Universiti Utara Malaysia

ROLE OVERLOAD, LEADER FACILITATION, WORKGROUP SUPPORT, EMPLOYEE RECOGNITION AND TURNOVER INTENTION AMONG LECTURERS IN PRIVATE UNIVERSITY COLLEGES IN NEGERI SEMBILAN.

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MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
MARCH 2017

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Thesis submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
In Partial Fulfillment of the Requirements for the Master of Human Resource Management.

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Othman Yeop Abdullah
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ABSTRACT

Retaining talented lectures in Private Higher Education Institutions (PHEI) become an alarming issue for the PHEI's managements. Lectures face many difficulties in private higher education institutions compare to public higher education institutions. Some scholars have come up with several factors that could provide the impact on turnover intention. However, studies on the impact of role overload, leader facilitation, workgroup support and employee recognition towards turnover intention specifically among PHEIs' lectures were very limited. The objective of this study is to identify the role overload, leader facilitation, workgroup support and employee recognition that affect turnover intention among PHEIs lectures in Negeri Sembilan. Research data were obtained from two PHEIs in Negeri Sembilan; Inti International University Nilai and KTG Education Group in Mantin. Total five hypotheses were developed in this study. The quantitative research design used to collect the data. Information was collected through questionnaires and was analyzed by using Statistical Package for Social Science (SPSS) version 16.0. Total 152 respondents were involved in this study. Cross sectional research method has been used to synthesis less biased and more accurate result. This research applied descriptive statistics, reliability analysis and inferential analysis to determine the relationship among the variables. Based on the correlation analysis, it has found that role overload and turnover intention shows a positive relationship ($r = .725^{**}$, $p \leq 0.01$). Meanwhile, leader facilitation ($r = -.669^{**}$, $p \leq 0.01$), workgroup support ($r = -.750^{**}$, $p \leq 0.01$) and employee recognition ($r = -.801^{**}$, $p \leq 0.01$) shows negative relationship. The coefficient of determination value ($R^2 = 0.709$) and indicated that role overload, leader facilitation, workgroup support and employee recognition have contributed 70% to the lecturers' turnover intention in PHEI in Negeri Sembilan. Based on multiple regression analysis result, it has found that employee recognition (β -.420, $p \leq 0.00$) has the most significant relationship and reported as high contributor for employee turnover intention. Meanwhile, the second highest contributing factor is role overload (β .232, $p \leq 0.04$) and following by workgroup support (β -. 195, $p \leq 0.17$). The factor that least contributed for employee turnover intention among (PHEI) in Negeri Sembilan is leader facilitation (β -.086, $p \leq 0.246$). This research study has come up with appropriate suggestions for the (PHEI) management and insights for future researchers and for better researches. This research had fulfilled the objectives set earlier by the researcher.

Keywords: Turnover intention, role overload, leader facilitation, workgroup support, employee recognition, lecturer and Private Higher Education Institution (PHEI).

ABSTRAK

Mengekalkan pesyarah berbakat di Institut Pengajian Tinggi Swasta (IPTS) menjadi isu yang membimbangkan kepada pihak pengurusan IPTS. Pesyarah menghadapi banyak kesukaran di Institusi Pengajian Tinggi Swasta (IPTS) berbanding dengan Institusi Pengajian Tinggi Awam (IPTA). Sebahagian ahli falsafah telah membincangkan beberapa factor yang boleh memberi kesan ke atas kadar pusing ganti pekerja. Namun, kajian ini mengkaji mengenai bebanan kerja, fasilitasi pemimpin, sokongan kumpulan pekerja dan pengiktirafan pekerja terhadap kadar pusingan ganti pekerja khususnya di kalangan pensyarah swasta adalah terhad. Objektif kajian ini adalah untuk mengenal pasti bebanan pekerja, fasilitasi pemimpin, sokongan kumpulan perkerja, dan pengiktirafan pekerja yang memberi kesan kepada kadar pusing ganti pekerja di kalangan pesyarah Institusi Pengajian Tinggi Swasta (IPTS) di Negeri Sembilan. Kajian ini telah menperolehi data daripada dua (IPTS) di Negeri Sembilan ; Inti International University Nilai dan KTG Education Group in Mantin. Jumlah lima hipotesis telah digunakan dalam kajian ini. Kajian ini mengunakan cara kuantitatif untuk mengumpul data. Maklumat dikumpul melalui soal selidik dan dianalisis dengan menggunakan SPSS versi 16.0. Jumlah 152 responden terlibat dalam kajian ini. Kaedah penyelidikan keratan rentas telah digunakan untuk sintesis maklumat yang sahih dan tepat. Kajian ini telah menggunakan statistic deskriptif, analysis kebolehpercayaan, analisis inferensi untuk menentukan hubungan antara pembolehubah. Berdasarkan analisis korelasi, bebanan pekerja ($r = .725^{**}$, $p \leq 0.01$) dan kadar pusing ganti pekerja menunjukkan hubungan positif. Manakala, fasilitasi pemimpin ($r = -.669^{**}$, $p \leq 0.01$), sokongan kumpulan pekerja ($r = -.750^{**}$, $p \leq 0.01$) dan pengiktirafan pekerja ($r = -.801^{**}$, $p \leq 0.01$) menunjukan hubungan negative dengan kadar pusing ganti pekerja. Nilai ($R^2 = 0.709$) menunjukan bebanan pekerja, fasilitasi pemimpin, sokongan kumpulan pekerja dan pengiktirafan pekerja telah menyumbang 70% kepada pusingan ganti pekerja di kalangan pesyarah IPTS di Negeri Sembilan. Hasil daripada analisis berganda yang digunakan mendapati faktor pengiktirafan pekerja (β -.420, $p \leq 0.00$) menunjukan hubungan tertinggi daripada factor-factor lain. Manakala, yang kedua tertinggi adalah bebana kerja (β .232, $p \leq 0.04$) dan seterusnya adalah sokongan kumpulan kerja (β -.195, $p \leq 0.17$).Factor yang kurang menyumbang kepada kadar pusingan ganti pekerja di kalangan pesyarah (IPTS) di Negeri Sembilan adalah fasilitasi pemimpin iaitu (β -.086, $p \leq 0.246$).Kajian ini turut dimuatkan juga dengan cadangan-cadangan yang bersesuai dengan pihak pengurusan (IPTS) dan juga pengkaji yang akan datang supaya hasil kajian yang diperolehi lebih baik. Kajian ini telah menepati objective yang ditetapkan iaitu mengenal pasti faktor-faktor psikologi yang mempengaruhi kadar pusingan ganti kerja di kalangan pesyarah (IPTS) di Negeri Sembilan.

Kata kunci: Kadar pusingan ganti kerja, bebanan peranan, bantuan pemimpin, sokongan kumpulan kerja, pengiktirafan pekerja, pensyarah dan Institut Pengajian Tinggi Swasta (IPTS).

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS

Description of Abbreviation	**Abbreviation**
Public Institution of Higher Education	PIHE
Private Higher Education institution	PHEI
Higher Institution Centre of Excellence	HICoE
Higher Education Institution	HEI
United Nations Educational, Scientific and Cultural Organization	UNESCO
University Council for Educational Administration	UCEA
Key Performance Indicator	KPI
Malaysian Qualification Registry Agency	MQA
Human Resource	HR
Leader Member Exchange	LMX
Standard Deviation	SD
Kaiser Meyer Olkin	KMO

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Employee turnover rate keeps increasing rapidly and grow into, full of forces in this highly globalize and the internationalized market environment. Most of the organizations are strengthening their human capital management in order to face massive talent war. Retaining talented professionals become the biggest challenge in a competitive job market. Many scholars has discussed about employee turnover intention. According to Calisir (2011), an organization that encounters high employee turnover may impact the excellence and capacity of the production outcome. In spite of that, each organization is competing to provide better offers and working environment to keep their talented professionals. Advance job market offering keep influencing professionals to obtain a better platform to invest their endowments.

Based on Wright and Bonett (2007) workers intention to quit can be segregated into voluntary and involuntary turnover. Generally, voluntary or intentional turnover happen because employee want to leave the organization due to several factors. While, involuntary turnover occurs because of the situations and it is beyond the employee's control. Employees were requested to leave the organization for several reasons such as; retrenchment, layoff, termination and dismissal. Employee voluntary turnover considered as a key problem of many organization either profit or non- profit (Chan, 2010). Recently Fortune magazine had released an article linked to employee turnover intention and stated that, hiring a rainbow of employees is an important goal, but attaining it doesn't actually matter if most of those end up leaving because of their new

found employer is welcoming once they're in spite of appearance (Kokalitcheva, 2015). Choice to quit from organization inclined by two factors; perceived ease of motion and perceived desirability of movement (Trevor, 2001; Morrell *et al.* 2004; Abdullah *et al.* 2012). Perceived ease of motion means the available alternative job opportunity in job market. While, perceived desirability of movement means factors that impact employee motivation and job satisfaction.

According to statistics of Labor Force, Department of Statistic Malaysia (2015), staff retention become a key concern for Malaysian employees as 44% of professionals expected to leave their current role in the next 12 months. Another 40% of professionals stated that will remain in current role for next 1 to 3 years. Based on staffs' intentional report, only 3% of employees remain in their current role for more than 10 years. Almost 44% of employees remain in their current role for less than 1 year and 40% of them remain 1 to 3 years (Michael, 2015). Most of the professionals look for new job because of various reasons such as future career progression, increase in salary, workplace flexibility, to attain promotion and seniority purpose and company brand and reputation. In facts, academicians and industrial professionals try to analyze and find out a way to retain employee in an organization. (Ferrell *et al.* 2008).

Malaysian higher education philosophy plays a central role in economic growth and national development. Highly educated nation enjoy the economic prosperity and hold a good status in society. Higher education system in Malaysia has varied and stretched its reach and coverage over the year quite significantly. Generally, academic sector is considered as one of the crucial key regions which may help in changing Malaysia from developing country to developed country by the year of 2020. According to Ministry of

Higher Education (MOHE), Malaysian higher education can be classified into five main categories such as; Public Institution of Higher Nation, Private Higher Education Institution (PHEI), Polytechnics, Community College and Higher Institution Centre of Excellence (HICoE).

PHEIs become more famous than Public Institution of Higher Nation. The creation of privatized university and colleges comes under the Private Higher Education Act 1996 which was accredited the PHEIs to confer their own academic qualification such as; Certification, Foundation, Diploma Higher National (HND), Diploma, Degree programs, Master, Doctor of Business Administration (DBA) and Doctor of Philosophy (PHD). PHEIs are encompasses with local students and foreign students. As per factual information gathered by Chong and Amli (2003) the amount of foreign student expended from 27,872 in 2002 to 86,919 in 2010. Recently Malaysia was ranked 12th place in the global for having high volume of international students of total 63,625 (UNESCO, 2014). Most of the students enrolled in Malaysia are from Nigeria, Indonesia, Africa, Afghanistan, Bangladesh, China, India and Saudi Arabia. According to Sarjit (2008), the establishment of PHEI has prepared Malaysian higher education system more varied in supplying the methods of learning to the students.

Granting to the report prepared by the University and College Employers Association (UCEA) on workers employment in United Kingdom exposed that majority of private education institution have come across staffing and withholding employee problems. According to Zakaria, Jidi, Zani, Mislan and Eshak (2014) the academic staffs turnover rate in PHEIs is at an alarming rate, in line with the research made, where the job mobility of private higher education academicians has becoming an issue for the

institution. According to Ongori (2007), mentioned that, employing talented and excellent lecturer is stimulating and it is not simple to recruit them.

Independent variables have been testified that management and professional level of employees' turnover keep growing globally (Birdir, 2002; Alan, Radzi & Hemdi, 2008). According to Malaysian Insider (2014), nearly seventy percent (70%) of employees are waiting to depart their jobs for better careers. Meanwhile, most of employee felt that the Malaysian economy would remain static despite the uncertain global economic system. Therefore, most of lecturers and academic staff do not afraid to resign their job and find the new one.

Besides that, PHEIs' management faces complications to retain lecturers due to demand and opportunity factors, which become a reason for lecturers to leave the institutions. The rapid process of transformation in the education system, create more challenging roles for PHEIs academician such as teaching, research writing, participating in conferences, mentoring, invigilation and other administrative work. This point supported by Altbach (2005), who argues that academic challenges are very complex. The challenges include changes in the environment, manpower and expertise need, new policy development, technology creation, and research and development emphasis, establishment of new higher education institutions including the private ones.

Therefore, those changes and challenges have certainly compressed the academic turnover intention in the PHEIs. According to Narimawati (2007), working as a lecturer in private higher education institutions becomes less popular work. Moreover, PHEI's lectures do not have the chance to show their maximum capability and expertise due to

varied reasons such as; super pack time table, financial insufficiency, limited time frame, low salary, insecure employability and customer centric management.

Based on previous researchers in Malaysia, much attention has been given for impact of turnover intention in PHEIs (Awang *et al*. 2013). Factors that could predict to lecturer turnover intention are combine effects of social factors, economic factors, and psychological factors. Lectures intent to quit their current job due to poor workplace wellbeing, lack in career development and lower employee empowerment (Van, 2010), job satisfaction and organizational culture (Medina, 2012), democratic antecedes; gender, education level, marital status, age (Choong *et al*.2013) and expectation of young academicians towards the workplace in order to cross sectional and longitudinal study recommended having better result and understanding on employee turnover intention (Hongvichit, 2015).

1.2 Problem Statement

Talent retention becomes a challenging issue for PHEIs in Malaysia. Lecturers are the backbone of the PHEIs' success and students' development. According to pay scale of human capital national average pay for lectures per annum is RM51, 000. In current economic condition even though most of PHEIs' lecturers are obtaining reasonable salary scale, they are still having the intention to quit from their current job. According to Malaysia Higher Education Blueprint (2015-2025), rigid career development pathways control the degree to which higher learning institutions are able to attract, recruit, and retain the best talents. The PHEIs facing insufficient of specialized academicians on focus areas.

Lectures find difficult to work with private higher education institutions compare with public higher education institution. There are several reasons affecting PHEIs lectures' job satisfaction. In privatized institutions' management more focused on generating and disseminating knowledge in order to generate profit rather than on enlightening society. PHEIs sometime exceed their capacity and resources by accepting more students to maximize profit. They more focus on customer and pleasing their stakeholders. PHEIs practice adopt policy to serve the customer the best and strive for the excellence. In PHEIs power shifted from faculty to the centralized management.

There are some alteration in the role of lecturers from a scholar to an entrepreneur who brings research grants and contracts. The cult of efficiency has led to increasing financial pressure to 'do more with less' and can classify as minimize resource and maximize profit. Most of academic staffs no longer hold a permanent position in PHEIs. The PHEIs management prefers to hire independent lectures under contract basis for increase their autonomy. Lectures contract renewed based on their performance and key performance indicator (KPI) achievement. At first PHEIs lectures agree for contact basis employment. After few years of employment lecturers feel insecure work with PHEIs due to job security. Lecturers' feel insecure, loss trust and hope. PHEIs lecturers' psychological contract is not abide with their job and cause detachment.

