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**THE RELATIONSHIP BETWEEN HUMAN RESOURCE  
PRACTICES AND EMPLOYEE RETENTION: AT ONE OF  
PRIVATE UNIVERSITY IN KEDAH**



**MASLIZA BINTI ZANOL**

**UUM**  
Universiti Utara Malaysia

**MASTER OF HUMAN RESOURCE MANAGEMENT  
UNIVERSITI UTARA MALAYSIA  
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PRACTICES AND EMPLOYEE RETENTION: AT ONE OF  
PRIVATE UNIVERSITY IN KEDAH**



**BY**  
**MASLIZA BINTI ZANOL**

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Universiti Utara Malaysia

**Thesis Submitted to  
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Management**



**Pusat Pengajian Pengurusan  
Perniagaan**

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## Abstract

Employee retention continues to be a critical challenge for many organizations, including higher education institutions. In private universities, where operational success depends heavily on the commitment and continuity of academic and administrative staff, retaining skilled employees is essential for long-term sustainability. This study aimed to examine the relationship between key human resource management (HRM) practices namely compensation and benefits, training and development, and recruitment and selection and employee retention at one of the private universities in Kedah, Malaysia. Data were collected through a structured questionnaire administered to 180 respondents from both academic and administrative departments. The results revealed that all three HRM practices had a positive and significant relationship with employee retention, although the strength of these relationships varied. Collectively, these practices explained a modest proportion of the variance in retention levels. The findings offer valuable insights for HR practitioners and university leadership in enhancing employee retention strategies. Future research is recommended to explore additional HRM factors and to include a broader range of institutions for comparative analysis.

**Keywords:** *Employee Retention, Compensation and Benefits, Training and Development, Recruitment and Selection, Human Resource Practices*

## Abstrak

Pengekalan pekerja terus menjadi cabaran kritikal bagi banyak organisasi, termasuk institusi pengajian tinggi. Di universiti swasta, kejayaan operasi amat bergantung kepada komitmen dan kesinambungan staf akademik dan pentadbiran, menjadikan pengekalan pekerja berkemahiran sebagai elemen penting untuk kelestarian jangka panjang. Kajian ini bertujuan untuk meneliti hubungan antara amalan utama pengurusan sumber manusia (HRM) iaitu pampasan dan faedah, latihan dan pembangunan, serta pengambilan dan pemilihan, dengan pengekalan pekerja di salah sebuah universiti swasta di Kedah, Malaysia. Data telah dikumpulkan melalui soal selidik berstruktur yang diedarkan kepada 180 orang responden dari jabatan akademik dan pentadbiran. Hasil kajian menunjukkan bahawa ketiga-tiga amalan HRM mempunyai hubungan yang positif dan signifikan dengan pengekalan pekerja, walaupun kekuatan hubungan ini berbeza-beza. Secara kolektif, amalan ini menerangkan sebahagian kecil variasi dalam tahap pengekalan pekerja. Dapatan ini memberikan panduan yang berguna kepada pengamal HR dan kepimpinan universiti dalam memperkukuh strategi pengekalan pekerja. Kajian lanjutan disarankan untuk meneroka faktor HRM tambahan dan melibatkan lebih banyak institusi bagi tujuan analisis perbandingan.

**Kata kunci:** Pengekalan Pekerja, Pampasan dan Faedah, Latihan dan Pembangunan, Pengambilan dan Amalan Sumber Manusia.

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## **List of Abbreviations**

<b>Abbreviations</b>	<b>Description</b>
HR	Human Resource
HRM	Human Resource Management
IPTA	Public Institution
IPTS	Private Institution
PHE	Private Higher Education
SPSS	Statistical Package for Social Sciences



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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Introduction**

Chapter one of the study includes objective, design, problem statement, operational variables, research questions, importance, scope and information about the background.

### **1.2 Background of the Study**

The retention of employees is widely recognised as a strategic component within the domain of human resource management directly contributes to organisational performance, stability, and long-term growth. In the context of higher education, retaining competent and committed staff enhances academic quality, fosters institutional knowledge, and strengthens relationships with stakeholders. As global competition intensifies and workforce expectations evolve, effective employee retention strategies have become increasingly important across both public and private educational institutions (Alshurideh et al., 2022).

Across various global contexts, the implementation of well-designed human resource practices such as just compensation schemes, continuous learning opportunities, and systematic recruitment processes has been associated with a stronger intention among employees to stay committed to their existing company (Imran et al., 2021). These HR elements not only enhance job satisfaction and commitment but also contribute to cultivating a positive organizational climate. This perspective aligns with Social Exchange Theory, which posits that employees are more inclined to maintain long-term engagement and loyalty when they perceive a balanced and supportive exchange relationship with their employer (Aslam et al., 2023; Blau, 1964).

Recent research further highlights that employee retention strategies must adapt to changing workplace dynamics following the COVID-19 pandemic. In higher education, factors such as flexible work arrangements, mental well-being, inclusive leadership, and perceived institutional support are increasingly influential in retaining academic staff (Rahman et al., 2023; Chou & Tang, 2024). These insights highlight the importance of adopting a comprehensive and adaptive human resource approach that

aligns with the current needs of academic institutions. While several studies have examined HRM challenges in Malaysian higher education, limited empirical research focuses specifically on how HR practices impact employee retention within private universities (Memon et al., 2023; Hashim & Ahmad, 2022).

Malaysia's higher education sector has undergone rapid growth over the past few decades, positioning itself as a strategic pillar for national economic and social development. It comprises both public institutions (IPTA) and private institutions (IPTS), which collectively serve a diverse population of local and international students. As of February 2025, there are 382 private higher education institutions in Malaysia, including 64 private universities, 11 university colleges, and 271 colleges (Ministry of Higher Education, 2025). These institutions contribute significantly to the country's academic landscape, particularly in urban centres such as Kuala Lumpur and Selangor, where demand for specialised academic programmes is high.

The expansion of the private higher education (PHE) sector has heightened the need for a committed and skilled workforce. In private universities, both academic and administrative staff play crucial roles in maintaining institutional operations and upholding academic standards. Academic staff are responsible for teaching, research, and mentoring students, while administrative staff manage functions such as admissions, finance, human resources, and student services (Teh & Lee, 2023). The retention of these staff categories is fundamental to the sustainability and effectiveness of higher education institutions.

Employee retention in the education sector, particularly in private universities, is directly linked to the overall quality of education, student satisfaction, and institutional sustainability. A stable and experienced workforce contributes to consistent teaching delivery, effective academic support, and the preservation of institutional knowledge, all of which are critical for maintaining educational standards (Chitra & Shanthi, 2022). Retaining skilled academic and administrative staff also promotes student trust and engagement, which are central to positive learning outcomes and institutional reputation (Teh & Lee, 2023).

In the context of private universities in Malaysia, retention challenges are heightened by a competitive higher education market, limited financial resources, and an

increasingly complex educational environment that demands continuous adaptation. Institutions often face pressure to deliver high-quality programmes while managing operational costs and attracting top talent within budget constraints (Memon et al., 2023). In recent years, retention rates in private universities have shown signs of fluctuation, with some institutions experiencing challenges in maintaining consistent workforce stability due to sector-wide competition and evolving employee expectations (Mahmud & Ramli, 2023). Moreover, poor retention not only affects institutional knowledge but also increases operational costs through continuous recruitment, onboarding, and lost productivity (Lim & Fauzi, 2022).

As such, effective human resource (HR) practices have become indispensable for sustaining workforce stability, institutional growth, and academic excellence (Yusof et al., 2024). HR practices such as compensation and benefits, training and development, and recruitment and selection have been consistently identified as key determinants of employee retention (Imran et al., 2021). HR practices serve as a significant function in determining employee satisfaction, institutional commitment, and long-term engagement. For instance, opportunities for professional growth, recognition of performance, and fair reward systems contribute to a sense of value and belonging among staff, encouraging them to remain with the institution (Siti et al., 2023). In contrast, a lack of supportive HR policies can lead to disengagement and reduced commitment, affecting institutional performance over time.

The needs and expectations of academic and administrative staff may differ, requiring tailored HR strategies. Academic staff often value research support, academic freedom, and career advancement, whereas administrative staff may prioritise job stability, work-life balance, and skill development (Lai & Tan, 2022). Addressing these diverse needs through responsive HR practices is essential for developing a cohesive and committed workforce.

Recognising the importance of staff retention, the Malaysian government has introduced several initiatives aimed at strengthening human capital in higher education. The Malaysia Education Blueprint 2015–2025 emphasises talent development, institutional autonomy, and workforce stability as key to national education goals (Ministry of Higher Education, 2023). Furthermore, national leaders have consistently highlighted the need to improve working conditions, offer competitive compensation,

and invest in career development to recruit and maintain top talent in higher education (Anwar, 2024).

In light of these developments, this study seeks to examine the relationship between human resource practices and employee retention in a private university in Malaysia. By focusing on academic and administrative staff, the study intends to generate practical insights that can inform institutional strategies to retain talent, strengthen academic performance, and enhance organisational sustainability.

### **1.3 Problem Statement**

The success of higher education institutions is deeply rooted in the strength and stability of their human capital. In private universities, where operational sustainability and academic excellence are highly dependent on internal talent, employee retention has emerged as a critical organisational concern (Tan, 2022). Academic and administrative employees not only uphold daily institutional functions while contributing to the sustainability planning, student satisfaction, and the institution's reputation (Nadarajah & Latif, 2021). Yet, retaining this valuable workforce remains a persistent challenge across many private higher education institutions (HEIs), particularly in Malaysia (Lim et al., 2023).

The competitive landscape of Malaysian higher education has intensified over the past decade, driven by internationalisation, digital transformation, and rising student expectations (Mahmud et al., 2024). As of 2025, the private sector accounts for more than 60% of Malaysia's higher education providers, positioning it as a key player in national development (Ministry of Higher Education, 2025). However, this rapid expansion has also brought forth challenges in talent management. Private universities often operate under limited financial resources compared to their public counterparts, leading to constraints in offering attractive compensation packages, research grants, or long-term career incentives (Sundram et al., 2023). These limitations contribute to rising employee dissatisfaction and increased mobility among skilled professionals (Nair & Gopal, 2023).

