enables me to do my job well.	Adapted from (Dominitz et. al., 1996; Manski et. al., 1999) and (Blanchflower et. al., 1999).
<b>Working Environment</b>	Section C measures satisfaction level on present job and ratings towards the organization.	i) How satisfied you are with your present job. ii) What is your rating of your colleagues. iii) What is your rating of the top management.	Adapted from Minnesota satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967).
<b>Organizational Commitment</b>	The questions measure the level of organizational commitment among the employees.	i) I feel a strong sense of belonging to this organization. ii) I will always talk about my organization to my friends as a great organization to work for. iii) Jumping from one organization to another organization is unethical to me.	Adapted from (Porter et. al; 1974)

<b>Turnover Intention</b>	The last section . measures the attitudes of intention to leave by the employee	i) I often think of leaving my organization. ii) It is very possible that I will look for a new job next year. iii) If I may choose again, I will choose to work for the current organization.	Adapted from Camman, Fichman, Jenkins and Klesh (cited in Chen <i>et al.</i> , 1998).
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### 3.6 TECHNIQUES OF DATA ANALYSIS

The data collected from the respondents were coded and compiled using the IBM Statistical Package for Social Sciences (SPSS) version 20.0 software.

#### 3.6.1 Descriptive Statistics

The purpose of this study was to attain the result of frequency distribution, measures of central tendency and measures of dispersion of variability. In this study, descriptive statistic was used to describe and analyze the basic feature of the data in a study; the gender, race, age, marital status and level of education. The descriptive statistic was conducted by computing the mean scores and standard deviation of each dimension of the variables.



### **3.6.2 Correlations**

The Pearson Product-Moment Correlation was used to understand the direction of the relationship and amount of correlation between the dimensions of independent variables (job satisfaction, job security, working environment and organizational commitment).

### **3.7 CONCLUSION**

In this chapter the research design has been explained in order to give the overall picture of how the study is conducted. It explains on how to obtain the data, the location and the population being studied as well as the test that will be used in order to understand the co-relation research approach in this study. Based on the research methodology discussed in this chapter, the researcher will conduct the data collection in order to be used for the purpose of this study. The findings of the data collected will be discussed in detail in the next chapter.

## **CHAPTER 4**

### **FINDINGS**

#### **4.0 INTRODUCTION**

This chapter presents the results of the data analysis and the elaboration of the obtained results from data analysis. The purpose of this chapter is to report the findings of the research. In fact, this study also aims to achieve the research objectives as well as answers the research questions that were highlighted in chapter one. The collected data are processed using the software SPSS of version 20.0 and represented in the tables. Data were analyzed with the usage of several methods such as: Descriptive Statistics (Frequencies, Mean and Standard Deviation) and Correlation. Analyses of the relationship between the dependent variable (intention to turnover) and the continuous independent variables (such as job satisfaction, job security, working environment and organizational commitment).

#### **4.1 SAMPLE CHARACTERISTIC**

Sets of 180 questionnaires were distributed to the respondents, which were lecturers in private college in Klang Valley. Three weeks gap was given in order to get the feedback from the respondents. Out of 180 questionnaires distributed, 150 were returned, and

are potentially available for analysis. Therefore, only 83% respondents have answered the questionnaire completely.

**Table 4.1: Response Rate**

	<b>Total</b>	<b>%</b>
<b>Questionnaire distributed</b>	<b>180</b>	<b>100</b>
<b>Questionnaire Collected</b>	<b>150</b>	<b>83</b>

## **4.2 DESCRIPTIVE STATISTICS OF DATA COLLECTION**

### **4.2.1 Frequencies**

Descriptive statistics may be particularly useful to make some general observations about the data collected, for example, demographics questions. The demographics factors in this study are gender, age, race, marital status and highest education level. Basically, descriptive statistics for a single variable are provided by frequencies. Table 4.2 to Table 4.6 explained about demographic frequencies of respondents.

**Table 4.2: Frequency Distribution - Gender**

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	34.0	34.0	34.0
	Female	99	66.0	66.0	100.0
	Total	150	100.0	100.0	

Out of 150 respondents, about 51 or 34% of the lecturers in the private college in the private college are male, the rest are female which represent 99 or 66%. Table 4.2 above shows the distribution of gender in this study.

