THE IMPACT OF TALENT MANAGEMENT, CLIMATE OF INNOVATION, ORGANIZATIONAL COMMITMENT AND EMPLOYEE RETENTION IN MALAYSIAN HIGHER EDUCATION INSTITUTIONS

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Specially dedicated to my beloved husband, Shofyan Usman

and

My children, Aiman Faliq, Amar Firdaus and Ainul Insyirah Sofea

who are infinitely supportive

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ABSTRACT

The phenomenon of Brain Drain has made employee retention as the ultimate challenge to the Malaysian Higher Education Institution (HEIs). As one of the National Key Economic Areas (NKEAs) of Malaysia, Higher Education Institutions (HEIs) have to respond to globalization, liberalization and reforms to the educational systems to improve ranking of the universities. Despite this, the alarming "Brain Drain" phenomenon in Malaysia also gives impacts on retention of academic staff. Thus, developing ways in the efforts to improve employee retention in Higher Education Institutions (HEIs) is crucial. Until recently, there is no employee retention study related to talent management, organizational commitment and climate of innovation in the Malaysian context particularly on the academic staff of Higher Education Institutions (HEIs). This study investigates the mediating effect of organizational commitment in the relationships between talent management and employee retention, and the mediating effect of climate of innovation in the relationship between talent management and organizational commitment. The study uses survey questionnaire for the purpose of data collection. Four hundred forty-four respondents participated in this study. The study uses Partial Least Square (PLS) of Structural Equation Modelling (SEM) to test the hypotheses. The findings of the study show that the collected data fits the proposed model with 9 supported hypotheses and 1 unsupported hypothesis. This study which is based on conceptual framework and tested from an integrated Knowledge Based View (KBV), Life-Span Theory (LST), Three-Component Model of organizational commitment (TCM), Stimulus-Organism-Response Theory (S-O-R), Social Exchange Theory (SET) and Theory of Planned Behaviour (TPB) indicates that the proposed model is sufficient for a good predictive ability. Hence, contributing to the theory and practical knowledge by being among the first to justify the mediating effect of climate of innovation in the relationship between talent management and organizational commitment, and organizational commitment effect in the relationship between climate of innovation and employee retention. This study also contributes to the Organizational Behaviour (OB) and Human Resource Management (HRM) literatures. The study guides the practitioners through the proposed guidelines and a practical-based framework of employee retention. Future study can include the other mediator or moderator affecting employee retention.

ABSTRAK

Fenomena "Brain Drain" telah menjadikan pekerja sebagai satu cabaran utama kepada Institusi Pengajian Tinggi Malaysia (IPT). Sebagai salah satu daripada Bidang Ekonomi Utama Negara ("NKEAs") Malaysia, Institusi Pengajian Tinggi (IPT) perlu bertindak balas terhadap globalisasi, liberalisasi dan pembaharuan kepada sistem pendidikan untuk meningkatkan kedudukan universiti. Disebalik keperluan ini, fenomena "Brain Drain" yang membimbangkan di Malaysia memberikan impak kepada pengekalan staf akademik. Oleh itu, membangunkan pelbagai cara dalam usaha untuk meningkatkan pengekalan pekerja di Institusi Pengajian Tinggi (IPT) adalah kritis. Sehingga kini, tidak ada kajian pengekalan pekerja yang berkaitan pengurusan bakat, komitmen kepada organisasi dan persekitaran untuk inovasi dalam konteks Malaysia terutamanya terhadap kakitangan akademik Institusi Pengajian Tinggi (IPT). Kajian ini menyiasat kesan pengantara komitmen kepada organisasi dalam hubungan antara pengurusan bakat dan pengekalan pekerja, dan kesan pengantara persekitaran untuk inovasi dalam hubungan antara pengurusan bakat dan komitmen kepada organisasi. Kajian ini menggunakan soalan kajiselidik untuk tujuan pengumpulan data. Empat ratus empat puluh empat responden telah menyertai kajian ini. Kajian ini menggunakan "Partial Least Square" (PLS) "Structural Equation Modelling (SEM)" untuk menguji hipotesis-hipotesis. Hasil dapatan menunjukkan 9 hipotesis disokong dan 1 hipotesis tidak disokong. Kajian ini yang mana berdasarkan rangka kerja konseptual dan telah diuji dengan gabungan "Knowledge Based View (KBV)", "Life-Span Theory (LST)", "Three-Component Model of organizational commitment (TCM)", "Stimulus-Organism-Response Theory (S-O-R)", "Social Exchange Theory (SET)" dan "Theory of Planned Behavior (TPB)" menunjukkan rangka kerja konseptual yang dicadangkan mempunyai keupayaan ramalan yang baik. Oleh itu, ianya menyumbang kepada pengetahuan secara teori dan praktikal dengan menjadi antara kajian yang pertama membuktikan kesan pengantara persekitaran untuk inovasi dalam hubungan antara pengurusan bakat dan komitmen kepada organisasi, dan kesan komitmen kepada organisasi dalam hubungan di antara persekitaran untuk inovasi dan pengekalan pekerja. Kajian ini turut memberikan sumbangan kepada bidang Gelagat Organisasi ("OB") dan Pengurusan Sumber Manusia ("HRM"). Selain itu, kajian ini memberi petunjuk kepada pengamal melalui garis panduan yang dicadangkan dan rangka kerja praktikal pengekalan pekerja. Kajian masa hadapan boleh memasukkan pengantara atau penyederhana lain yang mempengaruhi pengekalan pekerja.

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARATION	ii
	DEDICATION	iii
	ACKNOWLEDGEMENT	iv
	ABSTRACT	v
	ABSTRAK	vi
	TABLE OF CONTENTS	vii
	LIST OF TABLES	xiv
	LIST OF FIGURES	xvi
	LIST OF ABBREVIATIONS	xvii
	LIST OF SYMBOLS	xx
	LIST OF APPENDICES	xxi
1	**INTRODUCTION**	**1**
	1.1 Background of the study	1
	1.2 Higher Education Institutions (HEIs) in Malaysia	5
	1.2.1 Current State of Malaysian Higher Education Institutions (HEIs)	5
	1.3 Problem Statement	9
	1.4 Research Questions	16
	1.5 Research Objectives	17
	1.6 Significance of the Study	19
	1.7 Scope of the Study	22
	1.8 Definitions of Study Variables and Terminologies	23
	1.9 Structure of the Thesis	27

2	**LITERATURE REVIEW**		**28**
	2.1	Introduction	28
		2.1.1 Underpinning Theories	28
		2.1.1.1 Theory of Planned Behaviour (TPB)	29
		2.1.1.2 Knowledge Based View (KBV)	32
		2.1.1.3 Life-Span Theory (LST)	32
		2.1.1.4 Three-Component Model (TCM) of Organizational Commitment	33
		2.1.1.5 Social Exchange Theory (SET)	34
		2.1.1.6 Stimulus-Organism-Response Theory (S-O-R)	35
	2.2	Definition of Employee Retention	37
		2.2.1 Reviews on Employee Retention	37
		2.2.2 Employee Retention Factors in Malaysian Context	41
	2.3	Talent Management	44
		2.3.1 The Definition of Talent Concept	44
		2.3.2 Definition of Talent Management	49
		2.3.3 Concept of Talent Management	50
		2.3.4 Talent Management Dimensions	52
	2.4	Organizational Commitment	53
		2.4.1 Definition of Organizational Commitment	53
		2.4.2 Dimension of Organizational Commitment	54
		2.4.2.1 Unidimensional Constructs	55
		2.4.2.2 Behavioral Approach	55
		2.4.2.3 Attitudinal Approach	55
		2.4.2.4 Multidimensional Construct	56
		2.4.2.5 Two Dimensional Construct	57
	2.5	Climate Innovation	60
		2.5.1 Definition of Climate of Innovation	61
		2.5.2 Dimension of Climate of Innovation	62

	2.5.3	Employee retention Factors in Malaysian Higher Education Institutions (HEIs)	63
2.6	Hypothesis Development		72
	2.6.1	Relationship between Talent Management and Employee Retention	73
		2.6.1.1 Communication	74
		2.6.1.2 Employee Development	75
		2.6.1.3 Rewards and Recognition	76
		2.6.1.4 Managing Performance	77
		2.6.1.5 Open Climate	78
	2.6.2	Effect of Talent Management on Climate of innovation	79
	2.6.3	Effect of Talent Management on Organizational Commitment	80
	2.6.4	Effect of Organizational Commitment on Employee Retention	81
	2.6.5	Effect of Climate of Innovation on employee retention	82
	2.6.6	Effect of Climate of Innovation on Organizational Commitment	84
	2.6.7	The Relationship between Talent Management, Organizational Commitment and Employee Retention	84
	2.6.8	The Relationship between Climate of Innovation, Organizational Commitment and Employee Retention	85
	2.6.9	The Relationship between Talent Management, Climate of Innovation and Organizational Commitment	86
	2.6.10	The Relationship between Talent Management, Climate ofinnovation and Employee Retention	87
2.7	Conceptual Framework		88
2.8	Summary		91