Current literature highlights that human resource (HR) practices such as compensation and benefits, recruitment and selection, and training and development play a pivotal

role in influencing employee attitudes and retention outcomes (Rahman et al., 2024; Khalid & Shamsudin, 2021). Employees who perceive organisational practices as fair, supportive, and growth-oriented are more likely to exhibit commitment and remain with the institution (Zhang & Hussain, 2022). However, the effectiveness of these practices varies across institutional types. In the context of private universities, the degree to which HR strategies align with employee needs has not been sufficiently studied (Khan & Yusof, 2023). While global and regional studies provide useful frameworks, findings often overlook the unique structural, financial, and cultural conditions within Malaysian private universities (Chong & Lim, 2023).

Furthermore, most research on related to workforce retention within Malaysia's higher education landscape tends to adopt a generalised approach, often merging findings across public and private institutions (Iskandar et al., 2020). This blurs the distinctions in HR policies, staff expectations, and organisational challenges between the two types of institutions. Private universities typically face higher market-driven pressure to remain competitive and profitable, which directly affects staffing decisions and employee support systems (Low & Harun, 2021). Without context-specific research, it becomes difficult for decision-makers to design targeted HR policies that effectively enhance retention (Omar & Yunus, 2024).

Theoretical studies have also identified gaps in understanding how HR practices contribute to retention through mechanisms encompassing factors like employee loyalty, workplace satisfaction, and perceived organisational support (Amin et al., 2022). While models such as the Social Exchange Theory have been commonly utilised to study workforce management dynamics, there is a need to apply and validate these frameworks within Malaysian private university settings. This would offer a deeper understanding of the psychological and structural factors influencing employees' decisions to stay (Ibrahim et al., 2023).

In addition, retention challenges extend beyond academic staff. Administrative employees, though often less visible, form the backbone of institutional operations. Yet, their needs are frequently underrepresented in academic research (Low & Harun, 2021). Recent studies emphasise that administrative staff prioritise work-life balance, clear career pathways, and inclusive organisational culture, all of which are shaped by HR practices (Nair & Gopal, 2023). Neglecting this segment of the workforce may lead to

operational inefficiencies, loss of institutional memory, and increased recruitment costs (Mahmud et al., 2024).

Given these concerns, there is a pressing need to explore the relationship between HR practices and employee retention in the specific context of Malaysian private universities. Understanding how targeted HR strategies influence both academic and administrative staff retention is essential for building a committed, high-performing workforce. This study aims to fill the empirical and contextual gap by offering insights that can support institutional leaders, HR managers, and policymakers in designing effective, evidence-based retention frameworks.



#### **1.4 Research Questions**

From the problem statement discussed, there are several questions in this study that the researcher is interested in knowing. The research questions are as follows:

1. What is the level of employee retention at Private Higher Education in Malaysia?
2. Do compensation and benefits, training and development, recruitment and selection correlate with employee retention?
3. Do compensation and benefits, training and development, recruitment and selection influence employee retention?
4. Is there a significant difference in employee retention between administrative and academic staff in private higher education institutions?

#### **1.5 Research Objectives**

Regarding the research questions mentioned above, the following are the study's objectives:

1. To determine the level of employee retention among staff in private higher education institutions in Malaysia.
2. To examine the relationship between compensation and benefits, training and development, recruitment and selection, and employee retention.
3. To determine the influence of compensation and benefits, training and development, recruitment and selection on employee retention.
4. To compare employee retention between administrative and academic staff in private higher education institutions.

#### **1.6 Significance of the Study**

In response to increasing concerns over workforce sustainability in higher education this research holds value in enhancing the understanding of how human resource practices influence employee retention within the context of private higher education in Malaysia. Employee retention is a critical challenge for private universities, directly impacting institutional stability, the quality of education, and organizational

knowledge. This study explores how HR practices compensation and benefits, training and development, and recruitment and selection affect retention, offering practical recommendations for enhancing HR strategies that foster a more stable and engaged workforce.

This research is particularly significant in the Malaysian context, where there is limited research on employee retention in private universities. By focusing on private institutions in the northern region of Malaysia, the study fills a gap in the existing literature and provides region-specific insights. Additionally, the study's focus on the post-pandemic era adds relevance, as universities have had to adapt their HR practices to meet new challenges, such as flexible work arrangements and professional development opportunities.

In practical terms, the findings will provide private universities with evidence-based strategies to improve employee retention, which is crucial for maintaining high-quality education and organizational performance. Ultimately, this study provides valuable insight to both the academic understanding of HR practices in private higher education and offers actionable recommendations for university administrators to enhance retention strategies, ensuring long-term institutional success.

### **1.7 Scope of the Study**

This study explores the relationship between human resource (HR) practices and employee retention within in of private university in Kedah, Malaysia. The research focuses on three core human resource practices including compensation and benefits, training and development, as well as recruitment and selection and their influence on the retention of both academic and administrative staff.

The study targets full-time academic and administrative staff currently employed at the institution. Staff on part-time, contract, or outsourced arrangements are excluded to ensure uniformity in employment terms and HR policy exposure. This study utilised a quantitative research design, incorporating descriptive analysis, frequency analysis, correlation, and multiple regression. Data collection was conducted between May and August 2025.

## 1.8 Definition of Key Terms

This section presents the operational definitions for the main concepts employed in this study.

*Table 1.1* Definition of Term

Variable	Author(s) & Year	Definition of Term
Human Resource Practices (HR Practices)	Wright & Boswell (2002)	Policies, strategies, and actions adopted by an organization to manage employees effectively and align the workforce with organizational goals. These practices include recruitment and selection, training and development, performance management, compensation and benefits, and employee relations, aimed at enhancing performance, satisfaction, and engagement.
Employee Retention	Chand (2021)	The organization's ability to retain employees over time, reducing turnover and ensuring a stable, engaged workforce through strategies such as competitive compensation, career development opportunities, work-life balance, and a positive organizational culture.
Compensation and Benefits	Sharma & Jain (2022)	The financial and non-financial rewards provided to employees in exchange for their work, include salaries, wages, bonuses, commissions, health insurance, retirement plans, paid leave, and other perks to enhance well-being, job satisfaction, and motivation.

Training and Development	Jones & Robbins (2023)	A systematic process of enhancing employees' knowledge, skills, and competencies to improve performance in current roles and prepare them for future responsibilities, fostering a learning culture and adaptability in a dynamic work environment.
Recruitment and Selection	Kumar & Mishra (2021)	The processes of attracting, identifying, and hiring individuals to fill job vacancies include recruitment activities to attract candidates and selection procedures to choose the best match for the job and organizational culture.

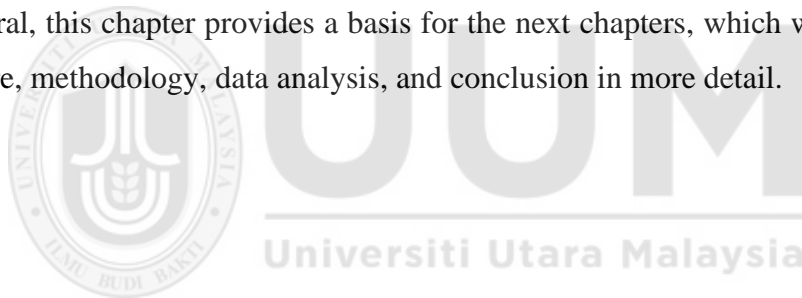
### 1.9 The Organisation of the Study

This study will be divided into five different chapters. The first chapter will cover the introduction, background of the study, problem statement, research question, objective, significance of the study, scope, definition of key terms and the organization of the study. After that, chapter two will cover relevant issues of employee retention. More specifically the relationship between human resource practices namely compensation and benefits, training and development and recruitment and selection. After that, will be discussed previous research that establish a model for describing associations and linking the ideas. By finding and combining existing ideas and concepts related to the research issue, the literature review aids in the buildup of a theoretical framework supporting the research. Chapter three describe the proposed methods and techniques involving the research framework, model specification or hypothesis or proposition development, research design, definition and measurement of variables or operational definition, measurement and instrumentation of variable, sampling, the process of collecting data and methods of technique for analysing data. Chapters 4 and 5 present the core findings and conclusions of the study. Chapter 4 focuses on the results of the data analysis, examining the relationship between compensation and benefits, training and development, and recruitment and selection practices, and their impact on

employee retention in private universities. The findings are presented using descriptive statistics, charts, or thematic analysis, depending on the research methodology employed. The results are interpreted in relation to the theoretical frameworks discussed in Chapter 2, highlighting key insights and patterns that demonstrate the effectiveness of HR practices in enhancing employee retention. Chapter 5 brings the thesis to a close by summarising the main research findings and discussing their implications for private higher education institutions in Malaysia. It reflects on the study's contributions to existing literature on HR practices and retention, offers practical recommendations for university administrators to strengthen HR strategies, and identifies limitations of the study. This chapter also suggests areas for future research, encouraging further exploration of the link between HR practices and employee retention in varied contexts or sectors.

### **1.10 Summary**

In general, this chapter provides a basis for the next chapters, which will examine the literature, methodology, data analysis, and conclusion in more detail.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a comprehensive review of the literature related to the key variables of this study namely human resource practices and employee retention. The primary aim is to establish a solid theoretical foundation that elucidates the relationship between these variables and to develop the hypotheses guiding the research. The chapter begins with a definition and conceptualization of the key variables, employee retention and follow with the specifically human resource practices, including compensation and benefits, training and development, and recruitment and selection.

This section also presents the hypotheses development section delineates the relationships between the independent variables (HR practices) and the dependent variable (employee retention).

The final section of this chapter presents the framework for the current study, providing a visual representation of the proposed relationships between HR practices and employee retention. This framework provides a theoretical structure for the study, guiding the exploration of these variables. The chapter also discusses Social Exchange Theory, which is the underpinning theory, for the present study. The selected theories offer a conceptual lens for understanding the dynamics between the key variables and inform the formulation of hypotheses.

#### **2.2 Definition and Concept of Variables**

##### **2.2.1 Employee Retention**

Employee retention is broadly defined as an organisation's effort to retain employees over a prolonged period by creating conditions that discourage voluntary resignation and promote commitment (Mukherjee & Sen, 2021). In higher education, particularly within private universities, retention is viewed as a strategic asset that sustains institutional knowledge, promotes teaching quality, and maintains operational

continuity (Rao et al., 2023). The ability to retain experienced academic and administrative staff is essential for ensuring consistent student experiences and maintaining accreditation standards (Isa et al., 2022).