**Table 4.3: Frequency Distribution - Race**

		Race			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	117	78.0	78.0	78.0
	Chinese	20	13.3	13.3	91.3
	Indian	12	8.0	8.0	99.3
	Others	1	.7	.7	100.0
	Total	150	100.0	100.0	

Table 4.3 shows the frequency distribution for race group in the study. Most of the private college lecturers in this study are Malay which represents 117 or 78% of the population. Meanwhile, Chinese represents 20 or 13.3%, Indian 12 or 8% and others only 1 lecturer which represent 0.7%.

**Table 4.4: Frequency Distribution - Age**

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30 years	102	68.0	68.0	68.0
31-40 years	44	29.3	29.3	97.3
41-50 years	2	1.3	1.3	98.7
Above 51 years	2	1.3	1.3	100.0
Total	150	100.0	100.0	

The result of age distributions in Table 4.4 above suggested that the greatest number of the respondents are in their 21-30 (68%) age group followed by respondents aged 31-40 (29.3%), 41-50 (1.3%) and age group above 51 years have a reading of 1.3%.

**Table 4.5: Frequency Distribution - Marital Status**

Marital Status				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	66	44.0	44.0	44.0
Single	83	55.3	55.3	99.3
4	1	.7	.7	100.0
Total	150	100.0	100.0	

Table 4.5 shows that majority of the respondents are single which represent 55.3% that is about 83 people out of 150 respondents. Meanwhile, 66 or 44% of the respondents are married.

**Table 4.6: Frequency Distribution - Qualifications**

Qualifications				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STPM	2	1.3	1.3
	Diploma	12	8.0	9.3
	Tertiary Level	136	90.7	100.0
	Total	150	100.0	100.0

The education level of respondents is as suggested in Table 4.6 above. The highest level of education of respondents shows that 136 or 90.7% and 12 or 8% of the respondents have completed their diploma and tertiary level respectively. Meanwhile 2 or 1.3% of the respondents have completed their STPM education.

#### **4.2.2 Mean and Standard Deviation**

According to Coakes and Steed (2007), descriptive statistics are used to describe, examine and summarize the main features of a collected data quantitatively. Therefore, descriptive statistics are describing what the data shows. Basically, this is the method used to organize, display, describe and explain a set of data with use of tables, graph and summary measures (Norusis, 1999, Johnson and Christense, 2000). Respondents were asked to indicate their perceptions and agreement towards the statement in the questionnaires, using the five Point Likert-Scale answers. The scale were ranged between 1= strongly disagree; to 5 = strongly agree or 1= strongly dissatisfied; 5= strongly satisfied. Based on the score for each statement, researched had found the average score

(mean) for each variables. This value was then categorized to the following categories to indicate their level of perceptions towards all variables: 1.00 to 2.25 = Low; 2.26 to 3.75 = Moderate and 3.76 to 5.00 = High.

It was found in Table 4.7 that most of the variables have moderate mean value. Turnover intention among respondents were high (mean = 4.23, sd = 0.949). This means that the majority of the respondents experienced an intention to quit their job. The variable of job satisfaction perceived a mean value at (mean = 3.00, sd = 0.990). In the job security factor, (mean = 3.34; sd = 0.918); working environment (mean = 3.53, sd = 0.903). On the other hand, organizational commitment also perceived moderate mean value, which is (mean = 3.08; sd = 0.773).

Therefore, it can be concluded that the lecturers do experience an intention to turnover. Working environment factor perceived (mean = 3.53, sd = 0.903) which considered as marginally high value of mean.

**Table 4.7: Descriptive (Mean and Std. Deviation) Analysis of the Variables**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Level</b>
<b>Job Satisfaction</b>	150	3.00	0.990	Moderate
<b>Job Security</b>	150	3.34	0.818	Moderate
<b>Working Environment</b>	150	3.53	0.903	Moderate
<b>Organizational Commitment</b>	150	3.08	0.773	Moderate
<b>Turnover Intention</b>	150	4.23	0.949	High

Table 4.8 to Table 4.12 provide the mean and standard deviation scores of independent variables and dependent variables adopted in this study. Overall, the mean scores for the five scales which consist of 30 items shows a positive means values which ranged from moderate 2.47 (lowest means) to high 4.23 (highest means).