Disengaged employees will cost organization more with lower productivity, high absenteeism and intention to leave the organization. (Makhbul, Rahid & Hasun, 2011; Andrew & Sofian, 2012; Karatepe, 2013). Employee engagement among academic staffs are declining due to the tendency of both institutions and lecturers being more materialistic (Saks, 2006; Bhattacharya *et al*. 2012). Most of Malaysian literatures has been identified that turnover intention among lecturers occurs due of disengaged employment (Moy, 2015), demanding environment (Noor, 2011), new policy by new management and high commitment (Awang & Ahmad, 2010) in PHEIs.

Turnover intention negatively impacted the PHEIs because all the knowledge and skills being freeze and ready to leave the institutions together with the lecturers. Many researches have done to investigate private institutions lectures' turnover intention. However there are lacking in examining the relationship among role overload, leader facilitation, workgroup support, and employee recognition and turnover intention among PHEIs lectures in Malaysia. This study was conducted towards explore association among role overload, leader facilitation, workgroup support, employee recognition and turnover intention among PHEI's lectures. This research grants explanation, knowledge and analysis on the independent variables and the effect to lecturers' turnover intention. Optimistically, appropriate solutions together with suggestions were provided to improve and reduce the effects of psychological factors and turnover intention among lectures.

1.3 Research Questions

This research has developed five research questions to achieve the objectives of this study.

1. Is there a relationship between role overload and turnover intention among the PHEIs lecturers in Negeri Sembilan?

2. Is there a relationship between leader facilitations and turnover intention among the PHEIs lecturers in Negeri Sembilan?

3. Is there a relationship between workgroup support and turnover intention among the PHEIs lecturers in Negeri Sembilan?

4. Is there a relationship between employee recognition and turnover intention among the PHEIs lecturers in Negeri Sembilan?

5. What are the effects of role overload, leader facilitation, and workgroup support and employee recognition to turnover intention among PHEIs lecturers in Negeri Sembilan?

1.4 Research Objectives

The crucial objectives of this research are to identify the relationship and effects of role overload, leader facilitation, workgroup support and employee recognition on turnover intention among PHEIs lectures in Negeri Sembilan. The specific objectives of this study are as follows;

1. To identify the relationship between role overload and turnover intention among PHEIs lecturers in Negeri Sembilan .

2. To identify the relationship between leader facilitations and turnover intention among PHEIs lectures in Negeri Sembilan.

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3. To identify the relationship between workgroup support and turnover intention among PHEIs lectures in Negeri Sembilan.

4. To identify the relationship between employee recognition and turnover intention among PHEIs lectures in Negeri Sembilan.

5. To identify the effects of role overload, leader facilitation, workgroup support and employee recognition on turnover intention among PHEIs in Negeri Sembilan.

1.5 Significant of Study.

This study investigated some input related to turnover intention among PHEIs' lectures. Firstly this study aimed to analyze the; role overload, leader facilitation, workgroup support and employee recognition that leads to lectures turnover intention. This research helps to identify the effects of role overload, leader facilitation, and workgroup support and employee recognition in PHEIs lecturers. The research outcomes has provided additional insights regarding role overload, leader facilitation, workgroup support and employee recognition which effect the motivation and job satisfaction level of lecturers. By integrating these four variables, outcomes of this study would cultivate the existing knowledge in the area of turnover intention studies.

This research provides some practical input for the private higher education institutes and organizations. This research finding has identified solutions for turnover intention issue which rapidly occurs in PHEIs. Meanwhile this research may come up with proper retention strategy and efforts. Moreover, through the chosen questionnaires, PHEIs able to identify the gap in current human resource management practices and evolve new strategy for talent retention. It will a provide information's which may help and support

the PHEIs and other organizations. This research had come up with some innovative and potential solution for retaining the talented lecturers.

In term of scholar, this research helps other researcher to understand the causes and trends of turnover intention among PHEIs lectures. Though various studies have been done to test the association but less study conducted in private higher education institutions' lectures. This study expected to be as reference for future researches. In addition, this study also has provided some important insight of role overload, leader facilitation, and workgroup support and employee recognition for future researchers.

1.6 Scope of the Study.

This research intended to identify and gain better understanding of the connection between role overload, leader facilitation, workgroup support, employee recognition and their influence on turnover intention among lectures who working in PHEIs at Negeri Sembilan. The sample populations for this research are lecturers who work at PHEIs in Negeri Sembilan. The main reason for choose this location because recently, more new PHEIs growing like a mushroom in Negeri Sembilan. There are many PHEIs in Negeri Sembilan; KTG education group formally known as Legenda group of colleges, Inti University Nilai, University Sais Islam Malaysia (USIM), Kolej Tafe Seremban, Cosmopoint, Nilai University and International Manipal University. Most of these private university colleges had registered under the Malaysian Qualification Registry Agency (MQA). The researcher had approach KTG Education Group, Inti University Nilai, University Sains Islam Malaysia (USIM), Kolej Tafe and Nilai University. Many talented academic staffs are engaged with selected private higher education institutions in Negeri Sembilan. The four variables; role overload, leader

facilitations and support, workgroup support and employee recognition linked appropriately to the chosen PHEIs in Negeri Sembilan.

1.7 Organization of Thesis

Mainly, five (5) chapters cover on this study. First chapter presented the overview of the topic clearly. Then continue with the background of research, outline the problem statement, research objectives, research questions, significant of the study and the scope of study have been identified and explained. Furthermore, chapter 2, discussed about the literature review on dependent variable (turnover intention) and the four independent variables (role overload, leader facilitations and support, workgroup support and employee recognition) of past studies. Meanwhile, chapter 3 explained the method apply in the study; theoretical framework, hypothesis development, instrument, measurements, and statistical tools to analyze the result. Chapter 4 discussed the data analysis and findings of the study. Finally, chapter 5 covered the discussion, implications, recommendation for future study, limitation and conclusion. An overall summary for each of the research questions and research objectives will also be made.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The second chapter discuss about the literature review regarding the research project in detail. This chapter discusses about the past researches related to turnover intention (dependable variables) and role overload, leader facilitations, workgroup support and employee recognition (independent variables).

2.2 Turnover Intention

Employee turnover intention describes as the plan of worker to leave the organization. (Kaur, Mohindru & Pankaj, 2013). According to Elizabeth (2012), turnover intention is label as anticipation of a worker to find a better profession as soon as possible. Plenty of scholars has identified the term of turnover intention into several element. Turnover intention had articulated by many scholars and many terms had used such as intent to quit, intention to leave, and intent to turnover (Takase, 2010). All those terms are related with the same issue which representing to an employee's plan for quit the current job and finds another job in the near future based on employee's own assessment to quit a corporation voluntarily. Based on pass researches, (Meeusen *et al*. 2011) defined turnover intention as an insolence of employee that change earlier to the decision of turnover.

Turnover intention can be branded to seven types; external turnover, internal turnover, voluntary turnover, involuntary turnover, functional turnover, dysfunctional turnover and lastly actual turnover. According to International Council of Nurses (2010), exterior turnover discuss about the quantity of individuals who leave an organization for variety

of reasons. In the meantime, interior turnover which include work changes inside an organization. Expectation to leave is emphatically identified with real turnover (Noor & Maad, 2008). Many researches have discussed about voluntary and involuntary turnover. Involuntary turnover refer to employee who departed and it is included those who force resigns, layoffs, terminates, retrenchment and retires (Marcia, 2011).

According to Thomas (2009), involuntary refer to an employee's who discharge by the organization. In other word involuntary turnover replicates correcting the bad hiring decision earlier made by the management. While voluntary turnover happen when employee feel frustrated on their job because of the poor management, poor leader facilitation, work environment, workload and poor recognition. Individuals ponder individual turnover to be pretentious by attractiveness of current position and the availability of opportunity. Turnover intention also can be describe as afford of workers to find betterment in their career life (Spereitzer & Mishra, 2002). According to Qureshi *et al*. (2013) most believed that majority of employees that involve in voluntary turnover intention are the employees with high competencies from executive positions and above. Turnover can be classified as functional turnover and dysfunctional turnover.

According to Morrell (2001), it is important for a manager to identify whether an employee turnover provide a chance to attain more productive employee in future (functional turnover) or push them to rearrange the current work setting (dysfunctional turnover). Dysfunctional turnover refer to employee who wish to quit the organization even the management not willing to lose them. Functional turnover refer to employee who want to leave the organization, and the management is not worried of it.

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Organization tends to have a negative judgment of an individual. In the other way, actual turnover classified as sensible and cautious desire to leave the organization in future and its can be classify as the end of logical decision making process (Fah *et al*. 2010).

Turnover intention is unclear like actual turnover. Turnover intention is said to be the forecaster of real turnover, as it is detected, there is an association exists between turnover intention and actual turnover (Rilovick, 2005). Employees may have turnover intention before actual resignation. Employee intentionally will lower the process and performance in their workplace. According to the Theory of Planned Behavior (Ajzen, 1991), the turnover intention developed is said to be a precise indicator of the consequent behavior, in which, referring to turnover. It can also be articulated that turnover intention is the antecedent for actual turnover behavior as intention is said to be the most immediate determinants of actual behavior (Alam & Mohammad, 2010; Makhbul, Rahid & Hasun, 2011).

According to Sousa-Poza (2004), turnover intention means forcing the employee themselves to leave from the existing job within a specific time frame, whereby it shows guide sign to real turnover. Turnover intention are positively related with actual leaving. This statement supported by (Brunetto *et al*. 2012) turnover intention was reported to be highly correlated with actual turnover.Turnover intention can be clarified as employee's methodology towards making their own decision to depart from the job and organization (Awang *et al*. 2013). Employee turnover is customarily defined as the collective number of employees that leave an organization in a certain time period and the turnover rate is the total number of employees that leave the organization to the total

number of employees within the organization, often measured over one year (Hausknecht & Trevor, 2011). All types of turnover at the end contribute to actual turnover in an organization.

2.2.1 Variables Related to Turnover Intention.

Nowadays, Human Resource Department gives importance on employee turnover intention. Many researches has been done associate with employee turnover intention. According to Hei, Addullah and Abdul Rahman (2011) the expecting factors for intention to quit is miscellaneous for every period of advancement. Most likely to leaves the organizations are those most talented and smartest employees within the group (Abbasi & Hollman, 2000).

Research has identified employee perception regarding their work and their awareness of world labor market condition as factor that impact their intention to leave their organization (Ren & Harper, 2012; Lucas & Deery, 2004) argue that literally leaving within the context of the psychological contract of employees and the possible violations of the contract (Hancer, George, & Thomas, 2003). One of the remarkable indicators of workers' turnover intention is organizational issues. Mobile employees articulated to the organization, because organizational factors are an important contemplation in understanding employee attitude and behavior at work because they are able to shape the way employees think, feel, and behave.

Impact of perceive human resource functions, organizational trust and organizational politics also predictors of intention to leave among employees (Abubakar *et al*. 2014). Many scholars has study about turnover intention with different factors such as; Lew

(2009), discussed about hierarchical support, organization commitment, and felt obligation, Joarder (2012), reviewed about role of HR practices and turnover intention and (Long *et al*. 2012), analyze about leadership style and turnover intention. Choong, Keh and Tan (2013) discussed about impacts of demographic antecedents toward turnover intention. According to Takase (2010), turnover intention categorize as multi-stage process which contains the following modules; (1) psychological, (2) cognitive, and (3) behavioral. In first stage psychological reactions such as displeasure towards undesirable aspects of organization are believed to prompt employees' emotional and attitudinal withdrawal reactions. Stage 2, represent as the core turnover intention as many researchers edge turnover intention as a reasoning manifestation of the decision to turnover. The cognitive turn into behavior where employee start to express their intentions to leave jobs by reducing productivity, frequently absent from work and have lower commitment to the organization. Turnover intention is a dependent variable for this study.
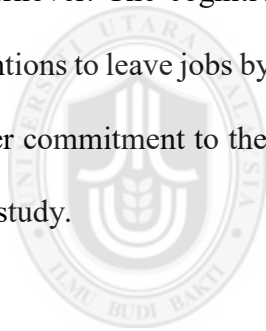
2.3 Role Overload

Role overload become a major problem among employees in organization. According to Cooper (2001), role overload defined as the litter measure of work and the time frame in which work must be finished. Role overload classify as a degree to which a person is overstrain psychologically due to limited time frame to accomplish too much of requirements and accountabilities (Jones *et al*. 2007). Role overload happens when there are too many roles employees need to perform at specific time, in order to attain organizational internal efficiency.

Role overload generally is found to be one of the most severe and quickly growing phenomena is organization (Murphy, 2003). It exists when role expectations are greater than the individual's capacities and motivation to perform a task (Conley, 2000). Too many instructions and job demands may increase an individual workload which cause burnout or job dissatisfaction. Likewise, in past two studies the authors revealed that role moderating the effects of role overload is the core factor responsible for job dissatisfaction (Malik, 2010) and job dissatisfaction heartens the employees to left their jobs (Malik, 2011). Role overload cause stress and lead to mental and physical problems. Besides effecting employee health overloaded stress also affects the standard procedure of job to be performed and demotivates the employee to perform well (Malik, 2013).

Additionally, research in organization setting has discovered that role overload is a factor that also has important consequences for productivity, quality of task performance and anxiety (Idris, 2011). Work in long hours or role overload contribute to occupational stress. Employees' strain will be increased with high job demands and

low control. Usually role overload happen when an employee's job requirement and expectation are greater than the allocation of resources, facilities and time. Role overload closely related with job demand control model. The research study of Beehr (2014), indicated about the positive and significant relationship between role overload and occupational stress. Excessive role overload and stress may lead towards turnover intention among the job holders.

2.3.1 The Relationship of Role Overload and Turnover Intention.

Role overload has impulsive connection with many factors such as; turnover intentions, performance measures and job attitudes. Role overload in organizations comprise both physiological and psychological stress. In meantime, excessive level of job demand will encourage individual to endeavor the challenging task and end up with stress. Role overload at workstation ultimately upsurge intention to quit among the employees. Management need to responsible for the cost of recruitment and selection to substitute the workers who already leave the company. Role overload directly affect the quality of job and decrease the management efficiency and effectiveness. Whenever, workers undergo role overload in workplace it may affect the job fulfillment and lead to high employee turnover (Cordero &Baerga, 2009).

According to Pienaar (2007), role overload has connectivity in clarifying the occurrence of turnover intention. Whenever, role overload rises, workers who receive low workgroup support in workplace may leave the job compare to the workers who receiving high workgroup support. Spending time on excessive amount of task may lead to work exhaustions and burnout. Moore (2000), pointed that work overload has strong control on work exhaustion which lead to employee turnover intention.