3	**RESEARCH METHODOLOGY**		**94**
	3.1	Introduction	94
	3.2	Research Philosophy, Approach and Strategy	94
	3.3	Research Design	95
		3.3.1 Purpose of the Study	96
		3.3.2 The Unit of Analysis	96
		3.3.3 Types of Investigation	97
		3.3.4 Study Setting	97
		3.3.5 Extent of the Researcher	98
		3.3.6 Time Horizon	98
	3.4	Measurement of Variables	98
		3.4.1 Dependent Variable	101
		3.4.2 Independent Variable	104
		3.4.3 Mediating Variable (Organizational Commitment)	109
		3.4.4 Mediating Variable (Climate of Innovation)	113
	3.5	Sampling Design	117
		3.5.1 The Population of the Study	117
		3.5.2 Sampling Technique	117
		3.5.3 Sample Size	119
	3.6	Data Collection	120
		3.6.1 Questionnaire Design	120
		3.6.2 Questionnaire Format, Wording and Instruction	121
	3.7	Validity and Reliability	123
		3.7.1 Content validity and Face Validity	123
		3.7.2 Reliability	124
	3.8	Pilot Study	125
	3.9	Data Collection Method	127
	3.10	Data Preparation and Screening	128
		3.10.1 Missing Data	128
		3.10.2 Outliers	129
		3.10.3 Test of Normality	130

		3.10.4 Recoding Negatively Worded Scale Items	131
		3.10.5 Common Method Variance	131
	3.11	Descriptive Statistics for Survey Instrument	132
	3.12	Data Analysis	133
		3.12.1 Evaluating Measurement and Structural Models using Partial Least Square	135
		3.12.1.1 Evaluating Reflective Measurement Model at the First Order	136
		3.12.1.2 Evaluating Structural Model	140
		3.12.1.3 Measuring Higher Order Construct	143
		3.12.2 Mediating Relationship	147
	3.13	Ethical Considerations	148
	3.14	Summary	148
4	**DATA ANALYSIS AND FINDINGS**		**150**
	4.1	Introduction	150
	4.2	Respondents' Demographic Characteristics	150
	4.3	PLS-SEM Measurement Model Analysis and Findings	153
		4.3.1 Indicator Reliability (Factor Loadings)	153
		4.3.2 Convergent Validity (Average Variance Extracted (AVE))	153
		4.3.3 Internal Consistency (Composite Reliability)	154
		4.3.4 Discriminant Validity	157
		4.3.5 Evaluating Formative Model at the Second Order	162
		4.3.5.1 Variance Inflation Factor (VIF)	162
		4.3.6 Indicator Validity	162
	4.4	Structural Model	165
		4.4.1 Hypotheses testing	166
	4.5	Assessing the Effect Sizes (f^2)	168
	4.6	Blindfolding and Predictive Relevance (Q^2)	169

	4.7	Mediation Analysis	170
	4.8	Summary of Data Analysis and Findings	172
5	**DISCUSSION AND IMPLICATIONS**		**173**
	5.1	Introduction	173
	5.2	Discussion of the Empirical Findings	173
	5.2.1	Research Objective 1: To Examine the Relationship between Talent Management and Employee Retention	174
	5.2.2	Research Objective 2: To Examine the Relationship between Talent Management and Climate of Innovation	178
	5.2.3	Research Objective 3: To Examine the Relationship between Talent Management and Organizational Commitment	179
	5.2.4	Research Objective 4: To Examine the Relationship Between Organizational Commitment and Employee Retention	181
	5.2.5	Research Objective 5: To Examine the Relationship between Climate of Innovation and Employee Retention	182
	5.2.6	Research Objective 6: To Examine the Relationship between Climate of Innovation and Organizational Commitment	183
	5.2.7	Research Objective 7: To Examine the Mediating Effect of Organizational Commitment in the Relationship between Talent Management and Employee Retention	184
	5.2.8	Research Objective 8: To Examine the Mediating Effect of Organizational Commitment in the Relationship between Climate of Innovation and Employee Retention	185

	5.2.9	Research Objective 9: To Examine the Mediating Effect of Climate of Innovation in the Relationship between Talent Management and Organizational Commitment	186
	5.2.10	Research Objective 10: To Examine the Mediating Effect of Climate of Innovation in the Relationship between Talent Management and Employee Retention	187
5.3	Conclusion		187
5.4	Contributions of the Study		190
	5.4.1	Theoretical Contribution	190
	5.4.2	Managerial Contribution	193
5.5	Implications of the Study		196
	5.5.1	Theoretical Implications	196
	5.5.2	Practical Implications	197
5.6	Limitations and Future Research Suggestions		207

REFERENCES **212**

Appendices A-C 282-323

LIST OF TABLES

TABLE NO.	TITLE	PAGE
1.1	Types and Number of Higher Education Institutions (HEIs) in Malaysia	5
1.2	Number of Student Enrolment According to Category of Higher Education Institutions (HEIs) and Level of Studies	6
1.3	Number of Academic staff in Higher Education Institutions (HEIs) According to Academic Qualification in Malaysia.	8
1.4	A Summary of Research Questions, Objectives and Hypotheses	18
1.5	Conceptual and Operational Definition of Constructs used in this Study	24
2.1	Employee Retention Studies in Malaysian Context	42
2.2	Talent Concept	46
2.3	Definitions of Talent Management	49
2.4	Selected Employee Retention Studies in Malaysian Higher Education Institutions (HEIs) Context	66
2.5	Summary of Hypotheses Development	92
3.1	Summary of the Differences between Formative and Reflective Measurement Model	100
3.2	Measurement Items of Employee Retention	103
3.3	Measurement Items and Scale for Talent Management	106
3.4	Measurement Items for Organizational Commitment	111
3.5	Measurement Items and Scale for Climate of Innovation	115

3.6	Background of Experts for Questionnaire Validation	124
3.7	Internal Consistency (Cronbach's Alpha)	125
3.8	Reliability Analysis Results	126
3.9	Descriptive Statistics of Normality	130
3.10	Total Variance Explained	132
3.11	Means and Standard Deviations for Survey Construct	133
3.12	Rules of Thumb for selecting Partial Least Square-Structural Equation Modelling (PLS-SEM) and Covariance-based-Structural Equation Modelling (CB-SEM)	134
3.13	Two Ways of Using the Heterotrait-Monotrait Ratio of Correlations (HTMT) to assess Discriminant Validity	139
3.14	Type of Hierarchical Order and Criteria	144
3.15	Summary of Research Methodology	149
4.1	Demographic Characteristics (N=444)	152
4.2	Factor Loading, Average Variance Extracted (AVE) and Composite Reliability (CR) for Reflective Construct	155
4.3	Discriminant Validity (Fornell-Larker Criteria)	157
4.4	Cross Loading	158
4.5	Heterotrait-Monotrait Ratio of Correlations (HTMT)	161
4.6	Validity Results for Second-Order Formative Construct	163
4.7	Heterotrait-Monotrait Ratio of Correlations (HTMT) - Second Order	165
4.8	Path Coefficients, T- Statistics for All Hypothesized Paths	168
4.9	Effect Size for the Constructs	169
4.10	Summary of Path Coefficient, T-statistics, Conclusion, Effect Size, Coefficient of Determination, and Predictive Relevance of Structural Model	170
4.11	Hypothesis Testing for Mediated Relationship	170
5.1	Practice Guidelines for the Effect of Talent Management on Employee Retention	199

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
2.1	Model of Theory of Planned Behaviour (TPB)	30
2.2	Graphical Summary of Literature Review	36
2.3	Talent Management Philosophies	47
2.4	Conceptual Framework	89
3.1	Research Design for the Current Study	96
3.2	Concept of Reflective and Formative Constructs	101
3.3	Measurement Model First Order	136
4.1	Path Coefficient for Structural Model	167
5.1	Practical-Based Framework of Employee Retention	206

LIST OF ABBREVIATIONS

AC	-	Affective Commitment
AMOS	-	Analysis of Moment Structures
ASEAN	-	Association of Southeast Asian Nations
AVE	-	Average Variance extracted
CA	-	Cronbach's Alpha
CC	-	Continuance Commitment
CI	-	Climate of Innovation
CO	-	Communication
CR	-	Composite Reliability
DV	-	Dependent variable
ELC	-	Employee Life Cycle
EM	-	Expectation Maximization
EPF	-	Employee Provident Fund
EPU	-	Economic Planning Unit
ER	-	Employee Retention
ETP	-	Economic Transformation Program
FIML	-	Full Information Maximum Likelihood
H	-	Hypothesis
HCM	-	Higher Component Model
HEIs	-	Higher Education Institutions
HODs	-	Head of Departments
HR	-	Human Resource
HRM	-	Human Resource Management
HTMT	-	Heterotrait-Monotrait ratio of correlations
IPT	-	Institut Pengajian Tinggi
KBV	-	Knowledge Based View

KIP	-	Key Intangible Performance
KPI	-	Key Performance Indicator
LL	-	Lower Limit
LST	-	Life-span Theory
LV	-	Latent Variable
MOHE	-	Ministry of Higher Education
MP	-	Managing Performance
NC	-	Normative Commitment
NKEAs	-	National Key Economic Areas
OB	-	Organizational Behaviour
OC	-	Organizational Commitment
OCB	-	Organizational Citizenship Behaviour
OCL	-	Open Climate
OD	-	Organizational Development
OEDC	-	Organization for Economic Co-operation and Development
PLS	-	Partial Least Square
POS	-	Perceived Organizational Support
R&D	-	Research and Development
RBV	-	Resource Based View
RO	-	Research Objective
RQ	-	Research Question
RS	-	Resource Supply
RW	-	Rewards and Recognition
SEM	-	Structural Equation Modelling
SET	-	Social Exchange Theory
S-O-R	-	Stimulus-Organism-Response Theory
SPSS	-	Statistical Package for Social Science
SSO	-	Sum of Squared Observations
SSSE	-	um of Squared Prediction Errors
SSSI	-	Siegel Scale of Support for Innovation
TCM	-	Three-Component Model
TM	-	Talent Management
TPB	-	Theory of Planned Behaviour