## Job Satisfaction

**Table 4.8: Means and Standard Deviation of Job Satisfaction Items**

<b>Items</b>	<b>Means</b>	<b>Std Deviation</b>
<b>JS1. My pay is adequate for normal expenses</b>	2.99	1.020
<b>JS2. I am satisfied with my pay</b>	2.56	1.020
<b>JS3. I am paid according to my working experiences</b>	2.74	1.039
<b>JS4. Pay is increases depend on my performance</b>	2.47	1.001
<b>JS5. My present job give me a sense of achievement</b>	3.00	0.990

Table 4.8 shows Mean and Standard Deviation scores of Independent Variable “Job Satisfaction”. As tabulated in table 4.8, job satisfaction factor dimension consists of five items These five factors brought a moderate value of mean from 2.47 to 3.00, indicating moderate level of job satisfaction which may lead to turnover intention faced by lecturers in private college in Klang Valley. Item JS4: “*Pay is increases depend on my performance*”; gave a lowest mean reading (mean = 2.47) among other items. This showed that respondents are not really satisfied with the salary range. Even if they are performing very well, there is no rewards in term of appreciation to the staff by the management by revising their salary. This situation have a very high effect to the satisfaction level and if nothing is done by the employer, it will effect the quality of staff performance and lead to intention to quit.

The highest score in this variable is shown in Item JS5 : “*My present job give me a sense of achievement*” with a mean of 3.00. This showed that most of respondents have good feelings towards their profession and their expectation to grow and develop with the organization are very high.

### **Job Security Factor**

**Table 4.9: Means and Standard Deviation of Job Security Items**

<b>Items</b>	<b>Means</b>	<b>Std Deviation</b>
<b>JSEC1. Job security exists in my organization.</b>	2.94	0.921
<b>JSEC2. This organization makes me feel valued.</b>	2.85	0.954
<b>JSEC3. I have adequate information available which enables me to do my job well.</b>	3.34	0.918
<b>JSEC4. Most of the time, I feel fine and satisfied with my current work.</b>	3.13	0.967
<b>JSEC5. The chances for promotions in my organization is fair.</b>	2.49	1.021

Table 4.9 shows the Mean and Standard Deviation scores for variable Job Security Factor. This Security Factor items have means between 2.49 to 3.34. The highest score (mean = 3.34) for this variable are shown in item JSEC3 : “*I have adequate information available which enables me to do my job well.*” This indicated that most of

the respondents believed that they have the access to obtain adequate information which will assist them to carry out their job. However, item JSEC5: “*The chances for promotions in my organization is fair*” has the lowest score for job security factor (mean = 2.49). This findings indicated that the staff do not have a fair chances for promotion and therefore the feelings of unsecured exist in the organization especially for a long term service.

### **Working Environment Factor**

**Table 4.10: Means and Standard Deviation of Working Environment Items**

<b>Items</b>	<b>Means</b>	<b>Std Deviation</b>
<b>WE1. How satisfied you are with your present job.</b>	3.14	0.949
<b>WE2. What is your rating of your colleagues.</b>	3.53	0.903
<b>WE3. What is your rating of the top management.</b>	2.81	0.960
<b>WE4. What is your rating about vision and objectives of the organization.</b>	3.05	0.933
<b>WE5. What is your rating of this organization.</b>	2.83	0.908

Table 4.10 shows the Mean and Standard Deviation scores for variable Working Environment Factor. This Working Environment factor items have means between 2.81 to 3.53. The highest score (mean = 3.53) for this variable are shown in item WE2: “

*What is your rating of your colleagues.*” While the lowest score (mean = 2.81) are shown in item WE3 : “ *What is your rating of the top management.*” From these two findings, it was found that the respondents have good relationships with their colleagues which have contributed to a good working environment. However, with the highest score in item WE3, the respondents showed unsatisfied feelings towards the top management. One of the reasons can be lack of top to bottom communications.

### **Organizational Commitment Factor**

**Table 4.11: Means and Standard Deviation of Organizational Commitment Items**

	<b>Items</b>	<b>Means</b>	<b>Std Deviation</b>
<b>OC1.</b>	<b>I feel a strong sense of belonging to this organization .</b>	3.04	0.955
<b>OC2.</b>	<b>I will always talk about my organization to my friends as a great organization to work for.</b>	2.57	0.979
<b>OC3.</b>	<b>One of the major reason I continue to work for this organization is that leaving would require considerable personal sacrifice and other organizations may not match the overall benefits I have here.</b>	3.08	0.773
<b>OC4.</b>	<b>The main reason I continue to work with this organization because I believe that loyalty is important and therefore feel a sense of moral obligation to remain.</b>	2.99	0.815
<b>OC5.</b>	<b>Jumping from one organization to another organization is unethical to me.</b>	2.95	1.067