Imbalance work schedules lead to non-pay overtime and anticipating workers to have inclusion in numerous work and face challenges because of role overload which leads to turnover intention (Hang-yue, 2005).

It's clear that there is a connection among role overload and turnover intention. Past literatures have indicated that there are positive associations between role overload and turnover intention in different area of management. Expanded research needed to identify the connection between role overload and turnover intention among the PHEI's lecturers.

2.4 Leader Facilitation.

According to DeYoung (2010), leaders don't act the same way. Some build consensus, while other command. Some are charismatic, while others are functional. Leaders inspire and encourage their follower. There are many leadership styles applicable in management area such as transactional leadership, transformational leadership, situational leadership and servant leadership. Leadership style may differ according to organizational environment and management intelligence.

A transformational leader persuades followers to accomplish more than one would formally hope to do by providing individualized support, fostering the acceptance of group goals, articulating a vision, providing an appropriate role model and stimulating intellectually. Transformational leadership mainly based on the leader's inspiration. Transactional leadership style is approachable and its foundation for handling with present issues. Situational leadership is the key concept of task behavior. The relationship based on agreement between both parties. According to Russell (2002),

servant leadership is a famous idea in the overall leadership style, while an instinctively useful idea; it is deliberately characterized and not yet encouraged by observational research. Based on previous literature review by Smith (2005), servant leader should have ten qualities; building community, commitment to growth of people, stewardship, foresight, conceptualization, persuasion, awareness, healing, empathy, and listening.

Good leader communicate their expectations and vision to their subordinates. Leaders must provide a platform for the subordinates and nurture them with needed skills and guidelines. The quality of relationship between supervisors and subordinates is often studied via 'Leader Member Exchange' (LMX) theory. Elicker, Levy and Hall (2006) discussed that the advantages of high quality LMX connection are various, including special treatment, expended employment related correspondence, differential allotments of formal and casual prizes, abundant access to directors, and expended performance related to feedback.

Leader facilitation helps subordinates connect their personal work to the goals of the team and the vision of the organization. According to Thompson (2005), the manager is most likely in a higher level than subordinates to responsible for dealing with the subordinates' poor performance. Generally when employee believing on their supervisor they feel powerless because supervisor have the authority over job allocation and have the power to make a beneficial or non-beneficial decision towards subordinates. As an example workers must depend on their leader for work assignments, reward and recognition and performance management.

According to Knoll and Gill (2011), employees worried with regardless of whether their boss is caring, helpful and friendly and in this manner high in generosity and steady tenable and consistent with their oath and high in trustworthiness. Past researches has discussed many variables affected by leader facilitations such as; job satisfaction (Saleem, 2015), organization performance and employee engagement (Zhang & Bartol, 2010) organization culture and organization teaching (Vera & Crossan, 2004) and employee turnover intention (Klopper, 2012).

2.4.1 Relationship of Leader Facilitations and Turnover Intention.

Leader facilitation is the procedure of affecting others to encourage the achievement of organizational applicable objectives. According to Barney (2007), leadership factors persuasive inspiration negatively affected workers turnover aim and laissez-faire had a positive impact of workers' turnover intention. Leaders are playing significant roles for organizational success. Employee needs capable leaders who can able to direct, motivate coordinate and reward them. Leader facilitations may impact employee's behaviors such as, job satisfaction, employee engagement, job commitment and turnover. Work fulfillment has been appeared to be a vital direct indicator of people's expectation to leave the association. Unsatisfied workers will leave their jobs more than their satisfied colleagues. Expectation might be hardened when the individual sees that they are encouraged by the administered. (Brough & Frame, 2004) and (Eisenberger *et al*. 2002) and leader facilitation are viewed as an important predictor then plays a central role influence employee behavior (Alkahtani, 2011).

Encouragement from the superior has been revealed to be more grounded positive result than encouragement from workgroup people. Positive attributes and behavior of a

leader influence their subordinates to stay longer in an organization. Latest studies recommended ethical leadership is essential and inferable to show that managers are moral leaders (Collins, 2006). According to Fogel (2007), prominence of management is to validate the superiority of directing and demonstrating ethical behavior in workplace. Thus, high level of employee turnover intention connected with the strong ethical practice by non-academician and academician staffs. Eventually leader facilitation depends on management intelligence.

Turner (2000), recommended workers should practice 'intentional encouragement' at workplace. Leaders must provide encouragement and support for their subordinates and monitor their performance time to time. An effective leader must equiped with power and affiliation to motivate their subordinates to perform well. The employees feel motivated when their leaders reinforce and feedback on their performance. The likelihood of employee turnover intention can be minimized by effective leader facilitation.

2.5 Workgroup Support.

Workgroup support also known as social support, peer support and co-worker support. Workgroup encouragement is obliging network or exchange of resource between formal and informal interaction. The communication effect of workgroup support with strain is likewise labeled as the 'buffering effect' since workgroup support seems to be structure people against aggressive results of work related strain.

Workgroup support may originate from numerous bases, for example supervisors and work colleagues. The bolster perceived from work colleagues is the most vital for moderating work related strain. Workgroup support in organization emphasizes on collective critical thinking and sharing data, reappraising circumstances and getting guidance from a bunch of work communities such as superior, colleagues and top management. Workgroup support is a strong or accommodating social collaboration or trades of asset between individuals in both formal and casual connection. Workgroup support consist of three distinctive structures in the work environment, which include 'emotional support' (respect, love, regard and liking), 'affirmation' (rightness of activities and articulation) and 'direct help' (help in work, providing information or financial support) and other supports. (Mc Dougall, 2010).

Workgroup support organizes imperative sources of encouragement particular when undertaking achievement that permits representatives to connect with their colleagues. Workgroup support generates a bonding and trust among the employees. According to Ferres, Connel, Travaglione (2004) work colleagues expect concerns inevitability that one's partners are equipped and will act in a simply trustworthy and moral way. It anticipates that colleagues will encourage their co-workers and do not reveal their

confidential data. Moreover, colleagues expect senior workers to follow up on the idea that they believe in the word and activities of their peers. Past studies have discussed that understanding workgroup support may ensure satisfactory result for the organization. As an example lower the turnover intention, lower the depression, increase production outcome, improve performance and follow the obligations. (Bakker, Demerouti & Schaufeli, 2003); (Valentine, Greller & Richtermeyer, 2006)

2.5.1 Relationship of Workgroup Support and Turnover Intention.

Ng and Sorensen (2008), defined that a coworker support always provide job related trust and emotional assistance to complete the job successfully. People who appreciate and practice social interaction with work colleagues would perceive high job satisfaction. Supporting workgroup provides positive reinforcement for employees towards their job and organization. Those employees that obtain extraordinary workgroup encouragement are retainable and stay longer with an organization. Watson (2002), added that perceiving social support will comfort the employees and help them to manage their emotional intelligence in workplace. Thus, employees may forget their personal and work related stress and feel happy working with friendly and supportive work environment.

Workgroup support believed to impact the 'stress-strain relationship'. On the other hand, it can be explain as workgroup support influences an individual job satisfaction level and motivation. Balogun (2012), added that workers who receive frequent workgroup support in their workplace estimated to be devoted, dedicated and loyal to their organization. The cost of an employee's incapability to balance their work and family life can include leaving from an organization or as a proxy for turnover intention.

Sources of workgroup support in one area do not only provide relief for their own area but also for the other area. Workgroup support plays an important role to minimize problems in workplace. Workgroup support believed to improve the teamwork, reduce the work stress and workload which leads to turnover intention. Past literature reviews recommends that workgroup support in the work environment diminishes the probability of specialist burnout and turnover intention (Houkes *et al*. 2003 & Barak *et al*. 2001); (Nissy, Mor Barak, & Levin, 2005). Workgroup support can provide emotional and instrumental support to an employee that would make them hesitance to leave the organization.

2.6 Employee Recognition

Employee recognition is also known as meaningful acknowledgement, meaningful gratitude and meaningful appreciation. Employee recognition includes insightful concern what workers doing matter to the organization in imperative ways (Cameron, Dutton, & Quinn, 2003). According to Petrescu and Simon (2008) employee recognition discuss the general affirmation or acknowledgement of a given event or achievement.

Meanwhile, Ventrice (2003), says there are four basic elements of meaningful recognition: praise that is sincere and timely, heartfelt thanks for something specific, new opportunities to contribute to the organization in an important way, and respect for the individual and the work they do. Employee recognition can be divided into two types which is formal recognition and informal recognition. Formal recognition can be described as the systematic planning and process for recognizing or rewarding specific achievements of both individual and as a team. Bowen (2000), says that formal

recognition is more about organizational achievements, exceeding performance goals, or solving organizational problems. In addition formal recognition comes along with specific goals and recognition.

Generally, informal recognitions come without any planning and classify as spontaneous forms of rewards or recognition. Informal recognition refer as unplanned or unpredicted demonstration of appreciation for the workers' endeavors and achievement as he or she get to be mindful of them. Effective recognition occurs in organization with strong supportive culture (Sounderson, 2004). Employee Recognition Program would be part of a larger long term plan to improve the overall corporate culture. Actually, people have the potential, abilities and the obliged mastery to give the best performance. However, the management should recognize the top talent and acknowledge their achievement. (Ferguson & Reio, 2010). Moreover, the project would also require the support and cooperation of the corporate leadership team and the Human Resources Department, as they would provide the means to obtain staff employment details, such as years of service and promotions (Kralovensky, 2006).

Rewards and incentives systems should comprise a comprehensive assessment method to ensure that the rewards are effective for lecturers who work harder when they know they will be positively reinforced for it. In 1938, U.S Psychologist B.F.Skiner, claimed that an individual's behavior was controlled by positive reinforcement, the likelihood of the repetitive behavior may decline. The winning attitudes of employees ignited by successful recognition programs that help to sustain a competitive advantage by promote improvements in quality and reductions in cost. Appropriate employee recognition program ensure job motivation and talent retention.

In past researches many variables has affected by employee recognition. Some variables positively affected by employee recognition such as; job satisfaction and motivation (Danish, 2010), work performance (Bosibori, 2012), organizational development (Piderit, 2000), and employee engagement (Saks, 2006).

2.6.1 Relationship of Employee Recognition and Turnover Intention.

As we continue into the new millennium, not only are we faced with the baby boomers exiting the workplace, but we are also confronted with the task of attracting, training, and retaining a young workforce entering the workplace who may differ significantly from previous generations (Wey Smola & Sutton, 2002). The greatest challenge of recruitment and retention is begins to increase. Most of organization faces problems in replacing Baby boomers with new generation employees. Most of the Baby boomers begin to retired and most of the young knowledge workers demanding effective employee recognition programs. Young generation expect employees come with a tagline as 'Strawberry' generation. Young generation expect good employee recognition programs and attractive reward in order to engage with an organization.

In 1964, Vroom discovers that reward or recognition is a basic requirement to affect individual behavior. Tropman (2002), proposed the total rewards concept from the business practices and personal study. He believes that the traditional pay system has been unable to attract, retain and motivate the modern employees. Meanwhile, if the organization does not meet their expectation, these young people ready to fly away from the organization. Good remuneration system can motivate employees, and reduce the turnover intention of looking for other jobs and turnover intention. As an incentive for

companies, employee recognition plays a unique role in attracting and retaining talents. Employee recognition treats as an important element of organizational justice.

Organization justice pointed out when the employees concerned with the relative justice of allocation results. Whenever employees feel unfair, they may choose to depart from the situation. Organizational justice reflect an environment of fair competition, it is a very important variables of organizational effectiveness affecting employees' behaviors. The employees' sense of unfairness will reduce job satisfaction and employee commitment and lead to turnover intention. Numerous studies showed that organizational justice was negatively correlated with turnover intention. For example, Chaoping and Kan (2003) confirmed the internal justice pertaining employee recognition influenced on turnover of managers (Fischer, Ferreira & Jiang, 2011).

According to Cui, Cao, Chen, and Song (2013) the effect of total rewards are to reduce the turnover intention, and the results highlight the importance of organization development, career opportunity and performance appraisal which could retain the core employees. Past researchers such as (Henryhand, 2009 & Cambell, 2012); (Dale & Burrell, 2014) have found a negative relationship between receipt of recognition and the variable turnover. Finally, Deal (2007), reported that recognition as one thing their organization can offer employees in exchange for their retention and commitment.

2.7 Underpinning Theory

In 1959, Frederic Herzberg has developed motivation-hygiene theory or known as Two Factor Theory which examine factor causing job satisfaction in workplace. Herzberg's Two Factor Theory closely related to the intrinsic variables includes growth,

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advancement, responsibility, achievement and work itself. Herzberg claimed that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is internally generated and is propelled by variables that are intrinsic to the work which Herzberg calls as "motivators". Conversely, certain factors cause dissatisfying experiences to employees; these factors largely results from non-job related variables (extrinsic) such as; co-workers relationship, salary, company policy and leadership style.

The theoretical framework underpinned by the Two Factor Theory. The researcher has discussed two factors in this research. According to Herzberg there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. Basically, this theory explains about the two factors; hygiene (extrinsic) and motivation (intrinsic). The researcher classified leader facilitation and workgroup support into hygiene factors. While role overload and employee recognition classified into motivation factors. Hygiene factors may lead to employee dissatisfaction if the PHEIs' management fails to manage well. While, motivation factors may lead to job satisfaction if the management managed it well. The theory used in the study to gain a better understanding on the relationship between role overload, leader facilitation and support, workgroup support and employee recognition.

2.8 Summary.

This chapter focuses on relevant reviews of literature that focused on the relationship between role overload, leader facilitations, workgroup support and employee recognition on turnover intention. Research methodology of his study will be discussed in detail in chapter 3.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This part the research design and method used to obtain the required data for answering the research question. The methodology of research which comprise of research framework, hypothesis development, research design, measurement of variables, population and sampling pretest, data collection methods, and techniques of data analysis.

3.2 Research Framework

Figure 3.1 illustrate the theoretical framework for this study which adapted from (Parker *et al*. 2003). There are four independent variables for this study which are; role overload, leader facilitation, workgroup support, employee recognition and one dependent variable which is, turnover intention. The theoretical framework underpinned by Frederic Herzberg's Two Factor Theory. The underpinning theory explains about two different classifications of factors which lead to lecturers' turnover intention in PHEIs in Negeri Sembilan. The first classification is the hygiene factors which are leader facilitation and workgroup support. The second classification is the motivation factors which are role overload and employee recognition. The both classifications of factors may lead to job dissatisfaction among lectures if mismanaged by the management of PHEIs in Negeri Sembilan.