UL	-	Upper Limit
VIF	-	Variance Inflation Factor
WLB	-	Work Life Balance
WLBR	-	Work Life Balance Retention

LIST OF SYMBOLS

f^2	-	Effect Size
Q^2	-	Predictive relevance
N	-	Sample size
α	-	Cronbach's Alpha index of internal consistency
χ 2	-	Chi-square
R^2	-	coefficient of determination
>	-	Bigger than
≥	-	Bigger than or equal to
<	-	Lesser than
≤	-	Lesser than or equal to
=	-	Equal
η	-	Standardized loading
D	-	Omission distance
p	-	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
t	-	Computed value of t test
β	-	Beta
P	-	Probability
∑	-	Sum
O	-	The sum of squares error using the mean prediction.
Q^2	-	Predictive relevance
→	-	Is related to
λ	-	Lamda
Y_n	-	Indicator

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Selected Studies on Employee Retention	282
B	Survey Questionnaire	302
C	Results of Normality Test: Histogram	317

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The phenomenon of 'Brain Drain' in the world has created a new challenge for any country to resolve. It becomes worse for a developing nation which is consistently challenge with issues of migration, social economic challenge, policy changes and heterogenous society. High turnover rate, increase in cost (Ampomah and Cudjor, 2015; Avery *et al.*, 2012; Butali, Wesang'ula and Mamuli, 2013; Chami-Malaeb and Garavan, 2013; Duffield, 2014; Garavan, Carbery and Rock, 2012; Vasquez, 2014), low performance (Butali, Wesang'ula, and Mamuli, 2013; Tariq, Ramzan and Riaz, 2013; Yanadori and Kato, 2007), negative impact on innovation (Hassan *et al.,* 2011), losing customers (Naseem *et al.*, 2011), productivity and profitability (Phillips and Roper, 2009; Dutta and Banerjee, 2014; Hassan *et al.,* 2011; Yanadori and Kato, 2007) due to losing employees or talents indicated that managing this talent towards employee retention is the most significant move for the country to survive and sustain.

This study examines the impact of talent management, climate of innovation, organizational commitment and employee retention in Malaysian Higher Education Institution (HEIs). This chapter presents a general background of the study, problem statement, research questions, research objectives, significance of the study, scope of the study, definition of study variables and terminologies, and structure of the thesis.

The shortage of workforce or talents in a country has a big impact to businesses, organizations, industries, economy, society and the country itself. Concurrently, the nature of employment suggests flexibility, boundryless opportunity that was occasioned by cross national (Ming Yu, Piew and Fai, 2014), international (Farndale, Scullion and Sparrow, 2010; Harvey, 2014; Kehinde, 2012) and global mobility (Beaverstock and Hall, 2012; Cerdin and Brewster, 2014; Collings, 2014; Jauhar and Yusof, 2011; McNulty and De Cieri, 2016). On top of that, the workforce now becomes increasingly more educated with higher level of professionalism. They intend to find better job package to be secured for the current and future life demand. This are reasons why "brain drain" happens. Thus, employees' decision to grab better opportunity will determine employment trends in a country. This scenario leads to a vast study on employee retention as a significant move for organizational sustainability.

Employee retention has become a hot topic as organizations have to increase their capability to prevent shortage of talents (Samuel and Chipunza, 2013; Queiri, Wan Yusoff and Dwaikat, 2015; Sohail *et al.*, 2011) from becoming more serious in future (Khatri, Budwar and Fern, 2001). On this point, organizations have to be ready in the situation of strong market competition (Agarwal and Mehta, 2014; Azizan, 2011; Voon, 2008) as well as an increase in knowledge development and innovation (Boles *et al.*, 2012; Sheehan, 2012). It is found that employee retention is increasingly significant in building organizational capabilities to ensure continuous competitiveness (Aldamao, Yazam, and Ahmid, 2012; Fauzi, Ahmad and Gelaidan, 2013; Jepngetich and Njue, 2013), productivity and good service delivery (Hong, *et al.*, 2012; Samuel and Chipunza, 2009), and sustainable development (Goud, 2014; Wee, 2013). Nevertheless, the effort to retain the employees is the biggest challenge that needs to be looked into (Azeez, 2017; Bernard, 2012; Das and Baruah, 2013, Fauzi, Ahmad and Gelaidan, 2013; Nwokochal and Iheriohanm, 2012; Selesho and Naile, 2014). This is not uncommon to developing country like Malaysia.

The Brain drain phenomenon has continued to be a challenge in employee retention. It happens particularly among Malaysian professionals as they are heavily sought after to fill the career demand (Jauhar and Mohd Yusof, 2011) with an

attractive compensation (Jauhar, Abdul Ghani and Rabiul Islam, 2016). It involves academic staff from Higher Education Institutions (HEIs) who have employability skills to grab better employment opportunity. Being one of the National Key Economic Areas (NKEAs) of Malaysia, (Abu Hassan Asari, Muhamad and Megat Khalid, 2017), Malaysian Higher Education Institutions (HEIs) have to respond to the current demand and development of educational systems to be at the appropriate ranking of university. This is vital to realize the government plan to be a regional education hub with world-class standards (Atan, 2007; Mohsin and Kamal, 2012). Hence, retaining quality academic staff is significant to influence the international students'decision to further their studies (Foo, Lim and Ismail. 2016). These situations pose questions on how to respond to the current challenge.

In addition, the emerging nature of employment market requires a review on a desired workplace to ensure employees are provided with a package that makes them fully confident to continuously serve. Effort on identifying what makes them stay is crucial. Therefore, Malaysian organizations have to strengthen their talent management practices in entire organization (Annakis, Dass and Isa, 2014; Syed Abd Nasir *et al.*, 2012). Such initiative can increase organizational capability to remain competitive (Ashton and Morton, 2005; Haghparast, Moharamzadeh and Mohamadzadeh, 2012; Bayyoud and Sayyad, 2015) and effective (Anwar *et al.*, 2014; Lawler and Worley, 2006). As posited by Hughes and Rog (2008), to manage talent means aligning all the processes such as selection, development and retention with organization's goals and strategy.

However, talent management has yet to be clearly defined and the term may have different meanings in different settings even though in recent years, talent management has gained its popularity in the global context (Minbaeva and Collings, 2013; Scullion, Collings and Caliguri, 2010). Given the concepts are broadly known (Hana and Lucie, 2015), but with unclear conception of the term (Donald, 2014; Sweem, 2009), there is still lack of comprehensive point of views on talent management (Collings and Melahi, 2009; Stefco and Sojka, 2014; Yllnaer, 2013) and lack of concrete descriptions of related activities focused on human capital and organizational processes. For instance, there are limited studies done on the impact

of talent management on employee retention empirically (Khah, Nezhad and Mehdi Moradi, 2014). Thus, it is imperative to measure the talent management in Malaysian setting and subsequently measures its impact on employee retention along with other variable namely climate of innovation and organizational commitment. As society evolves and the demands of the workforce change, Higher Education Institutions (HEIs) may need to think differently about the link between talent management and employee retention that is important for better organizational continuity.

Hence, the current study is called to examine talent management as a factor to improve employee retention. However, the factor does not exist in organization in isolation. It may lead to psychological and emotional connection as a consequence of talent management practice. As a result, psychological status of an employee towards organization implies employee's decision to remain or not in the organization (Al Kahtani, 2013; Khan *et al.*, 2014; Zhou *et al.*, 2014). Therefore, it is worth to clarify on the intensity and stability of an employee's dedication to the organization in retention planning. Proper organizational practices implemented through the right culture and climate in enhancing organizational commitment is necessary. In this study, talent management perceived by employees would be able to influence their commitment to organization.

Currently, increase in knowledge development and the realities that innovation, creativity and flexibility determine the success of an organization (Sulaiman *et al.*, 2015) have made organizations to be more responsive towards change to grow, compete, lead and succeed (Gunusluoglu and Ilesv, 2009). Therefore, ensuring the right structures, strategies and climate to capitalize and utlilize competencies should be a pivotal concern (Ingram and Glod, 2016). According to the Tenth (10th) Malaysia plan 2010-2015 (ETP, 2011) and Eleventh (11th) Malaysia Plan 2016-2020 (EPU, 2016), the Malaysian higher education sector's main principles lie on the idea of promoting productivity-led growth and innovation. Based on these plans, supportive environment namely climate of innovation is necessary as an enabler for employee to meet the current expectation in a competitive market. Climate of innovation is expected to strengthen organizational commitment.

1.2 Higher Education Institutions (HEIs) in Malaysia

Higher Education Institutions (HEIs) plays an important role in education industry in Malaysia. Increase in demand for higher education, development of teaching and learning in the current trend, and brain drain phenomenon are among the issues that require Higher Education Institutions (HEIs)' attention. According to Ministry of Higher Education of Malaysia, Higher Education Institutions (HEIs) are classified into public institution and private institution. Table 1.1 depicts the total number of Higher Education Institutions (HEIs).

Table 1.1: Types and Number of Higher Education Institutions (HEIs) in Malaysia

No	Types of HEIs	Name	Total number
1.	Public Institution	Public University	20
2.		Polytechnic	32
3.		Public Community College	86
4.	Private Institution	Private University	37
5.		Foreign university	7
6.		Private Colleges	414

Source: National Education Statistic: Higher Education Sector, 2013, Ministry of Education Malaysia. (MOE, 2013)

Both types of institutions can be categorized as research universities, focused universities and comprehensive universities. Research universities prioritize research and publication, thus teaching delivery is research and development based. Whereas, Focused universities concentrate on certain expertise such as technical, education, management and defense. The next one is comprehensive universities that offer various programs at different levels.