As shown in Table 4.11, OC3: “ *One of the major reason I continue to work for this organization is that leaving would require considerable personal sacrifice and other organizations may not match the overall benefits I have here.*” received the highest mean (mean = 3.08); while item OC2 : “*I will always talk about my organization to my friends as a great organization to work for.*” have the lowest moderate mean (2.57). This findings suggested that respondents have a perception towards leaving an organization by considering personal scarification to be made and whether they can get the benefits that they get in the present organization. The lowest mean shows that the respondents seldom talk about the organization that they involved in and this findings suggested that the respondents had built frail relationship in terms of commitment with their organization.

### **Turnover Intention Item**

**Table 4.12: Means and Standard Deviation of Turnover Intention Items**

Items	Means	Std Deviation
<b>TI1. I often think of leaving my organization.</b>	3.30	0.961
<b>TI2. It is very possible that I will look for a new job next year.</b>	3.41	1.017
<b>TI3. If I may choose again, I will choose to work for the current organization.</b>	2.80	0.920
<b>TI4. I would be very happy to spend the rest of my career with my current organization.</b>	2.54	0.967

<b>TI5. I would probably leave the organization once I find a better job.</b>	4.23	0.949
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Table 4.12 shows the mean and standard deviation of dependent variable “Turnover Intention”. Most of the items in this dimension have a moderate value of mean. The lowest score (mean = 2.54) in this dimension is TI4: *“I would be very happy to spend the rest of my career with my current organization.”* This implied that the respondent would not spend their career path for long term with the existing organization. On the contrary, item TI5: *“I would probably leave the organization once I find a better job”*. holds the highest mean value with (mean = 4.23). This result denotes most of the respondents are willing to quit once they get a better job.

### 4.3 CORRELATION ANALYSIS

Pearson Product Moment Correlation Analysis is used to determine the level of correlation between independent variables and dependent variable. Table 4.13 shows the scale that describes the strength of relationships between independent variables and dependent variable. In this analysis also, research objectives are tested to distinguish the significant relationship between two variables.

**Table 4.13: Pearson's Correlation Scale**

<b>Pearson Indication</b>	<b>R</b>
<b>Between <math>\pm 0.80</math> to <math>\pm 1.00</math> Correlation</b>	<b>High</b>
<b>Between <math>\pm 0.60</math> to <math>\pm 0.79</math> Correlation</b>	<b>Moderately High</b>
<b>Between <math>\pm 0.40</math> to <math>\pm 0.59</math> Correlation</b>	<b>Moderately</b>
<b>Between <math>\pm 0.20</math> to <math>\pm 0.39</math> Correlation</b>	<b>Low</b>
<b>Between <math>\pm 0.10</math> to <math>\pm 0.19</math> Correlation</b>	<b>Negligible</b>

### 4.3.1 Hypotheses Testing

Hypothesis is a statement that the researcher sets whether to accept or reject based on data collection method. Below are the hypotheses that were used in the analysis. This study used correlation analysis method to test the entire hypothesis. Pearson Correlation Method had been selected for this purpose since there are two variables in an interval scale. The results are shown in Table 4.14 to Table 4.17

#### *Hypothesis 1*

Among four hypothesis that were developed earlier, the first hypothesis is to examine the relationship between job satisfaction variable and intention to turnover level among lecturers in private college in Klang Valley.

**H1: *There is a relationship between job satisfactions with intention to turnover.***

Table 4.14 shows the results of Pearson Correlation test that has been conducted between dimensions of Intention to Turnover and Job Satisfaction factor. The results revealed that there is an existence of significant value between these two dimensions as the p value is smaller than significant value, ( $p < 0.05$ ) and H1 is accepted. In addition, there is a low correlation between these two dimensions as correlation coefficient is at ( $r = -0.392$ ). Therefore job satisfaction is found to have significant relationship with intention to turnover.



**Table 4.14: Correlation between Turnover Intention and Job Satisfaction Factor**

		<b>Turnover Intention</b>
	<b>Pearson Correlation</b>	<b>-0.392</b>
<b>Job Satisfaction</b>	<b>Sig. (2-tailed)</b>	<b>.000</b>
	<b>N</b>	<b>150</b>

*Hypothesis 2*

*H2: There is a relationship between job security with intention to turnover*

Table 4.15 shows the results of Pearson Correlation test that has been conducted between dimensions of Intention to Turnover and Job Security factor. The results revealed that there is an existence of significant value between these two dimensions as the p value is smaller than significant value, ( $p < 0.05$ ) and H2 is accepted. In addition, there is a moderately correlation between these two dimensions as correlation coefficient is at ( $r = -0.440$ ). Therefore job security is found to have significant relationship with intention to turnover.