Figure 3.1

Theoretical Framework.
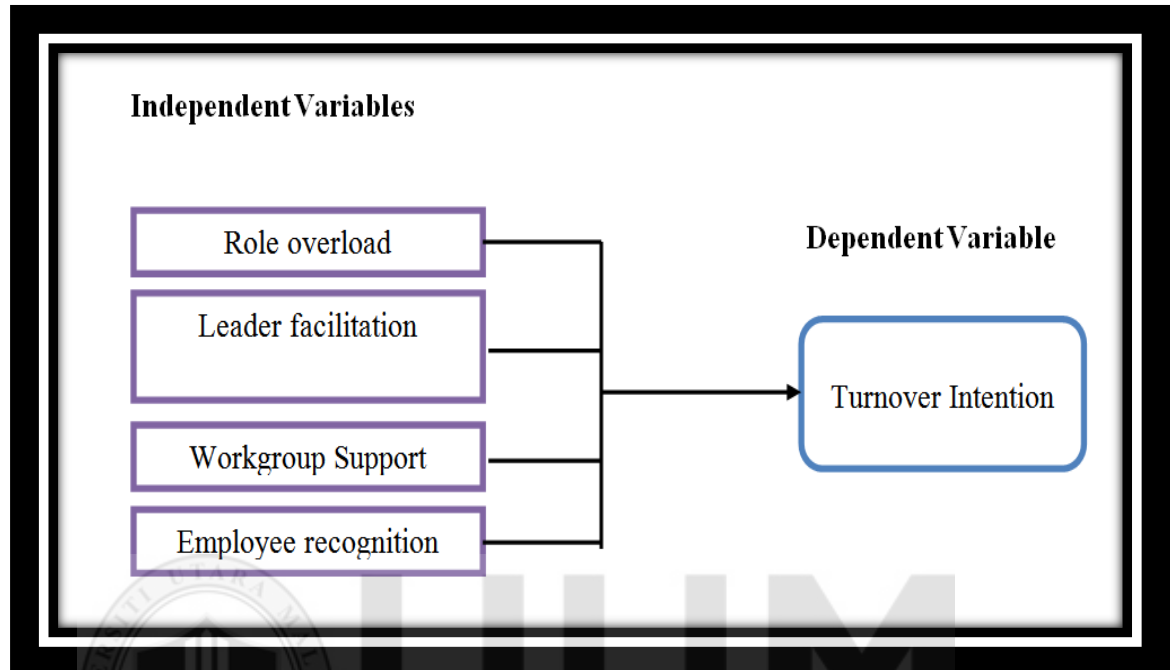
Theoretical Framework Adapted From C.P.Parker et al. (2003).

3.3 Hypotheses Development

There are five hypotheses proposed for this study. Based on research done by Pienaar, Sieberhagen, and Mostert (2007) role overload made a significant contribution to explaining the variance in turnover intention. Similarly, according to Jones *et al*. (2007), role overload will be positively correlated to turnover intention. Managing with greater job demand will lead to time pressure due to high responsibility. The increasing work demand will create a situation, whereby an individual is unable to fulfill their additional work requirement which will directly contribute to high turnover intention. Therefore, based on the evidence of previous studies there is a relationship between role overload and lecturers' turnover intention.

Hypothesis 1: There is a relationship between role overload and turnover intention.

According to Wolf and Yadav (2015) leader facilitation shared a negative correlation with turnover intention. Transformational leadership directly decreases turnover intention. According to Dupre and Day (2007) supportive management of employees was negatively associated to turnover over the mediating effect of job satisfaction. According to Alexandrov, Babakus and Yavas (2007) claim that employee's perception of management concern for both employees and customers have a significant influence on turnover intention. High leader facilitation such as, direct, coordinates and motivates employees likely to reduce turnover intention in organization. Hence, according to the above literature reviews researchers come out with a hypothesis that there is a relationship between leader facilitation and lecturers' turnover intention.

Hypotheses 2: There is a relationship between leader facilitation and turnover intention.

According to Hobfoll and Freedy (1993) Theory of Conversation of Resources (COR) whenever an employee not receives workgroup support from co-worker exhaustion may occur. Whenever workgroup support lost stress may occur and individual cannot deal with their stress which leads to turnover intention among employees. According Lee (2004), workgroup supports are negatively related to turnover intention. An individual with high workgroup support feel happy and motivated to work with their organization and they are less likely to leave the organization. Based on past researches evidence, researcher has develop a hypothesis that there is a relationship between workgroup support and lecturers' turnover intention.

Hypotheses 3: There is a relationship between workgroup support and turnover intention.

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According to Wen (2013), there is a significant relationship between dependent variable turnover intention and independent variable employee recognition. The failure to be rewarded as expected may lead to frustration and make them no motivated and eventually will quite the job (Maicibi, 2008). Employee will stay engaged with the organization as long as the rewards offered by the organization are at least equal to or greater than the contribution required by the organization (March & Simon, 1958).The past researches show that reward influence employees to retain with the organization and switch employees to join with other organization that provide more attractive reward to them. When the level of reward is high, turnover intention is low. Pass studies (Motley, 2005 & Saunderson, 2004) suggested that there is a valid relationship between rewards and recognition and lecturers intent to stay with their organization. Researcher has come out with a hypothesis that there is a relationship between employee recognition and lecturers' turnover intention.

Hypotheses 4: There is a relationship between employee recognition and turnover intention.

According to Memon *et al*. (2010), numerous research studies have been conducted on the role of human resource policies in mitigating voluntary turnover, and majority of the studies, mainly focus on employee recognition as a contributing factor for turnover intention. Usually, employees who receive lower reward and recognition will slow down their job performance and tend to leave their job. In this scenario, most of the private higher education institutions' lecturers feel demotivated with the private institutions' reward and recognition programs and begins to slow down their contributions to the institution. Pass researches have indicates strong and weak effects on employee turnover intention. According to Oluwafemi (2013), contextual variables

(distributive, procedural, and interactional justice in group) have influence 98% to employee turnover intention. Research done by Hayes (2015), demographic characteristic indicates 78% on employee turnover intention. Some researches has indicates weak effects of employee turnover intention. Long *et al.*(2012), had indicated weak 13% influence between leadership styles and turnover, Medina (2012), specify that job satisfaction influence almost 17% to the employee turnover intention and Gbadamosi and Chinaka (2011) stipulated 21% of job efficiency has influence employee turnover intention. Hence based on the pass researches there are some factors influencing on the employee turnover intention. Researcher has come out with a hypothesis that there is effect on role overload, leader facilitation, and workgroup support and employee recognition.

Hypotheses 5: There are effects on the role overload, leader facilitation, and workgroup support and employee recognition.

3.4 Research Design

There are two types of research design, which are qualitative and quantitative research design. In this study, a quantitative research design was used to collect data. According to Saunders, Lewis and Thormhill (2012) quantitative research is often used as a synonym for any data collection techniques such as questionnaires or data analysis procedure such as graphs or statistic that generate or uses numerical data. Quantitative research has answered questions about relationship among the measured variables with the purpose of predicting, controlling phenomena, and explaining. The reason of using this research design is to save cost and time in analyzing data.

Cross sectional research method was used for this study. The data were collected, analyzed, summarized statistically and the conclusion was drawn at one specific point in time. This research used cross sectional method for the data collection process because of less biased and more accurate Sekaran and Bougie (2010), Cross sectional study is more applicable to be used compared to longitudinal study because of time constrain to collect data from all he responded. Though longitudinal study delivers the cause effect results, however its take length of time to get the result. Thus, longitudinal study not appropriate for this study.

3.5 Operational Definition.

Table 3.1
Definition of Variables

Terms	Definitions
Turnover Intention	Turnover intention is a demand to attain high task demands in the logic that worker have thought about revolution but have not yet acted to seek change (Gosselin, 2001).
Role Overload	Role overload clarified as having excessive work burden and having too much amount work to do (Conley & Woosely, 2000).
Leader facilitation	Leader facilitations and support reflects the perception of leaders ' behaviors such as the extent to which the leaders was seen as helping to accomplish work goals by mean of scheduling activities planning and providing personal support (Kocolowski, 2010)
Workgroup support	Workgroup is classify as cognitively closer entity, employees tend to attribute a perceived sense of control and the resulting positive emotions to their workgroup rather than to the organization as a whole (Pienaar, 2007).
Employee recognition	Employee recognition emphasizes care as a structure of values and organizing principles centered on fulfilling employees' needs, promoting employees' best interests, and valuing employees' contributions (McAllister and Bigley, 2002).

3.6 Unit of Analysis

The unit of analysis for this research is lectures from PHEIs in Negeri Sembilan. The demand for higher education increase day-by-day. According to Malaysia Higher Education Blueprint 2015-2025 total 608,378 students enrolling in 513 PHEIs in Malaysia. This number is greater than Public Institutions of higher nation with total 566,266 students enrolled in 20 Public Universities in Malaysia. In current business environment demand for higher education institutions keep increasing. Public University in Malaysia only extends their education services for selected course and selected qualified students. The rest of students seek for privatized higher education institutions for their further studies. PHEI become more famous than Public Institutions of higher nation. Massive development in Malaysian higher education requires more

talented academician to serve the PHEIs. PHEIs' management faces problem with demand and supply of qualified lecturers for their institutions. The demands for lecturers are high and at the same time the turnover rate for PHEIs' lecturers are high as well. Researcher had chosen PHEIs' lecturers in Negeri Sembilan to identify the intrinsic and extrinsic factors of turnover intention. Total five PHEIs in negeri Sembilan were chosen for this research. However, researcher finalized only two out of five PHEIs for further study due to the number of response. Overall 152 lecturers were selected as a sample of this research.

3.7 Research Instrument.

Section A contains demographic profile such as; gender, age group, highest education qualification, current position, length of employment, type of employment, monthly income and faculty of working. Section B, C, D, E comprises measures of role overload, leader facilitation, workgroup support and employee recognition. Lastly Section F covers questionnaires related to turnover intention (dependent variable). The questionnaires were distributed in English which comprise 58 questionnaires and divided into 5 sections as stated below;

Table 3.2
Questionnaire Section and Description.

Questionnaires Section	Description
Section A	This section comprise of 8 items respondent's demographic profile such as gender, age group, highest education, current position, length of employment, type of employment, monthly income and faculty of working.
Section B	This section contains of 10 items measuring role overload.
Section C	This section comprise of 10 items measuring leader facilitation.
Section D	This section comprise of 10 items measuring workgroup support.
Section E	This section comprise of 10 items measuring employee recognition.
Section F	This section comprise of 10 items measuring turnover intention.

3.8 Validity Test

Validity test can be classified into content validity and construct validity. All the instrument adopted from five established instrument and used by many researcher before. The instruments for independent variables were adopted from Harris and Bladen (1994) for role overload, Scandura & Graen (1984) for Leader facilitation, Vragenlijst *et al*. (1986) for workgroup support and Noviello, (2000), for employee recognition. Meanwhile, the dependent variable (turnover intention) was obtained from Cammani, Fichman, Jenkins & Klesh, (1983). The construct validity of the instrument, factor analysis was conducted in this study. The result of factor analysis is discussed in chapter 4.

3.9 Dependent Variable

The following section exposes the instrument for dependent variable for his study.

      3.9.1 Turnover Intention.

The measurement for turnover intention adapted from the Michigan Organizational Assessment Questionnaire (Camman, Fichman, Jenkins & Klesh, 1983). The instrument was obtained from a research done by (Chen *et al*.1998). These measures contain 10 items with internal consistency Coefficient Alpha 0.78. Similar instrument has been used by Rahman *et al*. (2014), also found, Cronbach Alpha value 0.75 and Chaztzoglou *et al*.(2011), indicate results of 0.80 which makes this instrument more reliable The five-point Likert scale (1= strongly disagree to 5= strongly agree) is used. The items for the turnover intention variable are listed in Table 3.3.

Table 3.3
Items for Turnover Intention Variable.

Variables	Items
Turnover Intention	1. It is very possible that I will look for new job next year.
	2. I often think about quitting my job at this organization.
	3. I intend to remain with this organization indefinitely.
	4. I feel that I could leave this job.
	5. I intend to look for a job outside of this organization within next year.
	6. I am actively searching for an alternative to the organization.
	7. I think a lot about leaving this organization.
	8. I intend to leave this organization this year
	9. As soon as possible, I will leave the organization
	10. If I may choose again, I will choose to work for the current organization.

3.10 Independent Variable

The following sections expose the instrument of the independent variable (role overload, leader facilitation, workgroup support and employee recognition) of this research.

3.10.1 Role Overload.

This measurement consists of 10 items to measure lecturers' role overload in Private Higher Education Institution in Negeri Sembilan. Role overload was measured using ten items adopted by Harris and Bladen (1994). They included three items developed by Seashore *et al*. (1982), as an example being the item: 'I never seem to have enough time to get everything done'. Respondents were requested to rate the items on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha coefficient of the role overload items is 0.77.

Table 3.4
Items for Role Overload Variable.

Variables	Items
Role Overload	1. I often have too much to do in my job. 2. My work contains elements that are too demanding. 3. I never seem to have enough time to get everything done. 4. The amount of work I am asked to do is fair. 5. I have too much work to do everything well. 6. I have too little time to perform my daily tasks. 7. Times that I must work under time pressure. 8. Worry that I will not be able to fulfill my tasks. 9. It seems to me that I have more work at my job than I can handle. 10. It often seems like I have too much work for one person to do.

3.10.2 Leader Facilitation.

Measurement used for leader facilitation items were developed by The Leader-Member Exchange (LMX) scale (Graen & Cashman, 1975 Liden & Graen,1980). The instrument was obtain and adapted from Scandura and Graen (1984) and the cronbach alpha was 0.84. Leader facilitation was measured using ten items to measure leaders support as an example 'my boss is flexible about how I accomplish my job objectives'. The five-point Likert scale (1= strongly disagree to 5= strongly agree) is used in this questionnaires. The items for the leader facilitation variable are listed in Table 3.5

Table 3.5
Items for Leader Facilitation Variable

Variables	Items
Leader Facilitation.	1. My boss is flexible about how I accomplish my job objectives. 2. My manager is supportive of my ideas and ways of getting things done. 3. My boss gives me the authority to do my job as I see fit. 4. I can trust my boss to back me up on decisions I make in the field. 5. My supervisor understands my job problems and needs very well. 6. My supervisor is willing to listen to my problems. 7. My supervisor asks employees for their suggestions on what assignments should be made. 8. My supervisor treats all the employees she/he supervises as his/her equal. 9. My supervisor is friendly and approachable. 10. My supervisor asks employees for their suggestions concerning how to carry out assignments.

3.10.3 Workgroup Support.

The measurement used for workgroup support adapted from a Dutch questionnaire on organizational stress Vragenlijst *et al*.(1986). The instrument was attained from (Houkes, Janssen, Jonge & Bakker, 2003). This measurement contains 10 items to measure workgroup support for instance 'If problems exist at my work, I can discuss

them with my colleagues'. Coefficient Alpha values for this 10-item was 0.85. The five-point Likert scale (1= strongly disagree to 5= strongly agree) is used. The items for the workgroup support variable are listed in Table 3.6.