Contemporary literature positions employee retention as a multidimensional construct encompassing emotional attachment, organisational commitment, work satisfaction, and a person's commitment to remain within the institution (Wong et al., 2024). These dimensions are often shaped by human resource practices that influence how valued and supported employees feel in their roles (Said et al., 2023). Studies have demonstrated that when employees experience meaningful engagement and alignment with institutional goals, they are more likely to continue contributing long-term (Naidoo & Tham, 2021).

Furthermore, retention is no longer viewed as a reactive response to turnover but as a proactive strategy to build organisational resilience (Fernando & Abdullah, 2020). Institutions that prioritise employee retention tend to implement structured policies related to career development, recognition, and internal communication, all of which increase employee's emotional attachment to the organization and organisational loyalty (Hassan et al., 2022). For academic staff, opportunities for research funding, professional growth, and academic freedom are among the most cited factors influencing their decision to stay (Abdullah & Kamarulzaman, 2023). For administrative staff, stability, clear job roles, and a supportive work culture are equally critical in encouraging long-term commitment (Lim & Tew, 2022).

The concept of employee retention is particularly relevant in Malaysian private higher education, where institutions compete for talent in a resource-constrained environment (Aziz et al., 2021). Private universities often face difficulties in offering salaries or benefits that rival public institutions, thus making effective HR strategies even more essential in retaining skilled staff (Salim & Zulkifli, 2023). In this context, retention becomes not just an HR function but a measure of institutional sustainability and competitiveness (Lee et al., 2024).

In summary, employee retention in private universities is a complex and strategic process shaped by individual, organisational, and environmental factors. A strong retention culture built on trust, growth, and recognition is not only essential for

institutional performance but also for long-term workforce stability (Yahya & Norazman, 2021).

### **2.2.2 Human Resource Practices**

#### **Compensation and Benefits**

Compensation denotes the monetary rewards provided to employees in return for their work contributions, including salaries, bonuses, and other monetary rewards. Benefits encompass additional non-financial rewards, such as medical benefits, retirement provisions, and leave policies, which contribute to employees' overall holistic perception of job fulfilment and financial security. Market aligned salary and benefits are critical factors driving employee retention, as employees tend to remain with organizations that offer attractive financial rewards and a comprehensive benefits package (Khan et al., 2023). In private universities, compensation and benefits packages that meet or exceed industry standards are vital to attracting and retaining top academic and administrative staff.

In addition to offering competitive compensation, fairness and equity within the compensation system are essential to fostering a positive work environment and enhancing employee satisfaction (Greenhalgh & Dalziel, 2022). When employees perceive the compensation system as fair and aligned with their performance, they are inclined to feel recognized and motivated, supporting better retention outcomes. In higher education, faculty and staff who are fairly compensated for their work often leads to enhanced greater job fulfilment and be more committed to their institution, thereby reducing turnover.

Research suggests that while salary is a primary consideration, benefits also contribute greatly to staff retention, particularly for employees in more demanding and high-stress roles, such as academic staff in private universities (Ng et al., 2022). Offering extensive benefits, including medical insurance, retirement schemes, and support for work-life balance incentives, can significantly enhance employees' sense of security and well-being, which contributes to long-term retention. For private universities, investing in attractive compensation and benefits packages may be crucial in competing for talent in an increasingly competitive job market.

Additionally, compensation and benefits are often linked to perceptions of organizational justice, which refers to the fairness of outcomes and processes within an organization. When employees perceive that compensation and benefits are equitably distributed, they typically uphold their commitment to the employing institution, thus enhancing employee retention (Sharma & Singh, 2023). This underscores the importance of designing transparent, fair, and competitive compensation and benefits strategies in fostering a committed workforce.

### Training and Development

Training and development involve the opportunities provided by an organization to strengthen employees' skills, expertise, and overall performance. These opportunities help employees improve their present job performance while equipping themselves for future position within the organization. In the context of private universities, training and development initiatives such as workshops, seminars, and academic conferences are essential for academic staff to remain up to date with teaching methodologies and research developments (Buil et al., 2021). For administrative staff, training programs that enhance skills in technology, management, and leadership can improve job satisfaction and commitment.

Employees who believe that their organization is investing in their career growth are more likely to feel valued and engaged, which can significantly enhance retention (Lee et al., 2022). Training initiative designed to support employees career aspirations and personal progression goals can foster a heightened loyalty and positive job perception, thereby reducing the likelihood of turnover. In academic institutions, training opportunities that focus on leadership development, research capabilities, and teaching innovations are particularly crucial for retaining high-performing staff.

In private universities, offering career development programs that provide clear pathways for promotion or professional advancement further boosts employee retention. Such initiatives not only improve employees' competencies while also signalling the organization's support to their sustained career growth (Khan et al., 2023). Training programs that encourage continuous learning and professional development create a positive organizational culture, fostering long-term employee loyalty and reducing turnover intentions.

Equally important, well structure training and development programs have been shown to increase employee motivation and job satisfaction, both of which are essential for retaining staff (Buil et al., 2021). For private universities, maintaining competitive training and development programs ensures that staff members feel empowered and supported in their roles, which contributes to their decision to stay with the organization.

## Recruitment and Selection

Recruitment and selection are the methods organizations use to attract, evaluate, and hire candidates for open positions. These HR practices ensure that new employees align with the organization's core values, culture and goals, making them more likely to integrate well and stay long-term. Research has shown that organizations that adopt rigorous and strategic recruitment processes tend to achieve higher employee retention rates, as employees who feel culturally connected to the workplace are less likely to leave (Eisenberger et al., 2022).

In private universities, recruitment and selection practices that emphasize the alignment of new hires with the institution's academic goals, values, and culture contribute to better retention. Academic staff who are passionate about teaching and research and who share the institution's values are more likely to stay long-term, thus enhancing the university's ability to retain talent (Zhang et al., 2021). Additionally, a transparent and fair recruitment process that involves clear communication about job expectations and career advancement opportunities helps set the right expectations for new hires, thereby improving their satisfaction and commitment to the university.

Effective recruitment practices also contribute to the selection of candidates who are more adaptable and resilient in the face of challenges, which can mitigate the negative impacts of stress and workload on retention. In private universities, ensuring that candidates are not only academically qualified but also possess the interpersonal skills and cultural fit for the organization could drive and increase job satisfaction and reduce employee turnover (Williams & Francis, 2022).

Furthermore, the recruitment and selection significantly influence in shaping employees first experiences within the organization. A positive onboarding experience can significantly impact retention by helping new employees feel integrated into the

organization and aligned with its values and goals from the start (Eisenberger et al., 2022). A well-structured and supportive recruitment and selection process enhances long-term retention by ensuring that employees feel valued and committed from their first day.

### **2.3 The Relationship between Human Resource Practices and Employee Retention**

Employee retention has been a central topic in organizational research due to its importance in ensuring organizational stability and long-term success. Various studies have explored how employee retention is influenced by job satisfaction, organizational culture, and external factors such as the labour market (Lee et al., 2021). Recent studies emphasize the role of employee engagement in fostering retention. In particular, research by Greenhalgh and Dalziel (2023) suggests that engagement, fuelled by recognition and career development opportunities, leads to higher retention rates in organizations, including private higher education institutions. Employees who feel that their work is valued and who have a sense of personal fulfilment are more likely to stay with an organization, contributing to its continuity and success.

Recent findings also highlight the growing influence of work-life balance as a critical contributor to employee retention, especially post-pandemic. According to research conducted by Khan et al. (2023) show that organizations that provide flexible working conditions have seen increased retention rates among academic staff in private universities. This shift toward greater flexibility in work arrangements reflects changing employee expectations, where the ability to balance personal and professional commitments is now seen as a key factor influencing retention.

Another important aspect influencing retention is organizational support. In a study by Zhang et al. (2022), employees who perceived their organization as supportive and committed to their well-being were more likely to stay. This support includes not only fair compensation but also emotional and professional support from colleagues and management. Institutions that provide resources for both personal and professional growth foster an environment conducive to long-term retention.

A growing body of literature also suggests that employee retention is impacted by job fit the degree to which employees' skills and values align with their roles and

organizational culture. Research by Lee et al. (2021) found that employees in higher education institutions who felt that their roles matched their professional skills and personal values were significantly more likely to remain at the institution, highlighting the importance of selecting and retaining employees who align with the organizational mission.

## **2.4 The Relationship between Compensation and Benefit and Employee Retention**

Compensation and benefits have consistently been shown to influence employee retention, particularly in sectors with high competition for skilled talent, such as higher education. According to a study by Sharma and Singh (2022), employees in private universities who perceive their compensation as equitable and competitive are more likely to remain with the institution. The study emphasizes that compensation is not only about salary but also includes incentive like medical assistance, retirement package, and remunerated time off, which boost employee morale, satisfaction and commitment.

Recent studies highlight the interrelation between fair compensation and employee retention. A 2023 study by Buil et al. explored how compensation practices influence job satisfaction in academic environments, showing that employees who experienced fairly compensated for their contributions were less likely to leave their employer. In parallel, research by Greenhalgh and Dalziel (2023) noted that organizations with transparent compensation structures, where employees believe they are being rewarded in accordance with their performance and market standards, are more likely to retain their workforce.

In private higher education, the notable of non-monetary benefits has also been highlighted in recent literature. For instance, Lee et al. (2022) demonstrated that academic staff are more likely to stay in institutions that offer a comprehensive benefits package, including professional development opportunities, mental wellbeing resources, and initiative to support work life equilibrium. These non-financial benefits promote a perception of well-being and job satisfaction, which in turn reduces turnover.

## **2.5 The Relationship between Training and Development and Employee Retention**

Training and development are essential for employee satisfaction and retention, as they allow employees to grow professionally and gain new skills that are valuable both within and outside the organization. A study by Ng et al. (2022) found that providing employees with opportunities for continuous learning and career advancement has a significant impact on retention, especially in academic institutions. Faculty members, in particular, value training that enhances their teaching effectiveness and research capabilities, leading to higher engagement and reduced turnover intentions.

Recent research also emphasizes the contribution of leadership development programs to retaining employees. According to a study by Khan et al. (2023), providing training that equips employees with leadership skills not only enhances their personal growth but also strengthens their attachment to the institution. These development programs signal the organization's commitment to employee growth and offer clear pathways for career progression, which contributes to retention in the long term.

Furthermore, personalized training programs tailored to individual career goals have been shown to increase retention. A 2021 study by Zhang et al. highlighted that employees who participated in training that directly aligned with their professional aspirations and interests showed increased commitment to remaining with the organization. For private universities, this means offering programs that support both academic and non-academic career development.