**Table 4.15: Correlation between Turnover Intention and Job Security Factor**

		<b>Turnover Intention</b>
	<b>Pearson Correlation</b>	<b>-0.440</b>
<b>Job Security</b>	<b>Sig. (2-tailed)</b>	<b>.000</b>
	<b>N</b>	<b>150</b>

***Hypothesis 3***

***H3 : There is a relationship between working environment with intention to turnover.***

Table 4.16 shows the results of Pearson Correlation test that has been conducted between dimensions of Intention to Turnover and Working Environment factor. The results revealed that there is an existence of significant value between these two dimensions as the p value is smaller than significant value, ( $p < 0.05$ ) and H3 is accepted. In addition, there is a moderately correlation between these two dimensions as correlation coefficient is at ( $r = -0.458$ ). Therefore working environment is found to have significant relationship with intention to turnover.

**Table 4.16: Correlation between Turnover Intention and Working Environment Factor**

		<b>Turnover Intention</b>
	<b>Pearson Correlation</b>	<b>-0.458</b>
<b>Working Environment</b>	<b>Sig. (2-tailed)</b>	<b>.000</b>
	<b>N</b>	<b>150</b>

***Hypothesis 4***

***H4: There is a relationship between organizational commitment with intention to turnover.***

Table 4.17 shows the results of Pearson Correlation test that has been conducted between dimensions of Intention to Turnover and Organizational Commitment factor. The results revealed that there is an existence of significant value between these two dimensions as the p value is smaller than significant value, ( $p < 0.05$ ) and H4 is accepted. In addition, there is a moderately correlation between these two dimensions as correlation coefficient is at ( $r = -0.474$ ). Therefore organizational commitment is found to have significant relationship with intention to turnover.

**Table 4.17: Correlation between Turnover Intention and Organizational Commitment Factor**

	<b>Turnover Intention</b>	
	<b>Pearson Correlation</b>	<b>-0.474</b>
<b>Organizational Commitment</b>	<b>Sig. (2-tailed)</b>	<b>.000</b>
	<b>N</b>	<b>150</b>

Overall, these findings suggested that intention to turnover exist in all the four factors indicated as independent variables in this study. All the four independent variable factors showed significant relationship with the dependant variable (Turnover Intention). Among the independent variables, organizational commitment has the highest negative correlation in explaining turnover intention at (-0.474), followed by Working Environment (-0.458), Job Security (-0.440) and Job Satisfaction (-0.392). This means that intention to turnover is low among those respondents with high organizational commitment. Similarly, it can be concluded that turnover intention is low among those with high job satisfaction, high job security, good working environment and high organizational commitment. In order to reduce turnover intention among lecturers in private college, the management must restructure their organization and increase the strength in terms of commitment and built good relationship between employee-employer. Summary Result of Hypotheses Testing are shown in Table 4.18.

**Table 4.18: Summary Result of Hypotheses Testing**

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<b>Hypothesis</b>		<b>Outcome</b>
<b>H1</b>	<i>There is a relationship between job satisfactions with intention to turnover.</i>	<b>Supported</b>
<b>H2</b>	<i>There is a relationship between job security with intention to turnover</i>	<b>Supported</b>
<b>H3</b>	<i>There is a relationship between working environment with intention to turnover</i>	<b>Supported</b>
<b>H4</b>	<i>There is a relationship between organizational commitment with intention to turnover</i>	<b>Supported</b>

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#### **4.4 CONCLUSION**

In this study, 150 respondents were involved where most of them were female. Majority of the respondents in this study are age between 21-30 years old. Findings to turnover intention among the respondents as an overall is moderate. Findings also revealed that organizational commitment factor has the highest significant relationship to turnover intention level. In addition, relationship variable of organizational commitment factor has greater impact towards turnover intention as compared to other variables. This finding indicated that lecturers in private college in Klang Valley experience a low organizational commitment which lead to intention to turnover.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

The chapter will summarize and conclude the findings of the study. It also includes limitation of the research and some recommendations for future research. The report ends with the conclusion of the study.