Table 3.6
Items for Workgroup Support Variable.

Variables	Items
Workgroup Support	1. When I encounter problems at work, there is always a co-worker to turn to. 2. My co-worker supports me. 3. If problems exist at my work, I can discuss them with my colleagues. 4. There is someone at work who encourages my development. 5. I have a best friend at work. 6. Our department's committees, councils, and teams are robust and active. 7. Employees in my department regularly recognize each other and participate enthusiastically in any department recognition events. 8. There is a strong sense of connection, of community, among people in the department. 9. When an employee is having problems, other people in the department rally around and helps in constructive ways. 10. A strong, consistent network of coaching is available to employees in this department.

3.10.4 Employee Recognition.

Employee recognition was measured using a survey instrument previously validated during a pretest pilot study at Aerospace Manufacturing the instrument was obtained from a research done by (Noviello, 2000). This measurement contains 10 items to measure perceived employee recognition and the cronbach alpha was 0.83. The five-point Likert scale (1= strongly disagree to 5= strongly agree) is used. The items for the employee recognition variable are listed in Table 3.7.

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Table 3.7
Items for Employee Recognition Variable.

Variables	Items
Employee Recognition.	1. How satisfied are you with the amount of communication regarding employee recognition?
	2. How satisfied are you with the number of times you have been recognized in the past year?
	3. How satisfied are you that the achievements are worthy of recognition?
	4. How satisfied are you with the type and value of the rewards presented?
	5. How satisfied are you that receiving recognition motivates you to improve your performance?
	6. How satisfied are you that the employee recognition process is a valuable tool for showing gratitude and recognizing performance?
	7. How satisfied are you with the type of audience present at your recognition?
	8. How satisfied are you with management's participation and role in your recognition?
	9. How satisfied are you that the employee recognition process be continued?
	10. Overall, how satisfied are you with employee recognition?

3.11 Population and Sampling.

The target populations in this study are lecturers who working in Private Higher Education Institution (PHEIs) in Negeri Sembilan, Malaysia. Initially, the researcher has approach five (5) PHEIs lecturers in Negeri Sembilan which are; KTG Education Group, Inti University Nilai, University Sains Islam Malaysia (USIM), Kolej Tafe and Nilai University. However, very few responds returned from University Sains Islam Malaysia (USIM), Kolej Tafe and Nilai University. The researcher has selected (2) two PHEIs for sample population. The first one is KTG Education Group formally known as (Legenda Education Group). Second one is INTI International University College. The primary reason for choosing this sample populations are because, both institutions have higher number of lecturers and international students in Negeri Sembilan. Therefore, targeting this group of lecturers would be the most suitable to determine the

rationale behind turnover in PHEIs in Negeri Sembilan. According to the sampling frame, there are total 250 lecturers working in the chosen PHEIs in Negeri Sembilan. Overall 100 lecturers works in KTG Education Group and 150 works in Inti University Nilai. The sample size decided based on a given population size table from Krejie and Morgan (1970). Therefore the appropriate sample size for given population of 250 is precisely 152(n). In this regards, the researches has use Google survey and direct approach to distribute the questionnaires to lecturers from (2) two different PHEIs in Negeri Sembilan.

There are several methods of selecting sample and it can be classified into two probability and non-probability (Sekaran, 2003). In this regards the researcher has decided to choose non-probability, which is purposive sampling for this study. Purposive sampling means a kind of judgmental, selective, or subjective sampling which focus on particular characteristic among the population who willing to participate in this research.

3.12 Pretest.

Researcher tests the questionnaires on 10 March 2016. All the adapted questionnaires by the researchers were counter checked by the supervisor. Researcher had distributed 30 questionnaires to selected PHEIs' lecturers for pilot testing. Respondents are requested to give feedback on adapted questionnaires. Moreover, researcher had made sure there are no uncertainties arise out of the questions asked in the surveys. Furthermore, researcher had carried out pilot testing to determine the reliability of each variable. Based on this pilot testing researcher would able to know whether the items used understandable by the respondents. The result presented in Chapter 4 Table 4.1

3.13 Data Collection Procedures.

Questionnaires are used as the primary tools to collect data from respondents. Generally, questionnaires can save cost and can get fast response from large group of respondents. The anonymity data collected among respondents will be preserved and can lead to more reliable response Schermerhorn e*t al*. (2000). Researcher had contacted few Faculty Deans and Deputy Deans with cover letter and sample of questionnaires for asking permission to distribute the survey. In regards with this the both PHEIs in Negeri Sembilan agree to participate in this study. Therefore, the researcher distributes 100 questionnaires to KTG Education Group, 70 questionnaires to INTI International University College on 17tth March 2016. The respondents in KTG Education group given (2) two consecutive days to complete the questionnaires. After (2) two days, the researcher had only collected (85) eighty five questionnaires out of (100) one hundred from KTG Education Group. Meanwhile, researcher had collected in return (67) sixty seven questionnaires out of (70) from INTI International University College.

3.14 Techniques of Data Analysis.

All the data collected from respondents analyzed by Statistical Package for Social Science (SPSS) version 16.0 software. All the items were coded before entered in computer. Results are precise using descriptive analysis (frequency, percentage and mean), and inferential statistics (Cronbach's Alpha, Pearson Correlation and Multi-Regression). Researcher use descriptive analysis to analyze demographic characteristics such as; gender, age group, highest education qualification, current position, length of employment, employment status, monthly income and faculty of

working. Besides, Cronbach's Alpha coefficients were computed to examine the consistency and reliability of the instrument (Cavana *et al*. 2001). Pearson correlation analysis was used in this study to test degree of direct relationship between dependent variable and independent variable of this research. Finally, Multiple Regression Analysis was used to test the hypotheses developed for the study.

3.15 Summary.

This chapter gives an insight about the research methodology that is applied in this study. In the next chapter, pattern and analysis of the result from actual responses has been interpreted and discussed in detail.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter covered the outcome of the study using descriptive statistic, inferential analysis, correlation and regression. The study begins with reliability analysis, descriptive statistics where this analysis obtainable the respondent's demographic characteristic such as gender, age, current position, length of employment, type of employment, monthly income and faculty of working. The analyses continue to factor analysis and correlation analysis. Finally, multiple regression analysis was used to study the relationship between independent variables such as role overload, leader facilitation, workgroup support, employee recognition, and turnover intention as a dependent variable.

4.2 Reliability Analysis

Generally, Cronbach's Alpha refers to coefficient of reliability. Sekaran (2010), claimed that reliability coefficient will specify how well the items in the set are positively correlated each other. The closer and better reliability coefficient gets to 1 and those values more 0.80 are measured as well. Thus, 0.70 is considered adequate and reliability value less than .60 represents to be poor (Sekaran, 2003). In this study, a reliability analysis was carried out for each independents variables and dependent variable for (2) two times. Initially, Cronbach Alpha examined based on pilot testing. The second Cronbach Alpha determined after drop of certain items as presented in Table 4.1.

Table 4.1

Summary of Reliability Analysis.

Variables	Cronbach Alpha By original researcher	Pilot Test Cronbach Alpha	Actual Cronbach Alpha
Dependent Variable Turnover Intention	0.78	0.888	0.955
Independent Variable			
Role Overload	0.77	0.828	0.952
Leader Facilitation	0.84	0.959	0.933
Workgroup Support	0.85	0.877	0.955
Employee Recognition	0.83	0.925	0.952

Table 4.1 illustrates the results of Cronbach's Alpha for reliability test of the variables. In pilot testing, leader facilitation has the greatest Cronbach's Alpha value of 0.959 followed by employee recognition encompassing Cronbach's Alpha value of 0.925, workgroup support comprising of 0.8777, role overload 0.828 and the dependent variable turnover intention indicates Cronbach's Alpha value 0.888. In actual Cronbach Alpha workgroup support indicates the high value which is 0.955. Additionally, both role overload and employee recognition shows 0.952, followed by leader facilitation 0.933 and turnover intention the dependent variable indicates 0.955. Moreover, in pilot testing both dependent variable and independent variable shows Cronbach's Alpha value above than 0.80 (see Table 4.1), which considered as reliable and suitable for further analysis. Eventually, both dependent and independent variables are higher than 0.80 which is considered good.

4.3 Normality Test

Normality test use for the investigation of the questionnaires whether the sample is normally distributed or not. Factor analysis is robust to assumptions of normality. However, if variables are normally distributed, then the solution is improved. Normality test is performed by determining skewness and kurtosis for all variables. This allows with simple rule need to be applied whereby, the Z value need to be divide either score by its standard error and the result is greater than ± 1.96, it suggests that the data are not normal distributed with respect to that statistic. As may be seen in Table 4.2, two independent variables and the dependent variable are normally distributed as the skewness and kurtosis values are within the range of ± 1.96.

Table 4.2
Result of Skewness and Kurtosis for Every Variable

Variable	Range		Conclusion
	Skewness	Kurtosis	
Psychological Factors (IV)			
Role Overload	-2.482	-0.020	Not Normal distribution
Leader Facilitation	-0.681	-1.178	Normal distribution
Workgroup Support	-1.074	1.296	Normal distribution
Employee Recognition	-1.714	0.430	Normal distribution
Turnover Intention (DV)	-0.660	-0.617	Normal distribution

However, one independent variable (role overload) skewness value is greater than the range of $\pm$ 1.96 which is not normally distributed. Role overload was not normally distributed because of the degree of data. Most of the responses for this variable are same and this can be classified acceptance sampling. According to Steland and Zahle (2000), acceptance sampling is concerned with the (optimal) construction of sampling plans to accept or reject a possibly large portion based on a small sample. It is not actually necessary for sample data to follow a normal distribution in order to subject the data to parametric statistical analysis and it is usually happen with the smaller

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sample sizes. Apart from that, there are other methods to implement normality test, among others stem and leaf plot, box plot and normal Q-Q plot. Histogram and Q-Q Plot for the variables tested are shown in Appendix.

4.4 Factor Analysis.

Generally factor analysis piloted to reduce the complexity in a set of data. In this research factor analysis conducted to removes redundancy or duplication from a set of correlated variables. Factor analysis has screen out the unwanted items. In the present study comprises of 152 respondents but, it was necessary to conduct the factor analysis to ensure the construct validity. The result of factor analysis was done separately according to each variable.

4.4.1 Factor Analysis for Dependent Variable.

Table 4.3
*KMO and Bartlett's test for Dependent Variable Turnover Inten*tion

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.848
Bartlett's Test of Sphericity	Approx. Chi-Square	307.911
	df	45
	Sig.	.000

In this research, turnover intention classified as dependent variables for the four variables; role overload, leader facilitation, workgroup support and employee recognition. The dependent variable identified Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value of 0.848. In spotting the total variance described, four items have been removed because of the eigenvalues

greater than 1. The few factors would explain 78% of the variance. In affecting the distribution of items according to factors, it is attained by using varimax rotation.

4.4.2 Factor Analysis for Independent Variables.

In this research, role overload, leader facilitation, workgroup support and employee recognition are classified as independent variables. Namely, there were four psychological factors as a predictor of turnover intention. The first independent variable role overload indicated Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value is 0.748 exceeding the recommended value of 0.6 (Kaiser, 1970) and the Bartlett's Test of Sphericity reached statistical significance 0.000. In examining the anti-image correlation matrix, it reveals the presence of coefficients of 0.5 and above.

Table 4.4
KMO and Bartlett's Test for Role Overload

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.748
Bartlett's Test of Sphericity	Approx. Chi-Square	174.429
	df	45
	Sig.	.000

In investigating the total variance explained, few factors were extracted because they have eigenvalues greater than 1. The few factors would explain 67% of the variance. In identifying the distribution of items according to factors, it is achieved by using varimax rotation. The rotated factor matrix indicates that two solutions are evident in the data.

Table 4.5
KMO and Bartlett's Test for Leader Facilitation.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Sphericity	Approx. Chi-Square	311.953
	df	45
	Sig.	.000

The second independent variable is leader facilitation and the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value is 0.838 which exceed 0.60 the standard value for factor analysis. In examining the total variance explained, no any factor has been removed because they have eigenvalues greater than 1.

Table 4.6
KMO and Bartlett's Test for Workgroup Support.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.711
Bartlett's Test of Sphericity	Approx. Chi-Square	269.206
	df	45
	Sig.	.000

The third independent variable for this research is workgroup support. Third variable indicate 0.711 which exceeds 0.60 of the recommended KMO value. In investigating the total variance explained, only one factor has extracted because they have eigenvalues greater than 1. The one factor would explain 78% of the variance. In determining the distribution of items according to factors, it is achieved by using varimax rotation.

Table 4.7
KMO and Bartlett's Test for Employee Recognition

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.725
Bartlett's Test of Sphericity	Approx. Chi-Square	228.174
	df	45
	Sig.	.000

The last independent variable is employee recognition and the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value is 0.725 which exceed 0.60 of the ordinary value for KMO. In observing the total variance explained, one factor has been removed because they have eigenvalues greater than 1. The one factor would explain 68% of the variance. In shaping the distribution of items according to factors, it is achieved by using varimax rotation.

4.5 Descriptive Analysis.

4.5.1 Response Rate.

Overall 250 lectures were works in the chosen institutions which are KTG Education Group (100) and Inti International University (150). Total 100 questionnaires distributed to lecturers working in KTG and 70 questionnaires distributed to lectures working in Inti International University. Out of 170 questionnaires, 156 were returned, which is 91.76 % response rate. In overall 156 questionnaires, 4 (2.56%) were incomplete. Therefore, only 152 questionnaires which found 89.20% were used for further analysis. According to Hair et al. (2010), a response rate above 50% are usually considered acceptable, however it is more desirable if the response rate is 80% and above. Eventually, 89.20% response rate is appropriate and suitable for this study.

4.5.2 Respondents' Demographic Characteristic.

The respondents' demographic characteristic clearly illustrated in table 4.8. Based on the frequency analysis, 92 (60.5%) respondents were female and 60 (39.5%) were male. The majority of respondents were between the ages of 24 to 34 years old (53.9%). Most of them were categorized as young lecturers. Majority of the Lectures (69.7%) obtained Master Degree as their highest education qualification. Meanwhile, In terms of current position, the job title of 'Lecturer' made up the highest respondents which comprise 116 or 76.3%. In terms of length of employment 59 or 38.8% respondents had below than 2 years of length of employment in this lecturing field. Moreover, majority of respondents' employment status are in contract basis which consist 86 (56.6%). In terms of monthly income, most of the lecturers in Private Higher Education Institutions in Negeri Sembilan earning between RM 3001 to RM 4000. Majority of lectures works in the Faculty of Business Management.