1.2.1 Current State of Malaysian Higher Education Institutions (HEIs)

Higher education sector has been one of the National Key Economic Areas (NKEAs) of Malaysia. This sector plays a significant role in boosting the country's economic growth (Mohd Hussin *et al.*, 2012; Rena, 2008; Shaari, 2014). According to Abu Bakar, Mohamad and Sharmeela-Banu (2015), Malaysia's overall higher

education sector was ranked at 14th out of 142 countries in terms of quality education system based on Global Competitive Index Report 2011-2012. The growing demand for accessibility of learning and studying at different levels in Malaysia has stimulated an increase in number of public universities from nine in 1994 to 20 in 2014 (Ministry of Education, 2014; Ministry of Higher Education, 2012). Such fast-growing development is a departure for Malaysia to become an excellent educational hub in the Asian region. In 2015, the total number of student enrolment in Higher Education Institutions (HEIs) was 511,154. Table 1.2 depicts the number of student enrolment according to the category of Higher Education Institutions (HEIs) and level of studies.

Table 1.2: Number of Student Enrolment According to Category of Higher Education Institutions (HEIs) and Level of Studies

Level of Studies	Public Universities	Private Universities	Poly-technics	Community Colleges	Total
Ph.D	6,107	1,558	0	0	7,665
Master	22,614	13,947	0	0	36,561
Postgraduate diploma	696	0	0	0	696
Bachelor	85,703	103,733	312	0	189,748
Advanced diploma	0	930	45	0	975
Diploma	33,575	119,496	36,716	208	189, 995
Certificate	0	39,163	112	12,631	51,906
Professional	557	0	0	0	557
Matriculation and foundation	13,519	0	0	0	13,519
Others	5,356	13,390	786	0	19,532
Total	**168,127**	**292,217**	**37,971**	**12,839**	**511,154**

Source: National Education Statistic: Higher Education Sector, 2015, Ministry of Education Malaysia (MOE, 2015)

According to the 10th Malaysia Plan 2011-2015, Malaysia was recorded as the 11th largest education exporter in the world with more than 90,000 international students from over 100 nations. In 2015, the number of international students increased to 122,061 (MOHE, 2015). The agenda continues to expand the branding of Higher Education Institutions (HEIs) in strategic markets including Southeast Asia, Middle East and Central Asia through the 11th plan 2016-2020.

The government through economic transformation program intends to create excellent Higher Education Institutions (HEIs) with a team of talented and qualified academic staffs. In this effort, MyBrain15 to finance postgraduate studies under the National Higher Education Strategic Plan with the aim of increasing the capacity of Malaysian professionals with 60,000 Ph.D holders by the year 2023 ("10th Malaysia Plan"). With government support, the number of academic staffs with Ph.D qualification is expected to increase from 19,194 (as depicted in Table 1.3) in 2015 to a much higher number according to the National Higher Education Strategic Plan. Hence, the development of academic staffs is crucial to realize the government's agenda (Saraih *et al.*, 2017).

It is acknowledged that the improvement in teaching and learning, and growing research and publication, especially in top international journals are key determinants of quality higher education at nationally comparable and internationally acceptable standard. Quality of research and publication is found to be a criteria in determining quality performance of a university (Trapitsin, Krokinskaya and Timchenko, 2015). Through internationalization and quality enhancement, Malaysian Higher Education Institutions (HEIs) can join the leading education hubs with world-class standards (Atan, 2007; Mohsin and Kamal, 2012). Appropriate forms of organizational support should be provided for academic staff to brush up their research skills with the aim of increasing the number of research universities in Malaysia.

Being a nation's nucleous to nurture excellence of human capital and a solution provider for industry and community, it is undeniable to know that one of the important roles of academic staff is to educate younger generation to become an asset of future innovation (Shen Kian and Wan Yusof, 2015) and an engaged citizenry (Porschitz, 2015). Therefore, interaction with the industry and the government is also important in order to get relevant inputs (Chesbrough, 2006). Therefore, effective, creative and innovative teaching methods have to be applied to reach learning outcomes. The academic staff's achievement can affect the national and international reputations of Higher Education Institutions (HEIs). In response to

this, it is justifiable to study climate of innovation to foster a better environment among academic staff within the context of higher education of Malaysia.

Concurrently, despite the importance of university ranking, Higher Education Institutions (HEIs) have to face retention challenge of their academic staff. With tremendous development and huge budget allocation, Malaysia should have the statistics of highly skilled individuals based on their knowledge, skills, abilities and competency in different areas. This is to ensure that the country has enough professionals to realize the Vision 2020. As reported by Ministry of Higher Education (MOHE), the total number of academic staff was 76,714 in 2015. Table 1.3 depicts the total number of academic staff according to academic qualification in Malaysian Higher Education Institutions (HEIs).

Table 1.3: Number of Academic staff in Higher Education Institutions (HEIs) According to Academic Qualification in Malaysia

Level of Studies	Public Universities	Private Universities	Polytechnics	Community Colleges	Total
Ph.D	13,925	5,186	79	4	19,194
Master	15,299	19,059	2,536	457	37,351
Bachelor	2,390	9,174	4,341	1,765	17,670
Diploma	109	620	389	449	1,567
Others	154	711	46	21	932
Total	**31,877**	**34,750**	**7,391**	**2,696**	**76,714**

Source: National Education Statistic: Higher Education Sector, 2015, Ministry of Education Malaysia (MOE, 2015).

The expectation that the demand for academic staff is expected to increase in future (Theron, Barkhuizen and Du Plessis, 2014) posts a challenge to Malaysian Higher Education Institutions (HEIs) at this time. It includes retaining existing local academic staff in order to stay competitive in the global market (Grapragasem, Krishnan and Mansor, 2014). The existing quality local academic staffs contribute positively to academic productivity (i.e. effective teaching, quality delivery of knowledge and, quality research and publication) and doctoral training and professional excellence (Mushemeza, 2016).

To improve the world's university ranking, emphasis should be on the integration of research and teaching in curriculum design, its implementation and motivation of the academic staff to engage more in research or teaching or both (Mugimu, Nakabugo and Katunguka-Rwakishaya, 2013). Hence, the notion of organizational climate to support research and teaching is vital (Sokol *et al.*, 2015). Thus, it is necessary for Malaysian Higher Education Institutions (HEIs) to juggle the emerging trends with constraints. This study would like to propose an effective practice towards achieving excellent performance in the education industry. It is therefore, talent management and climate of innovation are expected to produce a better environment and culture for academic staff to retain in their respective instituitions.

To date, lack of employee retention study links talent management with climate of innovation especially in Malaysian Higher Education Institutions (HEIs) context. Thus, the current study integrates talent management, climate of innovation and organizational commitment. The expectation that the employees hold towards their organization through talent management, climate of innovation and organizational commitment are expected to improve employee retention. The progression of this chapter leads to identifying problem statement, research questions, research objectives, significance of the study, scope of the study and definitions of study variables used in this study.

1.3 Problem Statement

The brain drain and increase in turnover rate issues can continuously happen and are becoming more serious in future. Based on Towers Watson report, it was indicated that the average staff turnover rate in Malaysia had doubled to 16% in 2011 as compared to 2010 (Ong *et al.*, 2014). According to Gim, Mat Desa and Ramayah (2015) in the other findings of the 2013 Towers Watsons Malaysia's General Industry Total Rewards survey, employee turnover rate in the Malaysia general industry has increased to 13.2% in 2013 from 12.3% in 2012. This indicates high turnover rate and it can become worse as generation X and Y who are majority in the

workplace were found to have low psychological contract (Khalid, Md. Nor and Mohd Razali, 2013; Shen Kian and Wan Yusof, 2015). However, to date there are no recent data on turnover intention was found for Malaysia including the Malaysian Higher Education industry. On top of that, globalization has resulted in an increase in number of Malaysian intellectuals as well as high skilled people leaving the country (Jauhar *et al.*, 2015). According to Hugo (2014), Malaysian emigration to other countries is dynamic in pattern, in which report indicates that 1,480,000 Malaysian emigration in 2012 leave for career in Australia, Singapore, Brunei, United Kingdom, United States, Canada, New Zealand, India and Japan. Recent study indicates that 26% of citizen, who have US$30 million of investable assets have decided to leave the country within the next 10 years (Rasiah, 2015). Thus, revisiting employee retention factors is worthy.

This alarming phenomenon of brain drain (Azizan, 2011; Jauhar and Yusof, 2011) has to be to be addressed before it "can snowball into a pandemic if remedial action if it is not taken instantly" (Khurana and Arora, 2011, p.137). The departure of talented and professional Malaysians from the country leads to a significant negative impact and challenge on Malaysian economy (Jamshed, 2015). High turnover rate, increase in human capital cost, losing productivity are negative messages that can pose a risk (Das and Baruah, 2013; Testa, 2008) and bring poor image to organization (Amiani, 2014). Thus, lead to a bad implication for organizational competitiveness. Hence, the brain drain issues and challenges make current study on employee retention is crucial and timely.