## **2.6 The Relationship between Recruitment and Selection and Employee Retention**

Recruitment and selection practices are integral to employee retention, as they contribute substantially in framing the employee experience within the organization. Recent research carried out by Williams and Francis (2022) underlined the value of selecting candidates who fit well with the organizational culture, finding that individuals who fit with the institution's mission and values have a greater tendency to remain in their roles. In private universities, this alignment is crucial, as faculty and staff are expected to support the academic and institutional goals of the university, and those who share these goals are more likely to stay long-term.

Research by Lee et al. (2022) further supports the idea that cultural fit and alignment with institutional values are key drivers of retention. The study found that employees who felt their personal values matched the institution's mission were more engaged and committed to staying, which ultimately reduced turnover. Effective recruitment practices that assess cultural fit, in addition to skills and qualifications, contribute to better employee retention.

Additionally, transparent recruitment processes are acknowledged as an essential contributor in enhancing retention. According to a study by Zhang et al. (2023), employees who are clear about job expectations from the start and who experience a positive and transparent hiring process are predisposed to remain employed by the organization. Transparent recruitment practices build trust and ensure that employees' expectations align with what the institution can offer, fostering long-term commitment.

## **2.7 Underpinning Theory**

The theoretical framework guiding this research draws from Social Exchange Theory. This theory offers a valuable perspective on how human resource practices, for example compensation, training, and recruitment, influence employee retention. It focuses on key elements like employee satisfaction, dedication to the company and the dynamics of reciprocal exchange between employees and employers.

### **2.7.1 Social Exchange Theory**

In examining the relationship between human resource practices and employee retention within private higher education institutions, Social Exchange Theory (Blau, 1964) offers a valuable framework for understanding how organizational practices influence employee commitment and loyalty. Central to this theory is the notion of reciprocal exchange, where employees contribute their skills, effort, and commitment in exchange for rewards provided by the organization, including compensation, job security, and chances for professional growth development (Cropanzano et al., 2020). The crux of this exchange lies in the perception of fairness and the value employees place on the organization's investment to their welfare (Shin et al., 2021).

The use of Social Exchange Theory in examining employee retention proposes that when employees perceive a strong organizational commitment to their welfare, they tend to reciprocate with heightened loyalty, dedication, and reduced turnover intentions (Afsar et al., 2022). This perception of organizational support is critical to employee retention, as employees are more inclined to remain in environments where they feel valued and supported (Eisenberger et al., 2022). In private higher education, this support is often reflected in HR practices, such as comprehensive compensation plan, continuous professional development pathways, and a supportive, inclusive organizational culture (Yang & Kim, 2020).

For private universities, effective HR practices including fair recruitment processes, training opportunities, and competitive benefits are essential in enhancing perceived organizational support (Koc & Bozkurt, 2021). When academic and administrative staff feel that the university is invested in their growth and well-being, they are more likely to stay, contributing to a stable and committed workforce. Furthermore, as Social Exchange Theory emphasizes, the cultivation of trust and reciprocity between employees and employers through these practices not only fosters greater job satisfaction but also serve as a critical factor in improving long-term retention (Williams & Francis, 2022).

Thus, understanding the dynamics of Social Exchange Theory in the context of human resource practices provides higher education institutions with valuable insights to develop strategies that promote employee satisfaction, foster loyalty, and ultimately contribute to higher retention rates, resulting to a more engaged and resilient workforce (Cheng & Lai, 2023).

## **2.8 Conceptual Framework**

The study employs a conceptual framework for that illustrates the hypothesized relationships between the independent variables' compensation and benefits, training and development, and recruitment and selection and the dependent variable, employee retention, within the context of private higher education institutions. The framework is built upon the premise that well implemented human resource practices significantly contribute in enhancing employee satisfaction, commitment to the institution, and

overall retention. By examining these key HR practices, this framework seeks to explore how each contributes to fostering long-term employee retention.

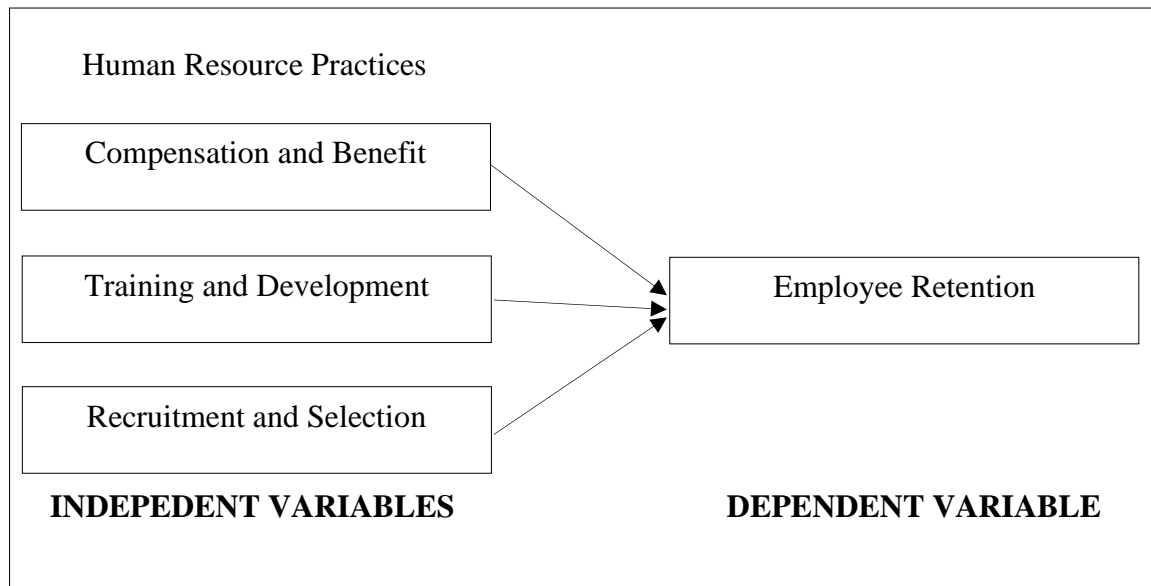
At the centre of the framework is the relationship between these three HR practices and employee retention. Compensation and benefits are anticipated to positively influence retention, as competitive and equitable compensation packages are essential for job satisfaction and organizational attachment (Khan et al., 2023). Training and development are expected to enhance retention by offering employees pathways for upward mobility, skill enhancement, and greater engagement within their roles (Buil et al., 2022). Similarly, recruitment and selection practices are believed to impact retention by promoting alignment between the employee's personal values and the culture environment of the institution, leading to improved job satisfaction and reduced turnover (Williams & Francis, 2022).

Moreover, the framework posits that these HR practices are interconnected, with each one reinforcing the others. For instance, effective recruitment processes can lead to better alignment between employees' expectations and the organization's culture, thus enhancing the perceived value of compensation and making training programs more impactful. This synergy is expected to nurture a productive work environment that promote employee retention.

Overall, this conceptual framework provides the foundation for testing the influence of these HR practices on employee retention in private universities. It suggests that when integrated effectively, compensation, training, and recruitment practices contribute to enhanced employee satisfaction, organizational commitment, and, ultimately, higher retention rates.

The conceptual framework outlined in the preceding section is visually represented in the figure 2.1 below, which illustrates the hypothesized relationships between the key human resource practices compensation and benefits, training and development, and recruitment and selection and employee retention. This figure serves to furnish a details and structured overview of the study's theoretical model, highlighting the expected connections between the independent and dependent variables.

Figure 2.1 *Research Framework*



## 2.9 Research Hypotheses

### 2.9.1 Hypotheses 1

H<sub>1</sub>: There are significant differences of employee retention between administrative and academic staff in private higher education institutions.

Those in academic and administrative positions often experience different work environments, expectations, and career development trajectories. Academic staff may face pressure to publish, secure research grants, and maintain high teaching standards, while administrative personnel are typically engaged in operational and support functions. These divergent job roles might give to varying rate of job satisfaction and retention (Nguyen et al., 2023). Empirical studies have highlighted that academic staff often perceive less organisational support due to performance pressures, which can impact their retention differently than administrative staff (Khan et al., 2022). Hence, it is essential to explore whether notable significant differences exist in retention between these two groups, considering their distinct institutional functions and stressors.

### **2.9.2 Hypotheses 2**

H<sub>2</sub>: There is a positive relationship between compensation and benefits, training and development, recruitment and selection, and employee retention in private higher education institutions.

Human Resource Management (HRM) practices have long been recognised as strategic tools for enhancing employee satisfaction and retention. The integration of comprehensive compensation packages, career development opportunities, and merit-based recruitment processes contribute significantly to an individual's decision to remain within an institution (Mahmood et al., 2022). As outline is Social Exchange Theory (Blau, 1964), employees are more inclined to give back with loyalty and long-term commitment when they perceive that their organisation invests in their professional growth and well-being. A holistic HRM approach that encompasses competitive rewards, meaningful training programmes, and fair recruitment methods has been shown to correlate positively with employee retention across various sectors, including higher education (Yusof & Kassim, 2023; Tetteh et al., 2022).

### **2.9.3 Hypothesis 3**

H<sub>3</sub>: There is a positive relationship between compensation and benefits and employee retention in private higher education institutions.

Compensation and benefits are among the most significant extrinsic motivators influencing retention. When compensation is deemed competitive from employee perspective, and reflective of their work output, their willingness to stay within the organisation increases (Islam et al., 2023). In the landscape of private higher education, where budgetary constraints and competition for talent are prevalent, institutions that offer structured compensation plans, including health benefits, bonuses, and retirement packages, are better positioned to retain skilled staff. Moreover, non-monetary benefits for example, workplace flexibility and wellness programmes have been increasingly associated with reduced turnover intentions (Wahyudi et al., 2022).

#### **2.9.4 Hypotheses 4**

H<sub>4</sub>: There is as a positive relationship between training and development and employee retention in private higher education institutions.

Training and development initiatives foster employee engagement and signal institutional commitment to professional growth. Employees who are offered continuous learning opportunities are more likely to perceive a future within the organisation, thereby enhancing their retention (Mohammed & Abubakar, 2023). In higher education, this may include support for postgraduate studies, participation in conferences, pedagogical training, and leadership development programmes. According to Al Khateeb and Habib (2022), investment in academic development has a direct influence on job satisfaction and significantly reduces the likelihood of voluntary turnover.