Table 4.8
Profile of Respondents.

Demographic	Characteristics	Frequency	Percentage (%)
Gender	Male	60	39.5
	Female	92	60.5
Age	24-34	83	54.6
	35-45	36	23.7
	46-56	18	11.8
	> 56	15	9.9
Highest Education Qualification	PHD	17	11.2
	DBA	5	3.3
	Master Degree	101	66.4
	Bachelor Degree	21	13.8
	Diploma	1	0.7
	Professional	7	4.6
Current Position	Dean	3	2.0
	Professor	8	5.3
	Associate Professor	4	2.6
	Senior Lecturer	21	13.8
	Lecturer	116	73.6

Table 4.8(Continued)

Demographic	Characteristics	Frequency	Percentage (%)
Length of Employment	Below than 2 years	59	38.8
	2 years to 5 years	44	28.9
	5 years to 10 years	39	25.7
	More than 10 years	10	6.6
Type of Employment	Permanent	54	35.5
	Contract	86	56.6
	Outsource	2	2.0
	Expatriate	9	5.9
Monthly Income (RM)	< 3000	29	19.1
	3001 – 4000	50	32.9
	4001 – 5000	41	27.0
	5001 – 6000	12	7.9
	6001	20	13.2
Faculty	Business Management	99	65.1
	Information Technology	17	11.2
	Engineering	15	9.9
	Hospitality	6	3.9
	Medical	4	2.6
	Arts	7	4.6
	Linguistic	4	2.6

4.5.3 Mean and Standard Deviations.

Table 4.9

Descriptive Statistics of the Dependent and Independent Variables.

Variable	Mean	Standard Deviation
Turnover Intention	3.875	5.960
Role Overload	3.906	5.720
Leader facilitation	2.222	7.699
Workgroup Support	2.338	8.552
Employee Recognition	2.276	7.834

All the variables are evaluated based on a 5-point scale. The Table 4.9 shows the mean value for turnover intention (M= 3.875), role overload (M=3.906), leader facilitation (M=2.222), workgroup support (M=2.338) and employee recognition (M=2.276). The standard deviation which was used to measure the dispersion of interval and ratio scale, offers an index of the spread of distribution of the variability I the data. The Table 4.3 above show that the standard deviation for turnover intention (SD=5.960), role overload (SD=5.720), leader facilitation (SD =7.699), Workgroup support (SD =8.552) and employee recognition (SD =7.834).

4.6 Correlation Analysis

Table 4.10
Correlation Results between Independent Variables and Turnover Intention

Variables		TI	RO	LF	WS	ER
Turnover Intention (TI)	Pearson Correlation	1	.725**	-.669**	-.750**	.801**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	152	152	152	152	152
Role Overload (RO)	Pearson Correlation	.725**	1	.783**	.663**	.703**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	152	152	152	152	152
Leader Facilitation (LF)	Pearson Correlation	-.669**	.783**	1	.633**	.660**
	Sig. (2-tailed)	.002	.015		.000	.000
	N	152	152	152	152	152

Table 4.10(Continued)

Variables		TI	RO	LF	WS	ER
Workgroup Support (WS)	Pearson Correlation	.750**	.663**	.633**	1	.824**
	Sig. (2-tailed)	.040	.000	.000		.000
	N	152	152	152	152	152
Employee Recognition (ER)	Pearson Correlation	.801**	.703**	.660**	.824**	1
	Sig. (2-tailed)	.024	.002	.000	.000	
	N	152	152	152	152	152

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

This part will illuminate the result of Pearson Correlation Statistical analysis to identify the association between independent variables (role overload, leader facilitation, and workgroup support and employee recognition) and dependent variables (turnover intention). According to Sheridan (2011), a Pearson product-moment correlation coefficient describes the relationship between two continuous variables, and is available through the analysis and correlate menus. Table below developed table 4.10 display the correlation result between turnover intention, role overload, leader facilitation, workgroup support, and employee recognition. The result obtained show that there was a strongly significant and positive relationship between role overload and turnover intention (r = .725**, p ≤ 0.01).This indicated that high level of role overload increase the turnover intention among Private Higher Institutions' lecturers in Negeri Sembilan.

Additionally, leader facilitation and turnover intention shows significantly negative relationship (r = -.669**, p ≤ 0.01) . Whereby, greater level of leader facilitation decreases the intention to quit among lectures in PHEIs Negeri Sembilan. Meanwhile, workgroup support and turnover intention shows strongly significant and negative relationship (r = -.750**, p ≤ 0.01). Hence greater workgroup support lower the turnover intention among lecturers in Private Higher Education Institution. Moreover, the findings revealed there was strongly significant and negative relationship between employee recognition and turnover intention (r = -.801**, p ≤ 0.01). Therefore, the greater level of employee recognition has reduced the turnover intention among PHEI's lecturers.

4.7 Multiple Regression Analysis of the Variables.

Multiple regression analysis is used when there are more than one independent variable is used to explain variance in a dependent variable. In this study, researcher would like to examine whether these four independent variables (psychological factors) are significant in explaining the variance in dependent variable (turnover intention).The Multiple Regression Analysis was completed to test the hypotheses developed in this study. Multiple Regressions is an extension of bivariate correlation. R square delivers a measure of how well the data points are simulated by model, as the proportion of total variation of outcomes explained by the model.

Table 4.11

Multiple Linear Regression (Model Summary).

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842[a]	.709	.702	3.25607

a. Predictors: (Constant), ER, LF, RO, WS

b. Dependent Variable: TI

Table 4.11 shows the coefficient of determination value (R^2) is equal to 0.709. It means that 70% variations of turnover intention have explained by the four independent variables (role overload, leader facilitation, and workgroup support and employee recognition). On the other hand, it specifies that 30% variation of the turnover intention remained unexplained under this model and can be explained by other variables. Therefore, psychological factors (independent variables) have contributed 70% to lectures turnover intention (dependent variable) in PHEIs in Negeri Sembilan.

Table 4.12

Multiple Linear Regression Analysis (ANOVA).

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3806.008	4	951.502	89.747	.000[a]
	Residual	1558.492	147	10.602		
	Total	5364.500	151			

a. Predictors: (Constant), ER, LF, RO, WS

b. Dependent Variable: TI

F-test is used to examine whether the two populations of variances are identical. The aim of F-test is to determine the model which finest suits the population from which the data were tested and collected. Denoting to Table 4.12, the F-value is 89.747 with a p-value of 0.000. As the p-value of ANOVA is less than the significance level 0.05, it means that the four independent variables have a significant relationship with turnover intention.

Table 4.13
Multiple Linear Regression Analysis (Coefficients).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std.Error	B		
Constant	28.479	3.203		8.893	.000
Role Overload	.242	.082	.232	2.960	.004
Leader Facilitation	-.067	.057	-.086	-1.164	.246
Workgroup Support	-.136	.056	-.195	-2.419	.017
Employee Recognition	-.320	.065	-.420	-4.946	.000

The beta values of (see Table 4.13) role overload respectively indicate there is a strong significant relationship with turnover intention. Workgroup support and employee recognition shows the beta value of -.195, p ≤0.17 and -.420, p ≤0.00. Therefore workgroup support and employee recognition correspondently indicate there is a significant relationship with turnover intention. However leader facilitation has a low significant relationship with turnover intention by indicating the beta value of -.086, p ≤0.246. Leader facilitation significant value has exceeded standard P value 0.05. In other word, role overload, workgroup support and employee recognition is more useful to predict the turnover intention of the lecturers as compare to leader facilitation.

4.8 Summary of Hypotheses Testing.

Table 4.14
Summary of Hypotheses Testing.

Hypothesis		Result
HI	There is a significant relationship between role overload and turnover intention (β .232, p $\leq$0.04).	Accepted
H2	There is a significant relationship between leader facilitation and turnover intention (β -.086, p $\leq$0.246).	Accepted
H3	There is a significant relationship between workgroup support and turnover intention (β -. 195, p $\leq$0.17).	Accepted
H4	There is a significant relationship between employee recognition and turnover intention (β -.420 , p $\leq$0.00).	Accepted
H5	There are effects on the role overload, leader facilitation, and workgroup support and employee recognition (R^2 = 0.709).	Accepted

As a summary the result of study show that employee recognition affects more on PHEIs lecturers' turnover intention. Employee recognition and workgroup support has negative relationship with turnover intention. Hence regular employee recognition and high level of workgroup support reduce the turnover intention among PHEIs lectures in Negeri Sebilan. Role overload has a strong positive relationship with turnover intention. Hence excessive role overload lead to greater turnover intention among lectures in private university colleges. However, leader facilitation has low significant relationship with turnover intention among lecturers in PHEIs' lecturers in Negeri Sembilan. Therefore, leadership supports in PHEIs not much affect the turnover intention of lecturers. Based on the result all hypotheses accepted for this study. Therefore, employee recognition classified as most prompting factor of turnover intention among lectures in PHEIs in Negeri Sembilan. This research finding indicated R2 (.709). This shows that, the independent variables have significant effect on lectures' turnover intention in PHEIs.

4.9 Summary

All of the hypotheses testing had performed in this chapter. The results obtained from this chapter are further discussed in the final chapter followed by the implications and limitations of the study with a few recommendations that are relevant to this study.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION.

5.1 Introduction

This chapter will be summarized with further discussion based on the research objective developed. Moreover, implications, recommendations, for future studies and limitations of the study will be discussed and will be ended with a conclusion.

5.2 Discussion.

In principle, this study is to determine the relationship between the independent variables; role overload, leader facilitation, workgroup support, employee recognition and dependent variable turnover intention. Relatively, this study focuses about the prevalence of turnover intention among lecturers in Private Higher Education institutions (PHEIs) in Negeri Sembilan. Additionally, this study identified which among the variables are the most significant factors that clarify turnover intention. In order to realize this, conceptual framework has been developed which to gain a better understanding on the relationship between role overload, leader facilitation, workgroup support and employee recognition.

The assessment process followed the sequence steps such as selection of study location, and preparation of questionnaire plus data collection. Questionnaire method was used to obtain the necessary information. Indeed, such method was used because of place and time constrains. The nature of working hours of lectures was challenging, because during data collection most of the lectures were busy and not available for answer the survey. Most of the lectures busy with their schedule and it were time constrained for both the respondents and researcher.

This research uses cross sectional study. Generally cross sectional study are usually conducted to estimate the prevalence of the outcome of interest for a given population. Respondents comprised of 152 lectures from Private Higher Education institutions (PHEIs) in Negeri Sembilan. Pretest was carried out before the actual data collection. Questionnaires consist of item that presents role overload, leader facilitation, workgroup support, and employee recognition and turnover intention. A five point Likert scale was used in the study to measure the variables. Furthermore, the demographic information consist of gender, age group, highest education qualifications, current position, length of employment, type of employment, monthly income, and faculty of working.

In this chapter, the result of descriptive analysis, reliability analysis, normality test, factor analysis and inferential analysis such as Pearson Correlation and Multiple Regressions were used. This result is beneficial for the PHEIs to determine the proper forecasting before or after a lecturer decided to move from the company. Moreover, the following section will argue the objective and comparison with the researches done previously. Eventually, five objectives have been fixed in this research study.

5.2.1 Objective 1: To identify the relationship between role overload and turnover intention among Private Higher Education institutions (PHEIs) lecturers in Negeri Sembilan.

Based on the data in Table 4.10 (Correlation) shows that there is a strongly significant and positive relationship between role overload and turnover intention which is (r = .725**, p ≤ 0.00). Therefore role overload does significantly related on turnover intention. Seriously, Private Higher Education institutions (PHEIs) in Negeri Sembilan need to consider about role overload of their lecturers in workplace. Based on the Table 4.8 demographic profile of respondents, majority of lecturers are female. According to Miller and Wheeler (1992) initiate that women have higher turnover intention as compared to men. This result is in lined with the studies of (Kim ,2005); (Huang, Chuang & Lin, 2003) which has shown that female employees have higher intention to leave their jobs as compared to male employees. Female Lecturers face role conflict in their work life and family life. In work lives they need to carry out various tasks such as being invigilator, mentor, some as program coordinators and module leaders. In spite of that, in family life female academicians need to focus on their family responsibilities and conflicting role themselves. Therefore, it's difficult for female lecturers to manage family and work related responsibility. Hence it leads to role overload and intention to quit from Private Higher Education institutions (PHEIs) in Negeri Sembilan.

Age group of lecturers also may contribute to role overload. According to Table 4.8, majority of lecturers fall under age group of 24-34 which is 54.6%. Basically, the lecturers in this age group are young, ambitious and energetic. Lecturers willing to accept more task to gain new experiences in workplace. Therefore, almost most of the young lecturers face role overload and at one point of time they could not able to cope up the role overload with very limited

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timeframe. This may lead to intention to quit and find a better job with good remuneration package.

Length of employment may contribute to role overload. Based on Table 4.8, majority of Private Higher Education institutions (PHEIs) lecturers' categorized below 2 years of working experience. In earlier stage of employment academicians are more ambitious and they wish to obtain very instant appreciation and career growth by easier way. Therefore, lecturers willing to be accept additional responsibilities. On the other side management also provides additional work for new lecturers for the purpose of baseline assessment. However, after 2 years of pedagogical experience lecturers start to benchmark the working requirement, and career opportunity with other intuition. Hence, if lecturers find any better offer with fewer role overloads they eventually will be having the intention to quit from current Institution and go for a best offer.

Finding of this study similar with (Pienaar, Sieberhagen, & Mostert, 2007); (Jones *et al*. 2007). Role overload significantly influence turnover intention. This similar studies has indicate, higher level of work requirement may lead to job stress and work exhaustion and will end up with turnover intention. Normally lecturers from Private Higher Education institutions (PHEIs) have greater work commitment such as; mentoring, invigilation, review and update coursework file, setting coursework assessment, lecturing, tutorial, marking, marketing about program offered in institution and preparing module analysis report for every semester. The given timeframe for all this work requirements are very short. Therefore, lecturers feel stress and exhausted with unachievable work which might lead to turnover intention. In simple term, lecturers who experience higher role overload are more likely to look for other job opportunity

and not prefer to work with the same higher intuition. Hence, role overload has significant and positive relationship with turnover intention.

5.2.2 Objective 2: To identify the relationship between leader facilitations and turnover intention among Private Higher Education institutions (PHEIs) lecturers in Negeri Sembilan.

The second research objective is to identify the relationship between leader facilitations and turnover intention among Private Higher Education institutions (PHEIs) lecturers. Correlation result shown Table 4.10 presented that there is a negative relationship between leader facilitation and turnover intention ($r = -.669**$, $p \leq 0.00$). Lecturers who obtain higher leader facilitations are less likely to find other better job opportunity. Hence, high leadership support may motivate, encourage, inspire and nurture lecturers with needed skills and knowledge.