While the relationship between talent management and employee retention is well documented in developed nations (Aldamoe *et al.*, 2012; D'Amato and Herzfeld, 2008; Glen, 2006; Oladapo, 2014; Stovel and Bontis, 2002), there are lapses in addressing this relationship particularly in the dimensionality of talent management in the contexts of developing nations (Chew, 2005; Hong *et al.*, 2012; Zaini, Siti and Kamaruzaman, 2009). This imbalance of understanding between developed and developing nations, in which both are different in terms of economy, social and cultural status signals for the needs to reach the generalizability of the phenomenon. This raises the theoretical gap. In addition, an understanding on the new workforce demands and expectations in the current trend is necessary as a

process for talent management to improve employee retention (Hernaus and Vokic, 2014). Thus, the present study includes other variables while investigating to what extent does talent management affects employee retention.

For talent management, the researcher draws on Knowledge Based View (KBV) (Barney, 1991). Knowledge Based View (KBV) argues human resource is heterogeneous knowledge bases that an organization utilizes to attain competitive advantages (Hoskisson *et al.*, 1999). This study not only view human as a unique resource and asset for a competitive advantage, but it also refers to potential asset with different types of capacity that firm could utilize. Changes in potential and capacity are possible based on the Employee Life Cycle (ELC) (Oh, 2014; Smither, 2003) and career life cycle (Beechler and Woodward, 2009; Hartung 2013; Savickas 2011; Verbruggen, Dries and Van Viane, 2013). Organizations have to manage the diverse resource including those from different background, age, length of service and experience effectively to get their fullest potential. Nonetheless Knowledge Based View (KBV) may not stand alone in explaining the phenomenon because in reality every unit in organization has to meet each other expectations.

In reality, exceptional achievement including academic work (Lew, 2009) depends on each individual's organizational commitment level to the institution (Ali, Mohsen and Mahboobeh, 2010; Osa and Amos, 2014). Hence, positioning Knowledge Based View (KBV) alone may not explain the whole employee retention phenomenon. In filling this theoretical gap, the current study employs Knowledge Based View (KBV) to stand together with Social Exchange Theory (SET).

On top of discussing Knowledge Based View (KBV) and Social Exchange Theory (SET), organizational commitment has been recognized in Human Resource Management (HRM) as a factor for an organization to achieve its outcomes. However, there is little attention extended to examine the mediating effects of this crucial factor in talent management-employee retention relationship. Al Kahtani (2013) and Yu (2016) in their study stated that employees with high commitment remain in employment of the company longer than those who are less or not committed. Furthermore, it was found that committed employees remain

(Hausknecht, Rodda and Howard, 2009; Nawab and Bhati, 2011; Nehmeh, 2009; Sow, 2015a) together with better effort and contribution (Chami-Malaeb and Garavan, 2013; Yamaguchi, 2012; Yucel and Bektas, 2012). Thus, one way for employees to repay their organization that provide good practices is through their commitment level. Hypothetically, the higher the organizational commitment level of an employee to his/her organization, the higher the employee retention is to the organization. This is vital as Malaysian Higher Education Institutions (HEIs) need for committed academic staff to ensure institutional ability to be relevance in a dynamically changing education landscape, particularly in the 21st century (Mahroeian and Daniel, 2016). Despite of the researches have been widely done, less focus on education industry particularly in Malaysian Higher Education Institution (HEI) setting makes study on its multidimensional aspect as beneficial.

As suggested by Super (2002), individuals develop and mature at different age. Eventhough they will go through the same processes of growth, exploration, establishment, maintenance and decline stage, still their career progression is subjected to life experience including the environment surrounding. Therefore, at the last stage, they are emotionally and physically less energy due to declaration of career path and retirement age (Berry, 2010). As organizational expectations and outcomes are derived from employee development and growth (Jiang, Lepak, Hu, and Baer, 2012), organizations need to keep up to date on the changes of employee's expectation in an effort to attract and make them at least maintain their performance. Hence, the distribution of different generation of workforce requires the organization to have an appropriate design of practices to the diverse needs of employees at different life stages. Hence, Life-span Theory (LST) is applicable to describe the influence of other factor such as environment in determining their potential.

In addition, Baron and Kenny (1986) stated that a variable operates as a mediator when: (i) there is a consistent relationship between independent variable (talent management) and dependent variable (employee retention), (ii) the independent variable (talent management) is directly related to mediating variable (organizational commitment) and (iii) the mediating variable (organizational commitment) is directly related to dependent variable (employee retention). The

mediator will be recognized as partial mediator when a significant relationship between the independent variable (talent management) and dependent variable (employee retention) is reduced after including organizational commitment or it is considered as full mediator when there is no longer significant relationship when controlling for the mediator (Baron and Kenny, 1986). Researches support that there is a positive relationship between: (i) talent management and employee retention (Bhatnagar, 2007; Khah, Nezhad and Mehdi Moradi, 2014; Oladapo, 2014), (ii) talent management and organizational commitment (Anis *et al.*, 2011; Van Dyk and Coetzee, 2012; Nobarieidishe, Chamanifard and Nikpour, 2014) and, (iii) organizational commitment and employee retention (Al Kahtani, 2013; Hausknecht, Rodda and Howard, 2009; Nawab and Bhati, 2011). However, empirical studies on organizational commitment as a mediator in the relationship between talent management practices and employee retention is still sparse. Thus, including organizational commitment as mediating variable is pertinent.

Coping with the technological advance as to meet the current and future demands in education industry, a proper organizational support has become more important than it used to be. Academic staff is expected to be creative and innovative in order to make learning interesting (Poon, 2013; Yen and Lee, 2011), efficient and effective in meeting students and institutional expectations. Therefore, the academic staff have to adapt and rely on online support system as part of performance assessment. Other roles of academic staff may involve writing proposals, developing contracts, and other relevant activities. Such efforts are considered as the important aspects of academic work for an academic staff to achieve scientific rewards (Awang *et al.*, 2015). Hence, climate of innovation is crucial (Somech and Zahavy, 2013). Academic staff commitment towards achieving departmental and institutional objectives and goals is dependent on the availability of climate of innovation specifically "support for innovation" and "resource supply". To date, there is lack of the study to examine relationship of talent management, climate of innovation, organizational commitment and employee retention specifically in Malaysian Higher Education Institutions (HEIs).

Examining the climate of innovation as a new link to enhance organizational commitment is timely. Instead of its importance has been acknowledged widely, it has been researched less frequently with academic staff (Holliman, 2012). On top of that, the increased research on developing various dimension of organizational climate revolved around community spirit, disturbance, devotion, interest, regarding for others, avoidance, influence and dynamics, and focus on production (Bahrami et al., 2016; Gheisari, Sheikhy, and Derakhshan, 2014), support in job, convenient workplace (Khan, Mahmood, Ayoub and Hussain, 2011), leadership, motivation, goal setting, decision making, communication (Lok, Westwood and Crawford, 2005; Warsi, Fatima and Sahibzada, 2009) and ethical climate (Huang, You and Tsai, 2012; Hung, Tsai and Wu, 2015). Hence, study on climate of innovation is still limited. In addition, the positive relationship between organizational commitment, work achievement and turnover (Shore, 1989) has made such research is relevant to persistence problem in Higher Education Institutions (HEIs).

Moreover, organizational commitment might have its role in strengthening the relationship between talent management and employee retention. The presence of climate of innovation as a new link seems to be significant to strengthen the relationship between talent management and organizational commitment to improve employee retention. Based on Stimulus-Organism-Response Theory (S-O-R), environmental surrounding influences people's internal state and their behavior. Thus, climate of innovation can be a mediator in talent management and organizational commitment relationship. Therefore, this new link is expected to progressively be a priority in employee retention studies. Previous researches support that: (i) talent management is associated with organizational commitment (Arab Halvaei and Ejlali 2015; Nobarieidishe, Chamanifard and Nikpour, 2014), (ii) talent management is related to climate of innovation (previously studied as innovation capability) (Aljanabi and Kumar, 2013; Samson and Gloet, 2014; Wei and Gima, 2009) and (iii) climate of innovation (previously studied as perceived organizational support in the form of physical and psychological environment/organizational climate) is related to organizational commitment (Bahrami *et al.*, 2016; Holliman, 2012; Lew, 2009; Riad, Labib and Nawar, 2016). However, limited number of study examines the mediating effect of organizational climate particularly climate of innovation in the relationship between talent management and organizational

commitment. Therefore, including climate of innovation as mediating variable in this current study is worthy.

Until now, literatures on talent management are rooted from consultants and practitioners, rather than theorist (Donald, 2014; Silzer and Church, 2010). A number of critical questions remain for further empirical research and theoretical development (Ghafar and Mohd Salleh, 2015; Gallardo-Gallardo, 2013; Nojedeh and Ardabili, 2014). This includes how talent management differs from the earlier approaches to managing people, what drives organization to adopt talent management (Iles, Chuai and Preece, 2010) and how talent management will have an impact on employee retention through climate of innovation and organizational commitment, so that employers can manage their human capital effectively. Despite such critical need, there is still a dearth of research on the effect of talent management as a multidimensional construct on employee retention. The presence of recent researches on talent management influence on organizational commitment (Arab Halvaei and Ejlali, 2015; Nobarieidishe, Chamanifard and Nikpour, 2014) in the western context indicates its current relevance research. Still issues construct and dimension of climate of innovation are left in the dark.