#### **5.1 FINDINGS**

The present study measured the job satisfaction, job security, working environment and organizational commitment and turnover intention among lecturers in private college in Klang Valley. The research instrumentation was a 30 items of questionnaire which was delivered to the respondents. The questionnaire was designed to collect the following information;- 1) Personal Characteristics; 2) Job Satisfaction; 3) Job Security; 4) Working Environment; 5) Organizational Commitment and 6) Turnover Intention. The data collected were analysed using SPSS Version 20.0. The inventory of Job Satisfaction and Job Security was based on Job Descriptive Index (JDI) adopted from (Smith et.al., 1969) and the Minnesota Satisfaction Questionnaire (Weiss, et. al., 1967); whereas for Working Environment, Organizational Commitment and Turnover Intention, the inventory were adapted from (Dominitz et. al., 1996; Manski et. al., 1999) and

(Blanchflower et. al., 1999). All dimensions in the independent variables were selected because they have previously identified as those likely to have greatest impact on other variables. Lecturers in private college in Klang Valley was selected as scope of study to examine the affect of job satisfaction, job security, working environment, organizational commitment and turnover intention. Out of 180 questionnaires distributed, the researcher managed to collect back 150 questionnaires. Indeed, it has met the criteria suggested by Cohen (1969) and Krejcie and Morgan (1970) in Sekaran (2003) which suggested scientific guidelines for sample size decision as to ensure precision and confidence in determining the sample size. The four variables were selected because there are the most common variables in an organisation that will cause satisfaction of the workers and give effect to turnover intention.

After analysing the data, the researcher found out that all four factors showed significant relationships with turnover intention. Thus, hypothesis one to four were substantial which showed that all the four variables tested in this study have an effect to influence the intention of workers to leave the organisation. In this study, organizational commitment was the dominant factor among the four significant factors in influencing the turnover intention. This support the Two-factors Theory of Frederick Herzberg that supervisor could influence the satisfaction of the workers, provided that the selected supervisor has the right attitudes and quality as a leader. Maslow's Hierarchy of Need Theory also support that some need have to be fulfilled in order to survive, meaning, with lack of job satisfaction, no security in the job itself, a bad working environment and lack of organizational commitment would increase the intention level of an employee to leave



the company. It is possible when employees judged an organisation to be providing good supervision, positive feelings of well being will be created. This is likely to stimulate them to reciprocate by increasing their sense of obligation to the organization.

## **5.2 LIMITATION OF THE RESEARCH**

The findings were based on a sample of 150 respondents. The sample size was considered small to represent the population. The study is a cross-sectional study. It is known that the findings could differ from other designs such as longitudinal or time-series studies. The respondents' career advancement and its contributing factors were identified based on self-reported data. Therefore, this has resulted in some common method variance. Additionally, data accuracy would depend on the respondents' willingness and honesty in answering all the questions. However, to assist respondents in answering the items and to avoid respondents' biasness, detailed instructions were given in each section including the meaning of key terms used in the questionnaire.

## **5.3 RECOMMENDATIONS FOR FUTURE RESEARCH**

The present research used correlation and cross-sectional design where the data were collected at one point in time. Future research should consider longitudinal or time-series studies. It is also essential to consider other variables such as socio-political and developmental variables that influence career advancement of academics because of the present concerns of globalization and liberalization of higher education in Malaysia. A

comparative study involving academics in private and public universities is also worth studying in the future.

#### **5.4 CONCLUSION**

Overall, the outcomes of this study showed that there was a significant relationship between job satisfaction, job security, working environment, organizational commitment and intention to leave. Even though similar study was done by other researcher, this study was more focused and specific to private college in Klang Valley. Therefore, this study had no similarity to previous study. The purpose of this study is to examine the relationship between the four factors and intention to leave. The outcome of the investigation has provided an idea to the organization in order to implement the best way in reducing level of intention to leave among lecturers in private college in Klang Valley. From the correlation analysis, it was shown that there was significant relationship between the four factors; job satisfaction, job security, working environment, organizational commitment and intention to leave. The findings of the study do have implication to an organization. An organization is a place where career advancement takes place. Providing organizational support such as in the forms of flexibility in work, promotional structure, career planning and rewards and offers more practical implications will certainly help in the career planning of the academics and make the private colleges an attractive place to build their careers. Therefore the employer and the management should focus on employees satisfaction, provide good working environment, job security and organizational commitment that would reduce the level of intention to turnover among the staff.

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