Lecturers feel comfortable and happy working with superior who understand them better. Based on Table 4.8 respondent's profile, 38.8 percentages of Private Higher Education institutions (PHEIs) lecturers in Negeri Sembilan having below than 2 years of working experience. Based on this data, lecturers working in Private Higher Education institutions in Negeri Sembilan are fresh to academic field. Therefore, it is important for the management to ensure proper guidance and direction for the fresh academicians. The School or Faculty Head, Deans and Deputy Deans of Private Higher Education institutions need to emphasis on the pedagogical training for new lecturers for first 6 months. In simple term, close leader observation and support important for retain the talented lecturers in Private Higher Education Institutions. In this research leader facilitation does not much affect the lecturers' turnover intention. This is because most of the top management leaders and Deans are from generation

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Y. Therefore, young generation leaders understand well how to facilitate their followers. Based on previous study done by Wolf and Yadav (2015) poor leader facilitations classify as a predictor of turnover intention. In this study leader facilitation slightly contribute to lecturers' turnover intention. Eventually, negative relationship was found between leader facilitation and turnover intention. Therefore, leader facilitation and turnover intention has an inverse relation.

5.2.3 Objective 3: To identify the relationship between workgroup support and turnover intention among lecturers in Private Higher Education institutions (PHEIs) lecturers in Negeri Sembilan.

The third research objective is to identify the relationship between workgroup support and turnover intention among Private Higher Education institutions lecturers. Table 4.4 show the Correlation result which reveals that there is a strong negative relationship between workgroup support and turnover intention (r = -.750**, p ≤ 0.00). The results show that workgroup support and turnover intention is contradict. Whereby, when workgroup support among lecturers in Private Higher Education institutions (PHEIs) is high, the turnover intention will be lower.

Majority of academician from lecturer level consider staying in Private Higher Education institutions (PHEIs) because of workgroup support. Generally workgroup support essential for lecturers to fulfill their daily work requirements. Peer support help to solve critical problems in work and help to reduce the job stress in workplace. Lecturers feel fulfilled, trust and loyal whenever they reciprocate a favor from their fellow working colleagues. Workgroup support ensure healthy and harmony work environment for the lecturers. Hence, the job satisfaction among lecturers may increase. The finding of this study was in line with Lee (2004). Whereby, it shows there is significant and negative relationship between workgroup supports and turnover intention.

5.2.4 Objective 4: To identify the relationship between employee recognition and turnover intention among lecturers in Private Higher Education institutions (PHEIs) in Negeri Sembilan.

The fourth objective of this study is to identify the relationship between employee recognition and turnover intention among Private Higher Education institutions (PHEIs). Based on Table 4.10 there is a strong significant and negative relationship among employee recognition and turnover intention ($r = -. 801, p \leq 0.00$). The finding shows employee recognition and lecturers turnover intention are inversely related. Whenever lecturers receive more reward and recognition in their working institution, they are less likely to leave the Private Higher Education institutions (PHEIs). Appreciation is a fundamental need for academicians to perform well. In simple term, lecturers in Private Higher Education institutions (PHEIs) wanted to be respected and value for their academics contributions such as; publishing research papers and journals, lecturing, mentoring, and representing conference and setting coursework requirements. Employee recognition provided by management should equivalent to lecturers' contribution.

Whenever a lecturer encounters inequity in workplace, they will take some sort of action. Lecturers restore equality by either decreasing inputs or by increasing outcome. However, lecturers ultimately resolve the imbalance by reducing their efforts or by leaving the organization (Stajkovic & Luthans, 2003). Therefore, once lecturers feel the sense of recognition they will never leave their working institution. Hence, greater reward and recognition will motivate lecturers to stay longer in their workplace. The findings of this study result similar with previous research studies done by Wen, Huey, Li, Ying and Kee (2013) and

Maicibi, 2008. Therefore, it proven that there is a significant and negative relationship between employee recognition and turnover intention.

Objective 5.2.5: To identify the effects of role overload, leader facilitation, workgroup support and employee recognition on turnover intention among PHEIs in Negeri Sembilan.

Eventually, the researcher have used Multiple Regression in associating the involvement of each independent variable in order to illuminate the most significant factor prompting the turnover intention among lecturers works in Private Higher Education Institutions (PHEIs) in Negeri Sembilan. From the Table 4.13, it could be seen the regression value for the combined independent variable effect is R^2 (.709) and the adjusted R^2 (.702). This implies that the independent variables had affected 70% to the lecturers' turnover intention. It could also see by the F – value of 89.747 is highly significant at less than 0.00 alpha levels. Therefore, it show that the predictors variable (role overload, workgroup support and employee recognition) have significant effect on criterion variable (lectures' turnover intention).

Based on the research, employee recognition carries greatest factor which indicate higher influencing beta value of (β-.420, p ≤0.00). The study concluded that among the four independent variables such as; role overload, leader facilitation, workgroup support and employee recognition, employee recognition is the most significant factor on turnover intention. Employee recognition classified as an important predictor of turnover intention in PHEIs in Negeri Sembilan. However, the beta value of (β-.082, p ≤ .246) indicates leader facilitation does not much effect on the turnover intention. Though initially leader facilitation selected as a predictor of lecturers' turnover intention at the end of research result indicates

that, leader facilitation does not much effect lecturers' turnover intention in PHEIs in Negeri Sembilan. Role overload and workgroup support indicates beta value of (β -.195, p ≤0.17) and (β.232, p ≤0.04). Overall, only three independent variables (role overload, workgroup support and employee recognition) affect lecturers' turnover intention in PHEIs in Negeri Sembilan.

5.3 Implication of Research Findings.

Based on this result, some practical implication can be drawn and suggestions can be made in order to reduce the turnover intention among lecturers in Private Higher Education institutions (PHEIs) in Negeri Sembilan. From the result generated it show that, employee recognition is the predictor of turnover intention among lecturers in Private Higher Education (PHEIs) in Negeri Sembilan. Therefore, management of Private Higher Education institutions should aware of this issue to reduce the likelihood of turnover intention among lecturers.

According to earlier studies, employee recognition is the main key that contributes towards turnover intention among the lecturers. Therefore, Private Higher Education institutions (PHEIs) in Negeri Sembilan need to accept the reality and seek for the way to improve employee recognition programs in order to make sure their private institution stay competitive. The main problem faced by PHEIs in Negeri Sembilan is set unrealistic KPI to measure the performance of a lecturer. The goals set by the institutions are super ambiguous and counterproductive. The PHEIs uses performance based KPI system to evaluate the performance of academic staffs and reward them accordingly. However, PHEIs still unable to recognize and reward the academic staffs for the contributions they have done for the institution because of unrealistic KPI. Most of academic staff being frustrated and leave the institutions because of mismanagement of employee recognition program. Therefore, even though the PHEIs have

employee recognition programs, they still unable to implement the employee recognition due to over stretched goal.

Therefore, PHEIs may include SMART evaluation criteria for the performance management of lecturers. The SMART stands for Specific, Measurable, Achievable, Realistic, and Time-bound. This evaluation criterion will clearly articulate what is expected to achieve within the specified time frame. The employee recognition program committee can easily measure the success of completion of a task. This method may include objective; concrete result based performance and also subjective measurement methods. The employee recognition program created by the team will be clear and consistent with the KPI or departmental goals to avoid unrealistic evaluation criteria.

Besides that, favoritism based employee recognition always describe as a debated issue in many Private Higher Education Institutions. Employee recognition always comes along with a statement of 'bias' favoritism, and organization politic. According to Higgot (2016), reward and recognition for lecturers remains one of the controversial areas of quality management. Probably, employee recognition program in PHEIs lead to departmental politics. Biasness and favoritism in employee recognition program may lead to turnover intention among lecturers. Politics happens among academic staffs to grasp personal award, promotions and rewards for oneself or one particular group interest. Thus, employee recognition program with favoritism do not support the broad production oriented goals of the institutions. According to Vigoda-Gadot and Talmud (2010) lecturers who engage in organizational politics has high possibility to get reward and recognition compared to lecturers who politically inept. Therefore, when politics, influences a point of rewarding lecturers for reasons other than previously agreed on performance based system, the message is sent to the institutions that politicking is more

important than performance of lecturers. Eventually, recognition programs with favoritism may lead the lecturers to leave the PHEI.

Therefore, PHEIs in Negeri Sembilan need to ensure bias-free employee recognition programs in their institutions. Therefore, PHEIs in Negeri Sembilan need to establish an Employee Recognition Team (ERT). The Employee Recognition Team (ERT) may in charge to promote the formal recognition program with minimum favoritism. This team will be responsible to ensure outcome oriented higher education institution and must reinforce teamwork to soften the negative impact of organizational politics in the Private Higher Education Institution (Valle & Witt, 2001). Eventually, ERT may decrease the impact of favoritism in recognizing good lecturers and motivate the lecturers to stay longer in the institution.

Besides that, academic staffs in PHEIs in Negeri Sembilan expect their young lecturers to 'service above self'. It means management expecting their young lecturers to contribute their best without expecting anything in terms of recognition, appreciation and rewards. According to Table 4.8, most of the lecturers are fall under the age range of 24-34. Hence, most of the lecturers of KTG Education Group and Inti International University are considering Gen Y. Generally, Gen Y expected to have more encouragement, appreciation, guidelines and motivation from senior academic staffs. According to Raman, Ramendran, Beleya, Nadeson, and Arokiasamy (2011) stated that young generation is predictable to be dominant force in the industry in near future as the demand of young academicians in Malaysia is increased with the rapid growth of the higher education industry.

Thus, academic leaders expected to provide instant recognition for the young lecturers. Sometimes simple compliments such as 'splendid work' and 'thank you' help to boost up the motivation level of a lecturer. According to Grote (2006), that recognition of a lecturer's performance can come is such simple forms as "Good work, Well done, or I really appreciate it. Hence, PHEI's management must understand the psychology of praising lecturers in order to value their academic contributions for the institution. Instant recognition increases performance and job satisfaction when they feel that their work is being valued. Therefore, instant recognition and positive reinforcement may increase the motivation level of lecturers and reduce the intention to quit from the institution.

5.4 Limitation of the study.

Throughout the research, two limitations have been identified. Firstly, the respond from the selected PHEIs were low. Initially, five private university colleges had been approached in Seremban, Negeri Sembilan. Though, due the respond was very slow and low only two Private Higher Institutions have been finalized for this study. Thus this study only conducted in KTG Education Group and Inti International University. The study conducted based on 152 respondents' response received during the data collection period. Although, this number of responses are sufficient for conduct this study. However, bigger sample size expected to have better generalizability for the population at large.

Secondly, cross sectional research was applied in this study. Therefore, this study was not able to produce useful evidences to determine the causal relationship between the variables. As a result, the observed significant relationships between the variables should be interpreted with caution and no causal interferences should be made. Although several limitations has been shown, this study does provide insights for the existing body of the knowledge of psychological factors (independent variable) and turnover intention dependent variable. Based on this research finding, private higher education institution in Negeri Sembilan expected to focus more on managing young lecturers effectively and recognize their contribution to decrease the number of turnover intention in future.

5.5 Recommendation for Future Studies.

Based on the research findings, the researcher found several aspects that need for further research. In order to prepare a better research in future, future researchers should take a more generalized number of respondents. The larger number of responses expected to generate more accurate results. Therefore research must be expended to other private institution in negeri Sembilan.

Apart from that, this study only focused on private higher education institution in Negeri Sembilan. Therefore future study needed from respective sample from different private institution and from different states in Malaysia. Moreover, this study expected to test in other academic area such as government higher education institutions, polytechnics, vocational colleges and matriculations in overall Malaysia. Eventually, explore other academic areas may help researchers to obtain for better generalizability.

Besides, this research based on cross sectional study which only focuses on one specific of time. Therefore, for forthcoming study, researcher should ponder the longitudinal study. Longitudinal study is more appropriate to be use because it will be competent to discover the changes in the characteristic of the target population. Besides that, the result from a longitudinal study will be more reliable and can add more information to the research.

5.6 Conclusion.

This study conducted to examine whether psychological factor as predictor of turnover intention among Private Higher Education Institution in Negeri Sembilan. The study was conducted in two private higher education institutions in Negeri Sembilan. This study request university and colleges faculty to express their opinions about the psychological factors (role overload, leader facilitations, workgroup support and employee recognition) affecting their intention to quite from the current institution. Total 152 respondents have participated in this dissertation and majority of them are women lectures below than 2 years of experience. Most of the respondents are young and fall in the age group of 24-34. The multiple regression value for combined psychological effect reported as R^2 (.709). Therefore, this research had revealed that psychological factors (independent variable) have affected 70% of turnover intention (dependent variable) among the lecturers in PHEI in Negeri Sembilan. Overall five hypotheses were developed for this research and only four hypotheses were accepted. Based on the findings role overload has a significant and positive relationship with turnover intention. Meanwhile, workgroup support and employee recognition show negative relationship with lecturers' turnover intention. However, leader facilitations do not affect turnover intention among lectures in PHEIs in Negeri Sembilan. This is because PHEIs lectures are generally are independent and work according to module specification and MQA requirement. Therefore, the role of supervisor or leader is very limited. Therefore, in future researchers should use other

psychological variables such as organization politics, emotional intelligence, job satisfaction and psychological contract. Furthermore, several implications are highlighted and limitations of the study to organization were also addressed. Suggestion for future research was highlighted in order to improve the future situation.

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APPENDIX A – Survey Questionnaire

RESEARCH TITLE:

PSYCHOLOGICAL FACTORS ARE PREDICTOR OF TURNOVER INTENTION AMONG LECTURERS IN PRIVATE UNIVERSITY COLLEGES IN NEGERI SEMBILAN.

Dear Respondent

My name is Darishinee Balasingam. I'm a Master's Degree student of Human Resource Management (HRM) from Graduate School of Othman Yeop Abdullah, Universiti Utara Malaysia (OYAGSB UUM). I'm currently conducting a research in the area of turnover intention among the lecturers in private University Colleges in Negeri Sembilan. Therefore, I would appreciate if you could answer all of the questions in the survey as the information you provide will influence success of this research. It will take less than 15 minutes to complete the questionnaire. Please note that responses collected will be treated with the strictest confidentiality and will be used for academic purposes only. Your honest completion of this questionnaire will assist in generating information that will help private university colleges to improve on their turnover management, enhance quality of service and improved productivity.

Thank you very much for your time and cooperation in answering this questionnaire.

<div align="right">

Prepared By:
Darishinee Balasingam
Master of Human Resource Management,
Othman Yeop Abdullah Graduate School of Business (OYAGSB),
Universiti Utara Malaysia

</div>

If you have any queries about this survey, please contact me, Darishinee Balasingam or my Supervisor, Dr Jasmin at Othman **Yeop Abdullah Graduate School of Business, University Utara Malaysia(UUMKL).**

HP Phone: 014-9046591
Email – darishinee_88@yahoo.com

This section contains questions that will ask your personal information. For each question, please tick (/) in the most appropriate box or write your response in the space provided.