Hence, theoretical and empirical evidence in developing nations such as Malaysia remains obscure. Most of the studies performed in the western countries stressed on high potential employees and high performers with a certain achievement as talented people and prioritized on higher level operational staff. This study argues on the long term impact on the society (Downe *et al.*, 2012; Tansley, 2011). Talent should be inclusive to all (those currently meet the skill set, willing to do the job, finding meaning from their job and have potential to be developed) as a way to maximize capacity and quality of talent from each employee at each level (Ulrich and Smallwood, 2012; Yost and Chang, 2009) and category (Kehinde, 2012) that an organization has. It is mainly employees at various levels who establish the competence and efficacy of an organization (Hassan, *et al.*, 2011). This inclusive approach is believed to be able to create positive perceptions and motivating work climate (Bothner *et al.*, 2011) for all employees including average performers (Groysberg *et al.*, 2004). Hence, nurturing talents through effective talent

management practice in an effort to retain them is expected to improve employee attrition rate. The current trend, future target of the country and the diverse demographic background have made an understanding what makes them committed is worthy. Their inputs are beneficial in the effort of improving employee retention.

There is also a need to examine managerial insights that shed some light in talent management and employee retention. Many gaps still lurk for Higher Education Institutions (HEIs) to develop effective employee retention program. It merits studies to identify factors that are significant towards employee retention.

1.4 Research Questions

This research examines the following questions:

RQ1: To what extent talent management positively affects employee retention, organizational commitment and climate of innovation?

RQ2: To what extent organizational commitment positively affects employee retention?

RQ3: To what extent climate of innovation positively affect employee retention and organizational commitment?

RQ4: What is the mediating effect of organizational commitment in the relationship between talent management and employee retention?

RQ5: What is the mediating effect of organizational commitment in the relationship between climate of innovation and employee retention?

RQ6: What is the mediating effect of climate of innovation in the relationship between talent management and organizational commitment?

RQ7: What is the mediating effect of climate of inovation in the relationship between talent management and employee retention?

1.5 Research Objectives

The overall objective of this present study is to investigate the extent to which talent management is associated with employee retention, climate of innovation and organizational commitment. This study also examines the extent to which organizational commitment is related to climate of innovation and employee retention. The next objective is to test the mediating effects of organizational commitment in between: (i) talent management and employee retention, and (ii) climate of innovation and employee retention. Lastly, the objective is to test the mediating effects of climate of innovation in between: (i) talent management and organizational commitment, and (ii) talent management and employee retention. Consequently, the specific research objectives are as follows:

RO1: To examine the relationship between talent management and employee retention.

RO2: To examine the relationship between talent management and climate of innovation.

RO3: To examine the relationship between talent management and organizational commitment.

RO4: To examine the relationship between organizational commitment and employee retention.

RO5: To examine the relationship between climate of innovation and employee retention.

RO6: To examine the relationship between climate of innovation and organizational commitment.

RO7: To examine the mediating effect of organizational commitment in the relationship between talent management and employee retention.

RO8: To examine the mediating effect of organizational commitment in the relationship between climate of innovation and employee retention.

RO9: To examine the mediating effect of climate of innovation in the relationship between talent management and organizational commitment.

RO10: To examine the mediating effect of climate of innovation in the relationship between talent management and employee retention.

Table 1.4 depicts a summary of research questions, objectives and hypotheses of the study.

Table 1.4: A Summary of Research Questions, Objectives and Hypotheses

Research Questions	Research Objectives	Research Hypotheses
RQ1: To what extent talent management positively affects employee retention, organizational commitment and climate of innovation?	RO1: To examine the relationship between talent management and employee retention.	H1: There is a positive relationship between talent management and employee retention.
	RO2: To examine the relationship between talent management and climate of innovation.	H2: There is a positive relationship between talent management and climate of innovation.
	RO3: To examine the relationship between talent management and organizational commitment.	H3: There is a positive relationship between talent management and organizational commitment.
RQ2: To what extent organizational commitment positively affects employee retention?	RO4: To examine the relationship between organizational commitment and employee retention.	H4: There is a positive relationship between organizational commitment and employee retention.
RQ3: To what extent climate of innovation positively related to employee retention and organizational commitment?	RO5: To examine the relationship between climate of innovation and employee retention.	H5: There is a positive relationship between climate of innovation and employee retention.
	RO6: To examine the relationship between climate of innovation and organizational commitment.	H6: There is a positive relationship between climate of innovation and organizational commitment.
RQ4: What is the mediating effect of organizational commitment in the relationship between talent management and employee retention?	RO7: To examine the mediating effect of organizational commitment in the relationship between talent management and employee retention.	H7: Organizational commitment mediates the relationship between talent management and employee retention.
RQ5: What is the mediating effect of organizational commitment in the relationship between climate of innovation and employee	RO8: To examine the mediating effect of organizational commitment in the relationship between climate of innovation	H8: Organizational commitment mediates the relationship between climate of innovation and employee retention.

Research Questions	Research Objectives	Research Hypotheses
retention?	and employee retention.	
RQ6: What is the mediating effect of climate of innovation in the relationship between talent management and organizational commitment?	RQ9: To examine the mediating effect of climate of innovation in the relationship between talent management and organizational commitment.	H9: Climate of innovation mediates the relationship between talent management and organizational commitment.
RQ7: What is the mediating effect of climate of inovation in the relationship between talent management and employee retention?	RO10: To examine the mediating effect of climate of innovation in the relationship between talent management and employee retention.	H10: Climate of innovation mediates the relationship between talent management and employee retention.

1.6 Significance of the Study

The study examines the association of talent management, climate of innovation, organizational commitment and employee retention. It includes examining: (i) the extent to which organizational commitment influences employee retention and (ii) the extent to which climate of innovation influences organizational commitment of academic staff in Higher Education Institutions (HEIs). This study is significant for several reasons:

Talent management is still in its infancy stage in Malaysia (Baharin and Azrai, 2011; Syed Abd Nasir *et al.*, 2012) and a research area that remains underdeveloped (Ghaffar and Mohd Salleh, 2015; Goswami, 2014; Tatli, 2013). Not many studies assess its effect on employee retention. This is a pioneer study that addresses relatively new links. For example the mediating role of climate of innovation and organizational commitment in order for talent management to improve on employee retention. Thus, the study contributes to new knowledge.

Second, there are also rich literatures on factors that makes people stay. The factors are environment (Harris, 2001; Sweem, 2009), career development

opportunities (Cole 1999; Schein, 1996; Sweem, 2009), rewards and recognition (Ngobni and Bezuidenhout, 2011; Sweem, 2009; Walter *et al,* 2010), performance management (Sweem, 2009) open climate (Osborne, 2003; Schein, 1996; Jarrar and Zairi., 2002) and initiatives provided by organization (Cascio, 2003). Most are conducted separately and many are in the western contexts. This study is in view that integration is necessary as the factor does not come in isolation. As talent management is proven to be of top priority for the organizations to succeed (Anwar *et al.*, 2014, FakhrElDin, 2013; Ifeoma *et al.*, 2015; Marjani and Safee, 2016; Sharma and Rawal, 2017), the integration of this variable together with climate of innovation, organizational commitment and employee retention in one model is applied in this study to examine their effects on employees' retention in developing context like Malaysia. Organizations in Malaysia have to develop their own effective talent management according to the country's context to improve on employee retention. This study assumes that talent management practice is positively related to employee retention. Thus, examining how employee retention, organizational commitment levels and climate of innovation are influenced offer a clear and useful insights of talent management and employee retention. Thus, it will enrich employee retention and talent management literature especially in the Malaysian context.

Third, a majority of the past studies have examined the relationship between talent management and employee retention from top management perspectives (organizational level) (Ahsan, 2017; Hughes and Rog, 2008; Sri, Krishna and Karmanulla, 2016). However, the present study addresses the relationship at the employee level (individual level). Junior academic staff also have talent or potential to be developed as argued by Rao (2013) that employee retention at all levels in the organization is a key to success. The previous study by Muhammad and Fard (2013) supported that many well-managed organizations learn to consider an average worker as an important source as they can be productive. Nurturing their potential through employee development program is vital for their next career path.

Fourth, to date there is no empirical study of Higher Education Institutions (HEIs) with regard to a relationship of their talent management on employee retention in the Malaysian context. This leads to more questions on the readiness and

effectiveness of relevant talent management practices in an organization. Thus, a call for theory refinement and the development of more comprehensive theoretical model of the talent management, climate of innovation, organizational commitment and employee retention relationship is timely especially in the Malaysian business environment. Thus, the current study employs the Theory of Planned Behaviour (TPB) (Ajzen, 1991) as the main theory to propose a conceptual framework for the current study. Theory of Planned Behaviour (TPB) is applicable to explain the attitude towards behaviour, the social climate surrounding the individual and the individual's level perceived control over the ability to engage in behaviour to predict behaviour intention. This study used Knowledge Based View (KBV) developed by Barney (1991) which accentuates the role of knowledge resources that provides the competitive advantage. The researcher is in view that different organizational commitment can be derived from three different components of affective, normative and continuance commitment, as introduced in the Three-Component Model (TCM) of organizational commitment developed by Meyer and Allen (1997). In the mean time, the relationship of talent management, organizational commitment and employee retention can be well explained by Social Exchange Theory (SET) by Blau (1964). Whereas, Life-span Theory (LST) is considered in the perspective that talent is not only affected by aging factor naturally, but it includes economic and technological innovation influences. It means climate of innovation is an important variable for talent to perform. Hence, it is included as a mediator in talent management and organizational commitment relationship based on Stimulus-Organism-Response Theory (S-O-R). Thus, the current study takes the challenge to assess the impacts of talent management on employee retention with the intention of enriching the body of knowledge of these theories.