#### **2.9.5 Hypothesis 5**

H<sub>5</sub>: There is as a positive relationship between recruitment and selection and employee retention in private higher education institutions.

Recruitment and selection practices serve as the foundation of an effective workforce. A transparent, competency-based recruitment system ensures alignment between job requirements and individual capabilities, leading to higher job satisfaction and lower attrition (Zulkifli et al., 2022). Institutions that employ strategic selection methods such as behavioural interviews, personality assessments, and structured onboarding are more successful in attracting and retaining individuals who fit the organisational culture and expectations. Furthermore, inclusive and merit-based hiring processes have been shown to enhance trust in institutional practices, which subsequently fosters long-term employee commitment (Rahman et al., 2023).

#### **2.9.6 Hypothesis 6**

H<sub>6</sub>: There is as a significant influence of Compensation and Benefits, Training and Development, Recruitment and Selection, and Employee Retention

The combined impact of the three HR practices examined compensation and benefits, training and development, and recruitment and selection can have a synergistic effect

on employee retention. According to recent empirical research, these practices do not operate in isolation but rather as interlinked mechanisms within a strategic HRM framework (Rashid et al., 2024). Institutions that integrate these components into a unified strategy are more likely to cultivate a supportive work environment, leading to improved morale, organisational citizenship behaviour, and reduced turnover (Lee & Ahn, 2023). The alignment of HR practices with employee expectations not only enhances institutional loyalty but also promotes a culture of mutual respect and development.

## **2.10 Summary**

This chapter included a detailed overview, supported by a variety of literature on every variable used. Each of the variables included in this chapter was measured using a specially designed questionnaire. The following chapter, Chapter three, explain the research methodology.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the research methodology adopted in the study. This chapter end with the research design, sampling techniques, data collection procedure, and data analysis techniques.

#### **3.2 Research Design**

A quantitative research methodology is utilized in this study to explore the relationship between human resource practices specifically compensation and benefits, training and development, and recruitment and selection and employee retention in private higher education institutions. A quantitative approach is chosen because it allows for precise measurement of the variables involved and facilitates the empirical testing of hypotheses. This design enables the collection of numerical data from a large sample, ensuring that the findings are both valid and generalizable to a broader population. By using a survey-based method, the study aims to systematically capture employees' perspective on HR practices and their implications for employee retention outcomes, providing a structured and objective approach to data collection.

Unit or level analysis of this study using individual. The meaning of unit of analysis is the collected data aggregation such as group, books, individuals, or newspaper during the upcoming analysis and according to Sekaran & Bougie (2020), the unit of analysis must be a target group which the researcher would make right inferences.

In this research, employees from one of the private universities in Kedah are the unit of analysis. The reason for this number is because the total individual or the existing staff in the University up until end of May 2025 was 180 staff. The respondents consisted of employees comprising academic and administrative personnel from all departments and the questionnaire on the factors that determine job satisfaction as depicted in the conceptual framework which are employee retention, compensation and benefits,

training and development and recruitment and selection also being included. All the information collected from the respondents was treated as individual data sources.

An online survey was utilized to gather the data, making the process efficient, cost-effective, and convenient for participants. Ethical guidelines, including informed consent, confidentiality, and the voluntary nature of participation, will be implemented across the investigative approach to guarantee the protection of respondent's entitlements and the integrity of the research.

In terms of measurement, the study used established scales from prior research to assess the key variables. These scales measure compensation and benefits, training and development, and recruitment and selection, as well as employee retention. Respondents were asked to rate their satisfaction with compensation packages, opportunities for career growth, and their perceptions of the recruitment process, as well as their likelihood of staying with the institution. The survey employed a Likert scale to capture respondents' level of acceptance or rejection with various question, providing a nuanced understanding of their experiences. The data collected is then analysed using SPSS 29. Data collection procedure was collected through an online questionnaire administered to academic and administrative staff at a private university in Kedah. The questionnaire link was distributed through online platforms between May and July 2025. Prior to participation, respondents were provided with an information sheet outlining the purpose of the study, the voluntary nature of their involvement, and assurances of confidentiality. Informed consent was obtained electronically before the questionnaire could be accessed.

### 3.3 Operational Definition

The definition of IV and DV in Table 3.1.

Table 3.1 *Operational Definition*

No	Author(s)/Year	Operational Definition (OD)
1	Suleiman, R. M., & Ibrahim, A. (2021)	<p>Employee Retention: The longevity and commitment of staff to their organization.</p> <p>Compensation &amp; Benefits: Wages, bonuses, and non-monetary rewards.</p> <p>Training &amp; Development: Professional growth opportunities.</p> <p>Recruitment &amp; Selection: The fairness and transparency of recruitment processes.</p>
2	Alharbi, S. F. (2022)	<p>Employee Retention: Retaining employees over an extended period.</p> <p>Compensation &amp; Benefits: Competitive pay packages and rewards systems.</p> <p>Training &amp; Development: Continuous development programs.</p> <p>Recruitment &amp; Selection: Ensuring fair and efficient hiring practices.</p>

### 3.4 Measurement of Variables/Instrumentation

A structured questionnaire served as the primary instrument for data collection. This method was chosen for its practicality in obtaining standardized responses efficiently and within a relatively short timeframe (Sekaran & Bougie, 2020; Creswell

& Poth, 2021). A sample of 180 individuals took part in the study, all of whom were academic and administrative staff from one of the private universities located in Kedah, Malaysia.

Structured into five parts, the first section of the questionnaire was designed to capture demographic characteristics. In the second section, explored the dependent variable, namely employee retention, while the remaining three sections focused on the independent variables: compensation and benefits, training and development, and recruitment and selection. All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), which is widely used in HRM research for its simplicity and reliability (Nguyen et al., 2022; Sharma & Jyoti, 2021).

The Likert scale remains among the most utilized tools in quantitative research for measuring attitudes, perceptions, and behaviours. It enables researchers to capture the degree of agreement or disagreement with specific statements that reflect underlying constructs (Alim et al., 2021). The measurement of the Likert scale can be referred in Table 3.2.

Table 3.2 Likert Scale Measurement

Scale	Description
1	Strongly Disagree
2	Disagree
3	Moderate
4	Agree
5	Strongly Agree

This format allows for the quantification of subjective responses and facilitates the application of various statistical analyses. According to recent studies, a five-point scale is preferred for ensuring clarity, maintaining respondent engagement, and yielding reliable data without overwhelming participants (Mulyadi et al., 2022). Furthermore, Likert-type scales enable researchers to treat responses as interval-level data when assumptions of normality are met, making them suitable for both descriptive and inferential statistical analysis (Zhao & Wang, 2023). Utilizing a standardised Likert scale across all key variables enhances comparability and supports the assessment of internal consistency, which will be evaluated using Cronbach's alpha reliability during the pilot study phase.

### 3.5 Pilot Test

The pilot study was carried out with 20 respondents drawn from one of private universities in Kedah. The purpose of this pre-test was to evaluate face validity, assess item clarity, and identify any ambiguities or redundancies in the questionnaire.

In research, reliability is defined to the temporal consistency and stability of a measurement instrument (Mekonnen & Desta, 2023). In this study, internal consistency reliability was assessed using Cronbach's alpha coefficient for each of the main constructs in the questionnaire. An alpha value of 0.70 or above was regarded as acceptable, indicating that the items within a construct consistently assess the same underlying concept (Tavakol & Dennick, 2011).

The results from the pilot study demonstrated that all subscales (recruitment and selection, training and development, compensation and benefits, and employee retention) achieved Cronbach's alpha values above the acceptable threshold, indicating strong internal consistency. Following the pilot test, minor modifications were made to further enhance clarity and reliability before administering the final questionnaire to the full sample.

The combination of content validation, expert review, and reliability analysis provides a strong foundation for ensuring that the data collected is both accurate and dependable for addressing the research objectives. Table 3.3 is reliability test of the pilot study result.

Table 3.3 Reliability Test of the pilot study

Variable	Number of Items	Cronbach's Alpha (N=20)
Dependent	5	0.79
Employee Retention		
Independent		
Compensation and Benefit	5	0.84
Training and Development	5	0.77
Recruitment and Selection	5	0.76
Total	25	0.72

### **3.6 Data Collection**

Data collection is a crucial phase in the research process that involves systematically compiling information relevant to the research objectives. In the present research, a structured, self-administrative questionnaire was used to collect primary data, capturing respondents' perspective of human resource practices and their intention to remain with their respective institutions.

The data collection process has been conducted within two to three weeks period, beginning from end of June 2025 to middle of July 2025. In this study, researcher has used primary data via online survey form for data collection. The questionnaire was distributed through Google Form or Microsoft Forms. Email was blasted to all staffs on one of private university in Kedah.

All respondents were provided with a comprehensive explanation of the study's purpose, their ethical right as voluntary contributors, and assurances of anonymity and confidentiality. Took part in the study on a voluntary basis, with informed consent obtained before the commencement of data collection. Responses were reviewed and screened for completeness prior to data analysis. Incomplete, duplicate, or invalid responses were excluded to ensure the integrity of the dataset. This structured and ethically guided approach to data collection ensures the reliability, validity, and generalisability of the results derived from the study.

To ensure systematic sampling, a list of eligible staff (when available) was obtained from the Human Resource Departments of participating universities. The sampling interval was determined based on the population size and sample requirement, and participants were selected accordingly. In cases where a complete list was unavailable, a simplified quota-based approach was used to maintain proportional representation across academic and non-academic staff categories.

Responses were reviewed and screened for completeness prior to data analysis. Incomplete, duplicate, or invalid responses were excluded to ensure the integrity of the dataset. This structured and ethically guided approach to data collection ensures the reliability, validity, and generalisability of the results derived from the study

### 3.7 Sampling

#### 3.7.1 Population

The term population denotes to a specific group of individuals or objects from which information is collected to address the research objectives (Sekaran & Bougie, 2022). The focus population for this study consisted of academic and administrative staff employed at one of the private universities located in Kedah, with a total population of 180 employees. The population scope includes academic staff comprising lecturers, senior lecturers, professors, and research personnel as well as administrative staff, including human resource officers, registrars, and other non-academic employees. The inclusion of both academic and administrative personnel allows for a comprehensive assessment of the influence of human resource (HR) practices on employee retention within the context of private higher education. Table 3.4 Population table by employment category.