SECTION A: DEMOGRAPHIC INFORMATION

Gender:
1. ☐ Male   2. ☐ Female

Age group:
1. ☐ 24-34   2. ☐ 35-45   3. ☐ 46-56   4. ☐ > 56

Highest education qualification:
1. ☐ PHD
2. ☐ DBA
3. ☐ Master Degree
4. ☐ Bachelor Degree
5. ☐ Others, please specify: ……………………

Current position:
1. ☐ Dean
2. ☐ Professor
3. ☐ Associate Professor
4. ☐ Senior Lecturer
5. ☐ Lecturer

Length of employment in this company (years):
1. ☐ Below than 2 years   2. ☐ 2 years to 5 years
3. ☐ 5 years to 10 years   4. ☐ More than 10 years

Type of employment:
1. ☐ Permanent
2. ☐ Contract
3. ☐ Outsource (Agency)
4. ☐ Expatriate

Monthly income (RM):
1. ☐ < 3000   2. ☐ < 3001 - 4000
3. ☐ < 4001 - 5000   4. ☐ < 5001 - 6000
5. ☐ > 6001

Faculty:
1. ☐ Faculty of Business Management
2. ☐ Faculty of Information Technology
3. ☐ Faculty of Engineering

4. ☐ Faculty of Hospitality
5. ☐ Faculty of Tourism
6. ☐ Faculty of Medical
7. ☐ Faculty of Arts
8. ☐ Others, please specify: ……………………

SECTION B: ROLE OVERLOAD
(Role overload: having too much to do in a given amount of time)

Please answer all the questions and please choose **ONE (1)** answer based on the following statements. The highest ranking, 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree) and the lowest, 1 (Strongly Disagree).

No	Elements	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	I often have too much to do in my job.	1	2	3	4	5
2.	My work contains elements that are too demanding.	1	2	3	4	5
3.	I never seem to have enough time to get everything done.	1	2	3	4	5
4.	The amount of work I am asked to do is fair.	1	2	3	4	5
5.	I have too much work to do everything well.	1	2	3	4	5
6.	I have too little time to perform my daily tasks.	1	2	3	4	5
7.	Times that I must work under time pressure.	1	2	3	4	5
8.	Worry that I will not be able to fulfill my tasks.	1	2	3	4	5
9.	It seems to me that I have more work at my job than I can handle.	1	2	3	4	5
10.	It often seems like I have too much work for one person to do.	1	2	3	4	5

SECTION C: LEADER FACILITATION AND SUPPORT

(Leader facilitations and support: reflects the perception of leaders 'behaviors the extent to which leaders helping to accomplish work goals)

Please answer all the questions and please choose **ONE (1)** answer based on the following statements. The highest ranking, 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree) and the lowest, 1 (Strongly Disagree).

No	Elements	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	My boss is flexible about how I accomplish my job objectives.	1	2	3	4	5
2.	My manager is supportive of my ideas and ways of getting things done.	1	2	3	4	5
3.	My boss gives me the authority to do my job as I see fit.	1	2	3	4	5
4.	I can trust my boss to back me up on decisions I make in the field.	1	2	3	4	5
5.	My supervisor understands my job problems and needs very well.	1	2	3	4	5
6.	My supervisor is willing to listen to my problems.	1	2	3	4	5
7.	My supervisor asks employees for their suggestions on what assignments should be made.	1	2	3	4	5
8.	My supervisor treats all the employees she/he supervises as his/her equal.	1	2	3	4	5
9.	My supervisor is friendly and approachable.	1	2	3	4	5
10.	My supervisor asks employees for their suggestions concerning how to carry out assignments.	1	2	3	4	5

SECTION D: WORKGROUP SUPPORT

(Workgroup support: cognitively closer entity, tend to attribute a perceived sense of control and the resulting positive emotions to their workgroup)

Please answer all the questions and please choose **ONE (1)** answer based on the following statements. The highest ranking, 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree) and the lowest, 1 (Strongly Disagree).

No	Elements	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	When I encounter problems at work, there is always a co-worker to turn to.	1	2	3	4	5
2.	My co-worker supports me.	1	2	3	4	5
3.	If problems exist at my work, I can discuss them with my colleagues.	1	2	3	4	5
4.	There is someone at work who encourages my development.	1	2	3	4	5
5.	I have a best friend at work.	1	2	3	4	5
6.	Our department's committees, councils, and teams are robust and active.	1	2	3	4	5
7.	Employees in my department regularly recognize each other and participate enthusiastically in any department recognition events.	1	2	3	4	5
8.	There is a strong sense of connection, of community, among People in the department.	1	2	3	4	5
9.	When an employee is having problems, other people in the department rally around and helps in constructive ways.	1	2	3	4	5
10.	A strong, consistent network of coaching is available to employees in this department.	1	2	3	4	5

SECTION E: EMPLOYEE RECOGNITION

(Employee recognition: structure of "values and organizing principles centered on fulfilling employees' needs, promoting employees' best interests, and valuing employees' contributions")

Please answer all the questions and please choose **ONE (1)** answer based on the following statements. The highest ranking, 5 (Very Satisfied), 4 (Satisfied), 3 (Somewhat satisfied), 2 (Somewhat dissatisfied) and the lowest, 1 (Not at all satisfied).

No	Elements	1 Not at all satisfied	2 Somewhat Dissatisfied	3 Somewhat satisfied	4 Satisfied	5 Very Satisfied
1.	How satisfied are you with the amount of communication regarding employee recognition?	1	2	3	4	5
2.	How satisfied are you with the number of times you have been recognized in the past year?	1	2	3	4	5
3.	How satisfied are you that the achievements are worthy of recognition?	1	2	3	4	5
4.	How satisfied are you with the type and value of the rewards presented?	1	2	3	4	5
5.	How satisfied are you that receiving recognition motivates you to improve your performance?	1	2	3	4	5
6.	How satisfied are you that the employee recognition process is a valuable tool for showing gratitude and recognizing performance?	1	2	3	4	5
7.	How satisfied are you with the type of audience present at your recognition (e.g., peers, management)?	1	2	3	4	5

8.	How satisfied are you with management's participation and role in your recognition?	1	2	3	4	5
9.	How satisfied are you that the employee recognition process be continued?	1	2	3	4	5
10.	Overall, how satisfied are you with employee recognition?	1	2	3	4	5

SECTION F: TURNOVER INTENTION

(Turnover intention is a wish to acquire higher task demands in the sense that employees have thought about change but have not yet acted to seek change)

Please answer all the questions and please choose **ONE (1)** answer based on the following statements. The highest ranking, 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree) and the lowest, 1 (Strongly Disagree).

No	Elements	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	It is very possible that I will look for new job next year.	1	2	3	4	5
2.	I often think about quitting my job at this organization.	1	2	3	4	5
3.	I intend to remain with this organization indefinitely.	1	2	3	4	5
4.	I feel that I could leave this job	1	2	3	4	5
5.	I intend to look for a job outside of this organization within next year.	1	2	3	4	5
6.	I am actively searching for an alternative to the organization.	1	2	3	4	5
7.	I think a lot about leaving this organization.	1	2	3	4	5
8.	I intend to leave this organization this year	1	2	3	4	5
9.	As soon as possible, I will leave the organization	1	2	3	4	5
10.	If I may choose again, I will choose to work for the current organization.	1	2	3	4	5

***************************** THANK YOU*****************************

APPENDIX B - SPSS Outputs

1. Reliability Analysis for Turnover Intention.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.955	.955	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TI1	19.4342	25.890	.836	.733	.949
TI2	19.2895	24.154	.878	.795	.945
TI5	19.4539	25.216	.860	.779	.947
TI6	19.3421	24.637	.874	.794	.945
TI8	19.3816	24.754	.866	.761	.946
TI9	19.3487	24.705	.848	.728	.948

2. Reliability Analysis for Role Overload.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.953	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
RO1	19.5592	23.533	.835	.738	.945
RO2	19.4013	23.129	.856	.769	.943
RO3	19.5855	22.363	.867	.783	.941
RO7	19.5987	22.599	.842	.737	.944
RO9	19.4803	22.503	.854	.761	.943
R10	19.5789	23.530	.862	.748	.942

3. Reliability Analysis for Leader Facilitation.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.933	.933	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LF1	20.0000	48.728	.734	.565	.926
LF2	19.8158	48.469	.679	.544	.929
LF3	20.0592	46.718	.803	.684	.922
LF4	20.0592	48.639	.721	.553	.926
LF5	20.0526	47.812	.756	.649	.925
LF6	20.0132	48.172	.752	.590	.925
LF7	20.0724	48.558	.732	.617	.926
LF8	20.0000	49.179	.703	.558	.927
LF9	20.0395	47.945	.753	.628	.925
LF10	19.9013	49.599	.704	.544	.927

4. Reliability Analysis for Workgroup Support.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.955	.956	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
WS1	18.7303	60.556	.758	.687	.952
WS2	18.5724	56.617	.835	.765	.949
WS3	18.7763	58.334	.829	.784	.949
WS4	18.8289	57.666	.842	.752	.948
WS5	18.7763	59.592	.818	.739	.950
WS7	18.6382	56.272	.846	.763	.948
WS8	18.6250	56.713	.831	.750	.949
WS9	18.6776	57.094	.825	.773	.949
WS10	18.6908	60.268	.785	.677	.951

5. Reliability Analysis for Employee Recognition.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.952	9

Descriptive Analysis

1. Descriptive Statistic.

Descriptive Statistics

	N	Mean	Std. Deviation
TI	152	23.2500	5.96041
RO	152	23.4408	5.72057
LF	152	22.2237	7.69983
WS	152	21.0395	8.55282
ER	152	20.4803	7.83435
Valid N (listwise)	152		

1. Normality Test.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RO	.230	30	.000	.852	30	.001
LF	.147	30	.097	.956	30	.244
WS	.179	30	.015	.923	30	.031
ER	.141	30	.129	.948	30	.147
TI	.115	30	.200*	.982	30	.877

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

1. Factor Analysis – Role Overload (Independent).

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.748
Bartlett's Test of Sphericity	Approx. Chi-Square	174.429
	df	45
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.520	55.204	55.204	5.520	55.204	55.204
2	1.138	11.384	66.589	1.138	11.384	66.589
3	.881	8.809	75.398			
4	.696	6.965	82.363			
5	.551	5.509	87.871			
6	.422	4.221	92.092			
7	.292	2.922	95.014			
8	.225	2.248	97.262			
9	.197	1.971	99.233			
10	.077	.767	100.000			

Extraction Method: Principal Component Analysis.

2. Factor Analysis – Leader Facilitation (Independent).

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Sphericity	Approx. Chi-Square	311.953
	df	45
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.277	72.765	72.765	7.277	72.765	72.765
2	.853	8.535	81.300			
3	.556	5.563	86.863			
4	.487	4.871	91.734			
5	.281	2.809	94.543			
6	.198	1.981	96.523			
7	.142	1.423	97.946			
8	.093	.929	98.875			
9	.075	.745	99.620			
10	.038	.380	100.000			

Extraction Method: Principal Component Analysis.

3. Factor Analysis – Workgroup Support (Independent).

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.711
Bartlett's Test of Sphericity	Approx. Chi-Square	269.206
	df	45
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.157	61.569	61.569	6.157	61.569	61.569
2	1.679	16.791	78.360	1.679	16.791	78.360
3	.643	6.432	84.791			
4	.463	4.633	89.424			
5	.379	3.795	93.219			
6	.225	2.254	95.474			
7	.199	1.991	97.465			
8	.126	1.259	98.723			
9	.097	.971	99.695			
10	.031	.305	100.000			

Extraction Method: Principal Component Analysis.

4. Factor Analysis – Employee Recognition (Independent).

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.725
Bartlett's Test of Sphericity	Approx. Chi-Square	228.174
	df	45
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.400	54.003	54.003	5.400	54.003	54.003
2	1.387	13.868	67.871	1.387	13.868	67.871
3	.960	9.600	77.472			
4	.829	8.294	85.766			
5	.697	6.973	92.739			
6	.334	3.337	96.076			
7	.145	1.448	97.524			
8	.110	1.098	98.622			
9	.079	.795	99.417			
10	.058	.583	100.000			

Extraction Method: Principal Component Analysis.

5. Factor Analysis – Turnover Intention (Dependent).

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.848
Bartlett's Test of Sphericity	Approx. Chi-Square	307.911
	df	45
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.513	65.135	65.135	6.513	65.135	65.135
2	1.258	12.579	77.713	1.258	12.579	77.713
3	.867	8.675	86.388			
4	.432	4.324	90.712			
5	.351	3.510	94.222			
6	.284	2.838	97.060			
7	.151	1.509	98.569			
8	.062	.623	99.192			
9	.055	.546	99.737			
10	.026	.263	100.000			

Extraction Method: Principal Component Analysis.

Correlations Analysis

1. Correlations Analysis for Role Overload, Leader Facilitation, Workgroup Support, Employee Recognition and Turnover Intention

Correlations

		TI	RO	LF	WS	ER
TI	Pearson Correlation	1	.725	-.669	-.750	-.801
	Sig. (2-tailed)		.000	.000	.000	.000
	N	152	152	152	152	152
RO	Pearson Correlation	.725	1	-.783	-.663	-.703
	Sig. (2-tailed)	.000		.000	.000	.000
	N	152	152	152	152	152
LF	Pearson Correlation	-.669	-.783	1	.633	.660
	Sig. (2-tailed)	.000	.000		.000	.000
	N	152	152	152	152	152
WS	Pearson Correlation	-.750	-.663	.633	1	.824
	Sig. (2-tailed)	.000	.000	.000		.000
	N	152	152	152	152	152
ER	Pearson Correlation	-.801	-.703	.660	.824	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	152	152	152	152	152

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

Multiple Regression Analysis

1. Multiple Regressions for Role Overload, Leader Facilitation, Workgroup Support, Employee Recognition and Turnover Intention.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842[a]	.709	.702	3.25607

a. Predictors: (Constant), ER, LF, RO, WS

b. Dependent Variable: TI

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3806.008	4	951.502	89.747	.000[a]
	Residual	1558.492	147	10.602		
	Total	5364.500	151			

a. Predictors: (Constant), ER, LF, RO, WS

b. Dependent Variable: TI

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.479	3.203		8.893	.000
	RO	.242	.082	.232	2.960	.004
	LF	-.067	.057	-.086	-1.164	.246
	WS	-.136	.056	-.195	-2.419	.017
	ER	-.320	.065	-.420	-4.946	.000

a. Dependent Variable: TI

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: TI

Scatterplot

Dependent Variable: TI