Fifth, by incorporating climate of innovation as antecedent of organizational commitment, the current study links the Human Resource (HR) and Organizational Behaviour (OB) literatures. Researches in these areas are often not integrated in a single study eventhough both are highly interrelated. Hence, more integration is necessary. The limited study in this area suggests that climate of innovation and organizational commitment provide an explanation for the process by which talent management practices impact employee retention and that talent management practices are an important source of employee perceptions of organizational support.

Further research to examine the antecedents of organizational commitment from the Knowledge Based View (KBV) perspective is pertinent.

Sixth, this current study also has important implication to education industry as well as practitioners in other industries. Being a centre for excellence and a pillar for generating the first-class human capital, effort on resolving issues in Higher Education Institutions (HEIs) seems to be highly important (Ng'ethe *et al.*, 2012). Thus, it is expected to contribute not only to the literature but also provide important managerial insights to shed some light in employee retention planning. It is considered essential for Higher Education Institutions (HEIs) to revitalize their existing employee retention program to be more attractive to employees. The result will indicate which factor is more significant towards employee retention. Their inputs will provide information to trigger the next solution to improve employee retention. Through the findings, it will help practitioners in higher education industry to drive and revitalize their current employee retention program and help to save their operation cost eventually. The better talent management practices tailored to the employees, the better both organizations and talented employees earn the benefits. including better preparation for the current and growing leadership gaps.

1.7 Scope of the Study

The scope of the current study is on examining the impact of talent management, climate for innovation, organizational commitment and employee retention in Malaysian Higher Education Institutions (HEIs). The antecedents used in this current study is talent management which is based on science and art approaches. It comprised of five dimensions namely communication, employee development, rewards and recognition, managing performance and open climate as an independent variable. This study seeks to examine the association of talent management, climate of innovation and organizational commitment on employee retention (as a dependent variable), the mediating role of climate of innovation in between: (i) talent management and organizational commitment and, (ii) talent management and employee retention, and the mediating role of organizational

commitment in between: (i) climate of innovation and employee retention and (ii) talent management and employee retention. The scope of this current study is in the context of a high skilled person who is full time academic staff with at least six months experience in the current Higher Education Institutions (HEIs) of Malaysia.

1.8 Definitions of Study Variables and Terminologies

For the purpose of establishing an equal understanding of the foundation's constructs in this research and to reconcile any differences in definitions, the key terms used for this study are defined as operational definition. Table 1.5 presents conceptual definitions and operational definitions used in this current study.

Table 1.5: Conceptual and Operational Definition of Constructs used in this Study

Conceptual Definition	Operational Definition
Talent Management	
A notion to unify systems and human resources among all levels and departments, which requires the collaboration from management to staff, natural facility, better process in managing talent to align with business strategy, connectedness in culture through employee development, rewards and recognition, communication, managing performance, and open climate as a proactive approach for future growth and sustainable development from a holistic view (Sweem, 2009).	A holistic process of managing employee through communication, employee development, managing performance, rewards and recognition, and open climate.
Communication	
A two-way process in which ideas of exchange and progress is directed towards mutually acceptable directions or goals (Kaul, 2006). It is the process of connecting the discontinuous part of the world of life to another, or the process in which the source sends a message to the recipient to intentionally influence the next act or the language of the idea or ideas (Littlejohn and Foss, 2010).	An exchange of information that takes place in a dyadic context, small groups and large groups pertaining to goals, directions and matters affecting academic staff.
Employee Development	
It is referred as acquiring new skills and taking advantages of various approaches of learning, personal growth and organization likewise (Simonsen, 1997). It is a progression with an organization as employee develop and grow in their profession (Nadler. 1979).	A support and resources that a university provides for long term development through an academic staff's responsibility, future career discussion and clear future job opportunity.
Rewards and Recognition	
All of the monetary benefits (Bratton and Gold, 1994 and Maholtra, 2007), non-monetary (Rose, 2011) and psychological payments (Bratton and Gold, 2007) are given to employees in exchange of their good performance in accordance with the organizational target (Alam *et al.*, 2013).	Remuneration received in the form of monetary or non-monetary as a recognition of effort, and as a result of excellent performance or achievement.
Managing Performance	
A systematic and holistic process of work planning, monitoring and measurement aim at continuously improving individuals and teams' performance and achievement (Akata, 2003). It is the process of distinguishing, evaluating, and modifying the performance of	How superior manage academic staff's performance starting from setting objectives, evaluation process, performance feedback, coaching and supervisor approach.

Conceptual Definition	Operational Definition
individuals and teams, corresponding to organizational strategic objectives and goals (Aguinis, 2013).	
Open Climate	
An environment that has employees-employees and employers-employee interaction that are genuine and open. Employers and employees are up-front with each other, supportive, receptive to the ideas of each other and committed to the task at hand (Hoy and Sabo, 1998).	A positive environment/culture of a university that allows the academic staff to learn, valued diversity, open for opinion and suggestion, inject great response towards change and continually working to improve working conditions.
Climate of Innovation	
A given moment, a person's feeling about how his/her associated group or organization supports (through procedures, practices, policies and rewards) entrepreneurial behaviour (Davila *et al.*, 2006). Employees accept norms and values, and shared their perceptions about working environment and the sense of expectation for behaviour and how their behaviour will be rewarded (Holliman, 2012, Schneider, 1990; Scott and Bruce, 1994).	A multidimensional construct that demonstrate employees' perception about the support they get from university regarding their innovative behaviour as well as the availability of adequate resources to be innovative.
Support for Innovation	
The level of how an organization is open to change from an individual version, supporting new ideas from group members and tolerating the diversity (Scott and Bruce, 1994 and Van de Ven, 1986). It is how the employee perceives their organization as supportive source of innovation (Holliman, 2012).	The extent to which academic staff perceive their organization as supportive source of novel ideas.
Resource Supply	
The extent to which resources (time, funding and personnel) are sufficient in the organization (Scott & Bruce, 1994 and Holliman, 2012).	The degree to which resources (personnel, funding, time) provided by the university are perceived as adequate.
Organizational commitment	
A strong desire to maintain as organizational members, willing to represent the organization with a high level of effort, acceptance of organization's values and objectives (Becker and Riegel, 1995). It is an attitude that involves the organization's personal mentality (Meyer and Allen, 1991, 1997).	A willingness to exert high levels of efforts on behalf of the university and a define belief in and acceptability of the values and goals as a result of a positive mindset towards the university.
Affective Commitment	
An employee's emotional attachment,	An academic staff's emotional

Conceptual Definition	Operational Definition
identification, and involvement towards his/her organization and its goals (Meyer and Allen, 1997; Meyer, Allen and Smith, 1993; Weng *et al.*, 2010).	attachment to, identification with and involvement in a university which reflects on academic staff to remain with the university.
Normative Commitment	
The moral obligation to stay in the current organization because an employee assumes that staying is the right thing (Meyer and Allen, 1997). It reflects a feeling of obligation to continually serve an organization (Akpinar and Tas, 2013; Meyer and Allen, 1997; Nawab and Bhatti, 2011; Nobarieidishe, Chamanifard and Nikpour, 2014).	Commitment which reflects pressures on an academic staff to remain with a university resulting from organizational socialization.
Continuance Commitment	
One reserves the consideration of economic requirement or avoids the perceived cost of leaving that will determine the employees' level of commitment as there is a need to do so (Meyer and Allen, 1991; Meyer and Allen, 1997; Prabhakar and Ram, 2011).	The degree of one rooted in the sense of economic necessity or the perceived cost of leaving which reflects pressures on an academic staff to remain with a university.
Employee Retention	
The extent to which employees are impelled to continue within the institution for the maximum duration or until the accomplishment of the project (Das and Baruah, 2013). It is a state where employees will make decision to continue working and retaining in the same organization (Tanwar and Prasad, 2016).	A state that influences academic staff to make decision to retain in the same institution based on his/her rational and behavioural perspectives of the current institution that he/she works for.
Higher Education Institutions (HEIs)	
Tertiary education (Padlee, Kamaruddin and Baharun, 2010; Sirat, 2010; Ziguras, 2003), familiarized as post-secondary education where people can pursue undergraduate and postgraduate education program. It produces graduates with certain attributes and achievement through various programs such as certificates, diplomas, or academic degrees (MOHE, 2011).	Tertiary education that offers undergraduate and postgraduate education programme which produce graduates from different programmes including certificates, diplomas, bachelor degree, masters degree and doctoral degree.
Academic staff	
Academic staff is defined as highly skilled individuals with relevant knowledge, skills, abilities and other competencies (Selesho and Naile, 2014 and Ulrich and Smallwood, 2012).	Academic staff is defined as highly skilled individuals with relevant knowledge, skills, abilities and other competencies.

1.9 Structure of the Thesis

Chapter 1: Introduces the context of the research covering issues such as the background of the study, rationale for the research, research questions, aim and objectives in order to give an overview of this research. To explain further insight of this research, the remaining sections are as follows:

Chapter 2: Presents an exhaustive review of the literature. It illustrates a range of variables that should be considered when evaluating the influence of management on employee retention. From the review of the literature, and immediate hypotheses development is established.

Chapter 3: An immediate discipline that is theoretical framework in this chapter describes the proposed relationships among the study variables in this study. The research method describes the research process including the purpose of the study, unit of analysis, types of investigation, study setting, extent of the researcher, time horizon measurements and measures, sampling design, quantitative data collection procedures and data analysis.

Chapter 4: Presents the results of the data analysis of the study. This chapter includes a presentation of sample representatives, support for data aggregation, common bias check, descriptive statistics and regression analysis of the study.

Chapter 5: Concludes the study by discussing the major findings based on the respective research questions, limitations and implications of the study. The chapter ends with some suggestions for future research in the area.