*Table 3.4* Population Table by employment category

Employment Category	Total
Academic Staff	80
Administrative Staff	100
Total staff	180

#### 3.7.2 Sample Size

Given the size of the population and the logistical constraints of studying the entire group, a representative sample of employees will be selected from the population. With reference to the total employee headcount at one of the private universities in Kedah (approximately 180 staff members), the study will calculate an appropriate sample size that will allow for valid, reliable, and generalizable results. Based on Krejcie and Morgan's (1970) sample size determination table, a minimum sample size of 123 respondents is required to ensure representativeness at a 95% confidence level and a 5% margin of error. Given the relatively small population size, the study aimed to distribute questionnaires to as many employees as possible to ensure meaningful and

reliable findings. This sample size is considered sufficient to achieve statistical power and accuracy in detecting significant relationships between HR practices and employee retention, while maintaining a reasonable level of confidence and margin of error. The sample size calculation can be seen in Figure 3.5 below.

Figure 3.5 *Sample Size Calculation*

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

Note: N is Population Size; S is Sample Size

### 3.7.3 Sampling Procedure

This study employed stratified random sampling techniques to ensure accurate and representative data collection from the target population. According to Sekaran and Bougie (2020), stratified sampling is a type of probability sampling method where the population is segmented into specific subgroups or strata according to predefined characteristics, and random samples drawn from each stratum. This method is appropriate when the population is heterogeneous and consists of subpopulations that may exhibit different responses to the study variables.

The population of this study consisted of 180 employees from one of the private universities in Kedah. The population was categorized into two main strata: academic staff (including lecturers, senior lecturers, and professors) and administrative staff (such as human resource officers, registrars, and other non-academic personnel). These

groups were identified due to their differing roles, which may influence their perceptions of human resource practices and employee retention.

The sampling procedure began by obtaining an official list of all employees from the university's human resources department, following the necessary approvals. The total population was then stratified into academic and administrative staff. Within each stratum, a simple random sampling method was applied to ensure that everyone had an equal probability of being selected. Due to the relatively small and manageable population size, the questionnaire was distributed to all 180 employees, providing each person with ensuring equitable participation opportunities across all group involved in the study.

This procedure not only reduced sampling bias but also enhanced the credibility and generalizability of the findings. By using stratified random sampling and inviting participation from the entire population, the study was able to obtain balanced and comprehensive responses that reflect the perspectives of both academic and administrative staff.

### **3.8 Techniques of Data Analysis**

The data analysis involved data screening, descriptive statistics, correlation analysis, and multiple regression analysis.

#### **3.8.1 Data Screening**

The second phase involved data analysis, which assessed the quality and suitability of the data and conducted the primary analysis. The information gathered from the survey from that was given to the respondents in this study was studied and analysed using the SPSS Version 29 software.

#### **3.8.2 Descriptive Statistic**

Descriptive analysis was employed to calculate frequencies, central tendency measures (mean), and percentages of demographic data concerning the respondents. This included variables such as gender, age, education level, current position, and years of service with the organization. According to Pallant (2021), descriptive analysis

involves summarizing and transforming raw data into a clear and interpretable format, making it easier to understand patterns and trends. This approach facilitates a deeper understanding of the respondent characteristics, forming a foundation for the subsequent inferential analysis.

### **3.8.3 Correlation Analysis**

Inferential statistical analysis was conducted using Pearson Correlation and multiple regressions techniques. Pearson's correlation analysis was employed to examine the strength and direction of the relationship between the study variables. In this analysis, the Pearson correlation coefficient ( $r$ ) indicates the degree of relationship between variables, with value ranging from - 1.00 to + 1.00.

### **3.8.4 Multiple Regression Analysis**

Multiple regression analysis was utilized to evaluate the influence of the independent variables on the dependent variable. According to Filed (2021) regression analysis is a statistical method employed to examine how multiple independent variables contribute to variations in the dependent variable. Additionally, Cronbach's Alpha was utilized to assess the reliability of the variables. As noted by Tavakol and Dennick (2021), Cronbach's Alpha is used to evaluate the internal coherence of items within a scale, with higher values signifying greater reliability. This technique is essential for ensuring the consistency and reliability of the data used in this study.

## **3.9 Summary**

The chapter outlines the methodology employed for analysis, encompassing several stages including research framework, hypotheses, research design, operational definition, measurement of variable and instrument, sampling, data collection procedures and technique of data analysis. Next, in chapter 4 presents the findings of the data analysis.

## **CHAPTER 4**

### **DATA ANALYSIS AND FINDING**

#### **4.1 Introduction**

This chapter consists of a descriptive analysis of the study, detailing the response rate, respondent demographics, data reliability, and descriptive statistics for each variable. It also has Spearman correlation analysis and hypothesis testing via regression analysis. This chapter further analysis the relationship between variables by investigating the results from SPSS version 29.

#### **4.2 Response Rate**

In this study, the response rate was favourable and successfully met the targeted sample size. 160 questionnaire was distributed to one of private university in Kedah, an overall response count of 160 was recorded, all response were deemed valid and usable for inclusion in the analysis. Of these, a 100% response rate was obtained from the 160 surveys that filled out and returned. The response rate was calculated using the formula:

$$\text{Response Rate} = \frac{\text{Number of Respondents}}{\text{Total Distributed Questionnaire}} \times 100$$

Total Distributed Questionnaire

Efforts to encourage participation included multiple follow up reminders and assurance of confidentiality. Despite these efforts, the high response rate indicates a strong level of engagement from the target population, allowing for meaningful analysis of the collected data.

#### **4.3 Respondents Demographic**

The respondents' demographic profile is shown in Table 4.1. The demographic data were analysed and reported in terms of percentages. The variables included in the analysis are gender, employment category, age, citizenship, ethnicity, employment status, years of working experience, tenure in the organization, highest educational qualification, income range, and marital status.

Table 4.1. *Demographic Profile of Respondents*

Demographic Characteristic	Category	Count	Percentage (%)
Gender	Female	91	57
	Male	69	43
Employment Category	Administrative Staff	97	61
	Academic Staff	63	39
Age	20 to 25 years old	7	4
	26 to 30 years old	18	11
	31 to 35 years old	42	26
	36 to 40 years old	35	22
	41 to 45 years old	21	13
	46 to 50 years old	21	13
	51 to 55 years old	7	4
	56 to 60 years old	5	3
	61 years old and above	4	3
Citizenship/Ethnicity	Malaysian - Malay	141	88
	Non-Malaysian	12	8
	Malaysian - Indian	2	1
	Malaysian - Chinese	1	1
	Malaysian - Sabahan	3	2

	Malaysian - Sarawak	1	1
Employment Status	Contract	121	76
	Permanent	39	24
Years of Working Experiences	Less than 1 year	4	3
	1 to 3 years	19	12
	4 to 6 years	42	26
	7 to 9 years	35	22
	10 years and above	60	38
Tenure in Organization	Less than 1 year	11	7
	1 to 3 years	69	43
	4 to 6 years	62	39
	7 to 9 years	7	4
	10 years and above	11	7
Highest Education Level	Bachelor's Degree	72	45
	Master's Degree	60	38
	Doctorate Degree	25	16
	Other Professional Qualification	3	2
Marital Status	Married	106	66
	Single	54	34

Income Range	RM2,001-RM5,000	83	52
	RM5,001-RM8,000	47	29
	RM8,001-RM11,000	17	11
	RM11,001 and above	13	8

$n = 160$

#### **4.4 Data Screening**

Data screening was conducted, including missing value analysis, normality testing, and reliability assessment, to ensure data suitability for analysis.

#### **4.5 Missing Value Analysis**

A total 160 data were analysed for missing values using SPSS 29, and no missing data were found.

#### **4.6 Normality Testing**

In table 4.2, the Kolmogorov-Smirnov and Shapiro-Wilk analysis indicated that the data significantly deviated from a normal distribution, as evidenced by the p-values of less than 0.001. The results of the normality test suggest that the data is not normally distributed

#### 4.7 Descriptive Statistic

Table 4.2. *Descriptive Statistics of Employee Retention Levels among Staff in Private Higher Education Institutions in Malaysia*

Item	M	SD	Min	Max
Satisfaction with compensation and benefits	3.64	0.89	1	5
Career development goals discussed	3.57	0.88	1	5
Recognition and appreciation	3.65	0.85	1	5
Intention to remain with employer	3.76	0.92	1	5
Satisfaction with supervisor guidance and support	3.90	0.82	1	5
<b>Overall Retention Mean</b>	<b>3.70</b>	<b>0.87</b>	1	5

Table 4.2 shows the analysis of employee retention levels among staff in private higher education institutions in Malaysia reveals an overall moderately high level of retention intention, on a five-point scale, the mean score was of 3.70 (SD = 0.87). Among the five items measured, satisfaction with guidance and support from immediate supervisors recorded a mean (M = 3.90, SD = 0.82) was the highest among the items, showing that employees generally feel supported by their supervisors, which may contribute positively to their intention to stay employed within the same institution.

This was followed by the intention to remain with the current employer for the next three years (M = 3.76, SD = 0.92), indicating that most employees foresee themselves continuing their employment in the near future. The perception that their contributions

are recognized and appreciated by the organization also received a relatively high mean score ( $M = 3.65$ ,  $SD = 0.85$ ), reflecting a moderate sense of value and belonging among employees.

However, the results also indicate that career development goals being discussed regularly during performance review sessions had the lowest mean ( $M = 3.57$ ,  $SD = 0.88$ ). Although this score still falls within the moderately high range, it highlights an area that has the potential to be strengthened to enhance employee satisfaction and retention further. Lastly, the mean score for employee satisfaction with pay and benefits was 3.64 ( $SD = 0.89$ ), indicating that although workers are only moderately satisfied with their pay, this factor should still be taken into account when developing retention plans.

The findings highlight the significance of supervisory support, acknowledgement, and remuneration in promoting staff retention in Malaysian private higher education institutions. The relatively lower score for career development discussions implies that institutions should place greater emphasis on providing structured and meaningful career development opportunities to maintain and increase employee retention rate in the long term.

#### 4.8 Correlation Analysis

Table 4.3: *Correlation Analysis*

HR Practices	N	r	Sig. (2-tailed)
Compensation and Benefits	160	0.799**	< 0.001
Training and Development	160	0.636**	< 0.001
Recruitment and Selection	160	0.549**	< 0.001

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

Employee retention and pay and benefits were shown to be strongly positively correlated ( $r(160) = .799$ ,  $p < .001$ ), as shown in Table 4.3. This indicates that higher satisfaction with compensation and benefits is strongly associated with greater employee retention. Since the p-value is less than .01, this relationship is statistically significant, and we reject the null hypothesis for this variable.

A moderate to strong positive correlation was observed between training and development and employee retention,  $r(160) = .636$ ,  $p < .001$ , as shown in Table 4.3. This means that more effective training and development practices are significantly related to increased employee retention. As the result is statistically significant, we reject the null hypothesis for this relationship.

Table 4.3 shows a moderate positive correlation exists between recruitment and selection and employee retention,  $r(160) = .549$ ,  $p < .001$ . This implies that better levels of staff retention are associated with more efficient recruitment and selection procedures. For this variable, the null hypothesis is once more rejected due to the significant correlation.

In response to the research question, *“Do compensation and benefits, training and development, and recruitment and selection correlate with employee retention?”*, the findings reveal that three mentioned HR practices show significant positive correlations with employee retention at the  $p < .01$  level. As a result, the null hypothesis which holds that there is no meaningful connection between these policies and staff retention is disproved.

These findings suggest that improving training and development, pay and benefits, and recruitment and selection procedures can all have a positive impact on staff retention in Malaysia's private higher education institutions.

## 4.9 Multiple Regression Analysis

Table 4.4 *Model Summary for the Influence of HR Practices on Employee Retention*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	0.846	0.715	0.710	0.31473

*a. Predictors: (Constant), Compensation and Benefits, Training and Development, and Recruitment and Selection*

The model summary in Table 4.4 shows that the multiple regression model explains approximately 71.5% of the variance in employee retention ( $R^2 = .715$ ), indicating a strong predictive power. The adjusted  $R^2$  (.710) confirms that this result remains robust even when adjusted for the number of predictors. This suggests that the three HR practices collectively contribute substantially to variations in employee retention.

Table 4.5 *ANOVA for the Regression Model Predicting Employee Retention*

Model	Sum of Squares	df	Mean Squares	F	Sig.
Regression	38.804	3	12.935	130.581	< 0.001
Residual	15.452	156	0.099		
Total	54.256	159			

*a. Dependent Variable: Employee Retention*

*b. Predictors: (Constant), Compensation and Benefits, Training and Development, and Recruitment and Selection*

The ANOVA table (Table 4.5) indicates that the regression model is statistically significant,  $F(3, 156) = 130.581$ ,  $p < .001$ . This means that the combination of compensation and benefits, training and development, and recruitment and selection significantly predict employee retention. The null hypothesis is thus disproved, and it can be said that certain HR procedures significantly impact employee retention.

Table 4.6. Regression Coefficients for Predictors of Employee Retention

Predictor	B	SEB	$\beta$	t	Sig.
(Constant)	0.484	0.178	-	2.714	0.007
Compensation and Benefits	0.513	0.043	0.615	11.948	< 0.001
Training and Development	0.199	0.062	0.196	3.204	0.002
Recruitment and Selection	0.153	0.054	0.167	2.836	0.005

a. Dependent Variable: Employee Retention

As shown in Table 4.6, all three HR practices are statistically significant predictors of employee retention:

- Compensation and Benefits has the strongest influence ( $\beta = .615$ ,  $p < .001$ ), meaning it is the most important factor.
- Training and Development also significantly predicts employee retention ( $\beta = .196$ ,  $p = .002$ ).
- Recruitment and Selection has a smaller but still significant effect ( $\beta = .167$ ,  $p = .005$ ).

These results support the conclusion that each variable independently contributes to the prediction of employee retention. The null hypothesis is rejected for all three predictors.

In response to the research question “*Do compensation and benefits, training and development, and recruitment and selection influence employee retention?*”, the results from Tables 4.4, 4.5, and 4.6 confirm that all three HR practices significantly influence employee retention. The regression model is statistically significant and explains 71.5% of the variance in employee retention. As a result, the null hypothesis is disproved, and it is determined that enhancing these HR procedures can significantly increase staff retention in private universities.

#### 4.10 Independent Sample t-test

Table 4.7 *Group Statistics for Employee Retention by Employment Category*

Employment Category	N	Mean	Std. Deviation	Std. Error Mean
Administrative Staff	81	3.6864	0.54124	0.06014
Academic Staff	79	3.5519	0.62118	0.06989

Table 4.7 shows the descriptive statistics for employee retention by employment category. Administrative staff reported a slightly higher mean employee retention score ( $M = 3.69$ ,  $SD = 0.54$ ) compared to academic staff ( $M = 3.55$ ,  $SD = 0.62$ ). However, this difference must be tested for statistical significance using the independent samples t-test.

Table 4.8 *Independent Samples t-test for Employee Retention by Employment Category*

Levene's Test for Equality of Variances		t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
0.950	0.331	1.462	158	0.146	0.13452	0.09204

According to Levene's Test for Equality of Variances, the p-value is .331, which is greater than .05, indicating that the assumption of equal variances is met.

The results of the independent samples t-test indicate that the difference in employee retention between administrative and academic staff is not statistically significant,  $t(158) = 1.462$ ,  $p = .146$ . The mean difference of 0.13 points is not large enough to reject the null hypothesis.

In response to the research question "*Is there a significant difference in employee retention between administrative and academic staff in private higher education institutions?*", there is no statistically significant difference. As a result, the null hypothesis is kept according to the analysis.

This suggests that employee retention levels are similar across administrative and academic staff, and any observed difference may be due to random variation rather than a true effect of employment category.

The analysis supported all six hypotheses that were developed. The Summary of the hypothesis results is presented in Table 4.9 below:

Table 4.9 *Summarization of Research Hypothesis*

	Hypothesis	Result
H1	There is a significant difference in employee retention between academic and administrative staff.	Accepted
H2	There is a positive relationship between Compensation & Benefits, Training & Development, Recruitment & Selection and Employee Retention.	Accepted
H3	There is a positive relationship between Compensation & Benefits and Employee Retention.	Accepted
H4	There is a positive relationship between Training & Development and Employee Retention.	Accepted
H5	There is a positive relationship between Recruitment & Selection and Employee Retention.	Accepted
H6	Compensation & Benefits, Training & Development, and Recruitment & Selection significantly influence Employee Retention.	Accepted

#### **4.11 Summary**

Result of the study, encompass the response rate, respondents' socio demographic background, descriptive analysis, correlation analysis, multiple regression and hypothesis testing in this chapter. It also summarized the supported hypotheses from the multiple regression analysis. Discussion recommendations for future research, and a conclusion will be discussed in the next chapter.



## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter provides a concise discussion of the study's result and their implications it also addresses the limitation of the study, provides recommendations for future research, and concludes with a summary of the overall findings.

#### **5.2 Discussion**

##### **5.2.1 Employee Retention Levels**

The results indicated that the overall level of employee retention among the staff was moderately high, with a mean score of 3.70 on a 5-point Likert scale. Among the various retention factors measured, satisfaction with supervisor support recorded the highest score ( $M = 3.90$ ), followed by intention to remain with the employer ( $M = 3.76$ ), and recognition of employee contributions ( $M = 3.65$ ). The outcomes imply that interpersonal support, job satisfaction, and acknowledgment of efforts significantly influence the tendency of employees 'to stay with their current institutions.

The high-rating for-supervisor support is aligned with previous research outcome (Saleem et al., 2022), which marked the relevance of leadership quality and supervisory relationships in promoting a supportive workplace atmosphere while minimizing employee attrition. Especially in academic institutions, the role of leaders and line managers in mentoring and guiding staff can contribute significantly to job satisfaction and loyalty.

However, the lowest mean was recorded for career development goals discussed during performance reviews ( $M = 3.57$ ). While still within the moderate range, this finding indicates a gap in structured career growth opportunities. According to Mahfuz et al. (2023), continuous professional development and individualized career planning are

essential for retaining skilled employees, particularly in competitive sectors such as higher education.

### **5.2.2 Relationship Between HR Practices and Employee Retention**

The correlation analysis showed a statistically significant and positive relationship between all three HR practices and employee retention. The strongest correlation was found between compensation and benefits and employee retention, indicating that employees who perceive their compensation as fair and competitive tend to stay longer with the institution. This demonstrate in the empirical evidence of Khan et al. (2021), who identify that compensation is a fundamental determinant of staff motivation and retention in the Malaysian private education sector.

Subsequently, training and development also revealed a moderately strong correlation with retention. This reinforces the view that employees demonstrate greater retention when their employer prioritize their personal and professional development. According to Belete (2021), organizations that offer continuous learning opportunities are more likely to foster a committed and competent workforce.

Recruitment and selection had a moderate but still significant correlation with employee retention. This suggests that well-structured hiring practices contribute to long-term employment relationships by ensuring a strong match between the individual and the organizational setting consistent with Alzubi et al. (2024).

### **5.2.3 Influence of HR Practices on Employee Retention**

Finding from the regression analysis demonstrate that compensation and benefits, training and development, and recruitment and selection collectively accounted for 71.5% of the variation in employee retention. This indicates strong explanatory power and confirms the considerable influence of HR practices on retention related factors.

Among the predictors, compensation and benefits had the highest impact followed by training and development and recruitment and selection. These results emphasize the importance of fair compensation, skills development opportunities, and careful selection of candidates as essential components of effective retention strategies.

The findings support the Resource-Based View (RBV) theory, which suggests that internal resources such as well-managed human capital and strategic HR practices can provide a sustained long term strategic benefit (Barney, 1991; renewed by Liu & Hassan, 2022). In the context of private universities, where attracting and retaining quality staff is a critical challenge, investment in these HR domains can substantially influence organizational success.

### **5.2.4 Comparison Between Administrative and Academic Staff**

Analysing using the independent sample t-test found no meaningful statistically difference in employee retention levels between administrative and academic staff, with a p-value of 0.146. This provides evidence that both groups perceive HR practices and retention-related factors similarly, and that HR policies are likely being applied uniformly across staff categories.

Although some previous studies (Cheng & Abdullah, 2021) indicated higher turnover rates among academic staff due to workload and promotion barriers, this study did not find evidence of such disparity. Therefore, retention strategies should be holistic and inclusive of all staff segments to ensure a cohesive and committed workforce.

### **5.3 Contribution of the study**

The current study contributes meaningfully to the discipline of human resource management (HRM), especially in the framework of private higher education in Malaysia. Theoretically, the study reinforces the relevance of the Resource-Based View (RBV) theory by demonstrating that internal HR practices such as compensation and benefits, training and development, and recruitment and selection serve as strategic resources that can enhance employee retention. By applying this framework in a private university setting in Kedah, the study contributes fresh perspective to the scarce existing research on employee retention within the private institution of higher education in Malaysian.

Empirically, the study provides evidence based on quantitative data collected from both academic and administrative staff, offering a balanced and comprehensive view of how HR practices are perceived across employment categories. This supports a deeper insight into the determinants affecting employee retention within practical educational setting. Practically, the study offers valuable guidance to HR practitioners and university administrators through the targeted HR practices that have a substantial impact on employee retention.

These findings can inform the development of more effective HR strategies, particularly in improving compensation structures, enhancing training opportunities, and refining recruitment processes to ensure a better fit between the organization and its employees. Ultimately, the study supports institutional efforts to reduce turnover, maintain staff continuity, and strengthen institutional effectiveness within the competitive higher education landscape.

### **5.4 Limitation of the study**

Although this study offers meaningful understanding of the relationship between human resource practices and employee retention. Several limitations should be considered, as they may have influenced how the findings are framed and understood.

Firstly, the research was limited to one private university in Kedah, which restricts the generalizability of the results. Different universities may have varying organizational structures, HR policies, and institutional cultures, which means the findings may have limited relevance to other higher education institutions within or outside the region.

Secondly, the study was conducted using a cross-sectional approach, with data obtained during a single time period. This design limits the ability to observe developments or changes in employee perceptions and HR practices over a longer period. As such, it does not provide insights into causal relationships or the sustainability of HR impacts on retention. A longitudinal approach would have offered a more comprehensive understanding of these dynamics over time.

Thirdly, another limitation of this study is that it did not take into account external factors that are beyond the organisation's control, such as economic conditions, government policies, or industry trends. These external influences can have a significant impact on employee retention. For instance, changes in the national economy may affect job security perceptions, salary expectations, or employment opportunities elsewhere. Similarly, government policies related to higher education, labour regulations, or employee benefits could shape retention outcomes in ways not captured in this research. Industry trends, such as increased competition among universities for qualified staff or shifts in student enrolment patterns, may also indirectly affect employees' decisions to remain with an institution. As these factors were outside the scope of the study, the findings should be interpreted with the understanding that they reflect internal organisational practices rather than the full spectrum of influences on employee retention.

Lastly, the study focused only on three HR practices compensation and benefits, training and development, and recruitment and selection while other potentially influential factors were not included. Variables such as leadership style, organizational commitment, job stress, work-life balance, and institutional culture were not examined, even though they may significantly influence employee retention. The exclusion of these elements limits the comprehensiveness of the overall analysis.

## **5.5 Recommendation for the Future Research**

Future studies focusing in the area of employee retention within the higher education sector should consider expanding the coverage to encompass a wider different category of institutions, such as private and public universities from various regions in Malaysia. This would allow for broader comparisons and enhance the generalizability of the findings. Adopting a longitudinal research design could also offer valuable insights into how human resource practices influence employee retention over time, enabling researchers to assess patterns, trends, and potential causal relationships. In addition, it would be beneficial to explore other influential variables that were not covered in this study, such as managerial leadership practice, organizational culture, talent well-being, workforce motivation, and adaptive work-life integration. Including these elements could lead to a more holistic grasp among the complex component that guide employee's behaviour and determination to stay employed. Furthermore, incorporating an approach that blends both quantitative and qualitative research technique such as surveys and interviews, would provide richer and broader interpretive insight to employee experiences and perceptions. This methodological diversity could help future researchers capture the deeper context behind statistical trends and better inform HR policy and practice within higher education institutions.

## **5.6 Summary**

To summarise, this research on the relationship between human resource practices and employee retention at one of the private universities in Kedah has been successfully conducted and has achieved its research objectives. The findings confirmed that compensation and benefits, training and development, and recruitment and selection all have a significant influence on employee retention, with compensation emerging as the most impactful factor. Furthermore, the analysis revealed no significant differences in retention levels between academic and administrative staff, suggesting a consistent application of HR policies across employee groups. This consistency underscores the importance of inclusive and well-aligned HR strategies in fostering organizational

stability. The study contributes meaningfully to theory, practice, and empirical research by emphasizing the strategic function of HR practices in improving employee loyalty and minimizing employee attrition in the private higher education sector. Effective human resource management is more than just a tool for improving employee experience and retention it also bolsters enhances institutional performance, competitiveness, and long-term sustainability within the dynamic landscape of higher education in Malaysia. The evidence obtained from the study is expected to serve as a valuable reference for university management and human resource practitioners in developing more targeted and effective retention strategies.



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**UNIVERSITI UTARA MALAYSIA**  
**COLLEGE OF BUSINESS**  
**MASTER OF HUMAN RESOURCE MANAGEMENT**

**QUESTIONNAIRE:**

**THE RELATIONSHIP BETWEEN HUMAN RESOURCE PRACTICES AND  
EMPLOYEE RETENTION: AT ONE OF PRIVATE UNIVERSITY IN KEDAH**

Dear Participants,

My name is Masliza Binti Zanol and I am a Master of Human Resource Management student at Universiti Utara Malaysia under the supervision of Dr. Annuar Aswan Bin Mohd Noor. I am currently undertaking research entitle "The Relationship Between Human Resource Practices and Employee Retention: A Case Study at One of Private Universities in Kedah". You have been randomly selected to participate in this study. I would appreciate it very much if you could kindly answer all the survey items as accurately as possible.

It will take approximately 10-15 minutes to complete all these 31 survey items. Your answers will be kept strictly confidential, anonymous and will be used for academic research purposes only. Should you have any query regarding this research, please do not hesitate to contact me. Your participation in this study is greatly appreciated.

Thank you for your time and cooperation in completing this questionnaire. Yours sincerely,

Masliza Binti Zanol  
Othman Yeop Abdullah Graduate School of Business (OYAGSB) Universiti Utara  
Malaysia Sintok, Kedah.  
Tel: 013 - 4869482  
E-mail:maslizanol@yahoo.com.my

## Section A

This section collects basic demographic information about you. The following questions are meant for analysis purpose only. Kindly answer by marking a tick (✓) in the appropriate box.

### 1.1 Gender

	Male
	Female

### 1.2 Employment Category

	Academic Staff
	Administrative Staff

### 1.3 Age

	20 to 25 years old
	26 to 30 years old
	31 to 35 years old
	36 to 40 years old
	41 to 45 years old
	46 to 50 years old
	51 to 55 years old

	56 to 60 years old
	61 years old and above

#### 1.4 Citizenship

	Malaysian
	Non Malaysian

#### 1.5 If you are Malaysian, please indicate your ethnicity

	Malay
	Chinese
	Indians
	Sabahan
	Serawak

#### 1.6 Employment Status

	Permanent
	Contract

### 1.7 Years of Working Experiences

	Less than 1 year
	1 to 3 years
	4 to 6 years
	7 to 9 years
	10 years and above

### 1.8 Tenure in Organization

	Less than 1 year
	1 to 3 years
	4 to 6 years
	7 to 9 years
	10 years and above

### 1.9 Highest Education level

	Diploma
	Bachelor's Degree
	Master's Degree

	Doctorate Degree
	Other Professional Qualification

#### 1.10 Income Range

	Less than RM2,000
	RM2,001 – RM5,000
	RM5,001 – RM8,000
	RM8,001 – RM11,000
	RM11,001 and above

#### 1.11 Marital Status

	Single
	Married

## SECTION B – EMPLOYEE RETENTION

With reference to the current organization that you are working, please indicate your level of agreement with each statement by selecting one option on the 5-point scale: (5 = Strongly Agree, 4 = Agree, 3 = Moderate, 2 = Disagree, 1 = Strongly Disagree).

(Likert Scale)

1	2	3	4	5
Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree

2.1	I am satisfied with the compensation and benefits I receive from my current employer.	1	2	3	4	5
2.2	My career development goals are discussed regularly during performance review sessions.	1	2	3	4	5
2.3	I feel that my contributions at work are recognized and appreciated by my organization.	1	2	3	4	5
2.4	I intend to remain with my current employer for the next three years.	1	2	3	4	5
2.5	I am satisfied with the guidance and support provided by my immediate supervisor.	1	2	3	4	5

## SECTION C – COMPENSATION AND BENEFITS

With reference to the current organization that you are working, please indicate your level of agreement with each statement by selecting one option on the 5-point scale: (5 = Strongly Agree, 4 = Agree, 3 = Moderate, 2 = Disagree, 1 = Strongly Disagree).

3.1	I am satisfied with the compensation I receive from my current employer.	1	2	3	4	5
3.2	The compensation package motivates me to remain with my current organization.	1	2	3	4	5
3.3	I believe the compensation structure in my organization is fair.	1	2	3	4	5
3.4	My compensation is competitive compared to similar roles in other organizations.	1	2	3	4	5
3.5	My compensation package meets my personal financial needs and goals.	1	2	3	4	5

## SECTION D – TRAINING AND DEVELOPMENT

With reference to the current organization that you are working, please indicate your level of agreement with each statement by selecting one option on the 5-point scale: (5 = Strongly Agree, 4 = Agree, 3 = Moderate, 2 = Disagree, 1 = Strongly Disagree).

4.1	The professional development opportunities provided by my organization are adequate	1	2	3	4	5
4.2	I regularly receive new learning and development opportunities at work.	1	2	3	4	5
4.3	The training programs I have attended are effective in enhancing my job performance.	1	2	3	4	5

4.4	The training and development I receive align well with my career goals.	1	2	3	4	5
4.5	I am confident that the training programs offered will help me advance in my career.	1	2	3	4	5

## SECTION E – RECRUITMENT AND SELECTION

With reference to the current organization that you are working, please indicate your level of agreement with each statement by selecting one option on the 5-point scale: (5 = Strongly Agree, 4 = Agree, 3 = Moderate, 2 = Disagree, 1 = Strongly Disagree).

5.1	I am satisfied with the overall recruitment process in my organization.	1	2	3	4	5
5.2	The recruitment process reflects and aligns well with the organization's culture and values.	1	2	3	4	5
5.3	The hiring process in my organization is conducted in a transparent and fair manner.	1	2	3	4	5
5.4	The selection process is effective in identifying and hiring qualified candidates.	1	2	3	4	5
5.5	I am satisfied with how timely and efficient the recruitment process is handled in my organization.	1	2	3	4	5