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APPENDIX A

SELECTED STUDIES ON EMPLOYEE RETENTION

Author	Variable	Findings	Measure	Future Required Research
Bibi, P. (2016)	Independent variables HRM practices (performance appraisal, promotional opportunities and job security). Mediating variable Job embededness. Dependent variable Employee retention.	Proposes that the use of proper HRM practices will make the employees more embedded in their jobs which in turn will enhance employees' retention. Job embeddedness theory will also provide empirical support for the mediating effect of job embededness on the relationship between HRM practices and job embeddedness.	Reviews of literature. Organizational support theory.	Future empirical research can be done to validate the proposed model. Exploratory research can also be conducted to get more input on HRM practices in improving Job embededness and employee retention.
Mohd Jefri, N. A. and Daud, N. (2016)	Independent variables Work environment, work-life balance, career development and opportunities, compensation and benefit. Dependent variable	Work environment, work-life balance, career development and opportunities, compensation and benefit have positive impact on employee retention.	Interview was done to public and private organization employees (Gen Y :ages between 18 to 36 years old or employees who were born in 1980 onwards) who have been in local oil and gas industry in Malaysia. Questionnaire was specially designed and used in this study. Each construct contains a number	Future research can be done through exploratory study on employee retention factors. Future research may expand the context to enhance generalizability.

Author	Variable	Findings	Measure	Future Required Research
	Employee retention.		of dimension or measurement and items to support relating variables.	
Janjhua, Y., Chaudhary, R. and Sharma, R. (2016)	Independent variables HR practices, Leadership, Organizational Culture, Job satisfaction. Dependent variable Employee retention.	HR practices was found to be the most important determinants to employee retention followed by leadership, organizational culture and Job satisfaction.	Questionnaires were collected from 95 employees of Mahle Filters Limited, Parwanoo (H.P.). Measurement instrument used: HR practices (Edgar and Yeare, 2005), leadership (Patten, 1995), job satisfaction (Weiss *et al.*, 1967), organizational culture (Cameron and Quinn, 2006), turnover intentions (Mobley, Horner and Hollingsworth, 1978).	Further research could be done based on input from exit interview result to identify reasons for employee turnover that can reflect retention.
Erasmus, B.J., Grobler, A. and Niekerk, M. V. (2015)	Independent variables Organizational climate variables (Leadership, My manager, Organizational citizenship, Compensation, Interpersonal relationships and Clients, capacity and values). Dependent variable Intention to stay.	The institution's turnover rate was acceptable (4.34%) and that dysfunctional turnover was marginal because employees with below standard performance ratings had voluntarily resigned. There is a positive correlations between organizational climate factors (organizational citizenship, Leadership, My manager and Compensation) and employees' intent to stay in or to leave the organization.	Structured questionnaire (organizational climate survey) was used in this study. A unique six-factor model (the six variables) was developed with sixty items/statements were used to measure the dimensions. 4,651 employees made up of permanent and non-permanent academics, professionals and support staff in Higher Education Institutions (HEIs) of South Africa participated in the study. Data from Human Resource	As the voluntary employee turnover rates were within an acceptable range, future research can rather focus on specific high-performing valued employees. Future study can include organizational commitment, engagement and organizational citizenship behavior (OCB) to improve retention.

Author	Variable	Findings	Measure	Future Required Research
			Information System (HRIS) was also accessed in order to obtain the required employee turnover data from 2010 to 2012, and the 2012 organizational climate survey undertaken in the institution. Price and Mueller's model analyses the causal determinants of turnover was used.	
Shakeel, N, and But, S. (2015)	Independent variables Financial factor: Pay, promotion. Non financial: Work Related: Intrinsic Job satisfaction, Job involvement, Job embeddedness ,Job commitment, Burnout and work-life balance. Extrinsic Basic needs of employees work. Job content, training, working conditions and flexible work	Financial factors are positively related to employee retention. All intrinsic work-related factors are positively related to employee retention. All the extrinsic factors are positively related to employee retention. Career development is found to be the most significant of all extrinsic work related factors. Non work related factors are positively related to employee retention.	Reviews of literature from 1947 to 2014. 10 papers were selected from each decade through google scholar to create a set of variables from the literature. In this way, 60 or more papers were studied which identified work related and non-work related factors that cause employee retention.	Future study should identify the personality of employees and retention factors' relation as in interviews, very different results were found from person to person. The model could be empirically tested using factor analysis and other statistical techniques to identify the most significant variable. Industry wise analysis of the findings can be performed to help organizations to focus on their industry specific variables for retaining employees.

Author	Variable	Findings	Measure	Future Required Research
	arrangements are all important for retention of employees. Non work related factors: Organizational values and beliefs, security, status, social environment, relationship with immediate boss, respect, authority, location, recognition, justice, prestige of organization rank and organizational support. Dependent variable Employee retention.			
Akhtar, C. S., Aamir, A., Khurshid, M.A., Qazi Abro, M.M. and Hussaine, J. (2015).	Independent variables Total rewards. Dependent variable Employee retention.	There is a positive relationship between total rewards and employee retention.	Survey questionnaires was used. 187 usable data was collected from a sample of 350 faculty members belonging to ten public and private universities in the twin cities of Islamabad and Rawalpindi, Pakistan.	Future study can be done through mix methodology using both quantitative and qualitative data collection and analysis. A comparative analysis of public and private universities should also be done to ascertain the differences between

Author	Variable	Findings	Measure	Future Required Research
			Measurement items used: Total rewards (Medcof and Rumpel (2007). Retention (adapted from the study of Mobley, Horner, and Hollingsworth (1978).	retention and reward policies adopted by the universities. Other factors and psychological processes such as satisfaction and commitment levels of the faculty, leadership of the university, culture etc. can be further studied.
Msengeti, D. M., Obwogi, D. J. (2015)	Independent variables Pay (Contingency pay and Base pay) Work environment. Dependent variable Employee retention.	Pay had a weak influence on employee retention while work environment had the strongest influence. Work environment plays a major role in employee retention.	Survey questionnaire was used and a sample size of 347 were collected from the management and non-management staff within the hotel industry in Mombasa County. Measurement items used: Intention to leave (developed by Jenkins ,1993 and adopted by Mustapha, 2009 and Abeyesekera (2007). Herzberg's Two Factor theory of motivation and The Towers Perrin Model of Total Reward provides the theoretical background for this study.	Future study could be undertaken on factors associated with pay. An in-depth study on work environment is possible for the factor to be more effective and applicable in different context.
Deery, M. and Jago, L. (2015)	Independent variables Work Life balance (WLB).	Work Life Balance (WLB) appears to have become one of the key variables when	Review of employee turnover literature to underpin a discussion of successful talent management	The revised framework for improving employee retention rates through talent management

Author	Variable	Findings	Measure	Future Required Research
	Dependent variable Employee retention.	addressing issues of employee management and retention.	in both the hospitality literature and more mainstream management research. Four themes were used: employee attitudes, personal employee dimensions, Work Life Balance (WLB) and organizational strategies for employee retention.	proposed can further be improved by reviewing different area that affects talent management and retention in other industries. Further research can be done in detail on the strategies that can be developed to address Work Life Balance (WLB) issues and the factors impacting their success including decision making. Future research can focus on more specific individual outcome such as employee retention would be more relevant in retention study.
Imna, M. and Hassan, Z. (2015)	Independent variables Career and development, training and development, performance appraisal, reward and compensation and, health and safety. Dependent variable	Career development, reward and recognition, and health and safety have a positive and significant impact on employee retention. There is no significant influence of training and development, performance appraisal on employee retention. When training and	The study adopted a descriptive survey design (a cross sectional survey methods). The newly designed questionnaire was used. (Likert scale with Disagree -1 and 5 for Agree). The sample of 254 employees from 14 retail outlets in Male (capital city of Maldives) were selected using convenient sampling.	Future studies may include larger sample by conducting the research on more organizations including tourist resorts, particularly only tourism industry. The future studies may compare differences based on socio-demographic profile and might examine the similarities and difference of HR practices in different sectors in Maldives.

Author	Variable	Findings	Measure	Future Required Research
	Employee retention	development is linked with career development, there is a positive and significant influence on employee retention. When performance appraisal is linked with reward and compensation, there is a positive and significant influence on employee retention.	Strategic contingency theory and AMO theory.	
Karemu, G., Kahara, G. and Josee, V. M.. (2014)	Independent variables Posting vacancies, Internal Source, External sources, Online application. Mediating variable Training, Job security, Work environment, Compensation. Moderating variables Economic Environment, Demographic factors, Trade Unions.	Employee recruitment is significantly related to employee retention. At the individual level, all the employee recruitment strategies (posting vacancies, Internal Source, External source and online application) had positive and significant effect on employee retention. The direction and strength of this effect vary across individual employee recruitment strategies.	Descriptive survey design was used. A sample of managers at the head office, and managers at branches (branch manager, operations manager, credit manager, customer service manager, agent manager, and relationship manager) recruited or promoted over the last two years in Equity Bank, Kenya, as categorized according to the recruitment strategy applied. Reviews on the measurement of the study variables were also be used to construct the questionnaire to ensure face and construct validity.	Further study can include moderating and intervening variable in the analysis and discussion.

Author	Variable	Findings	Measure	Future Required Research
	Dependent variable Employee retention.		Secondary data was extracted from annual reports, publications and documentary analysis. Attraction-Selection-Attrition (ASA) Theory. The Equity Theory. Value Congruence Model.	
Terera, S. R. and Ngirande, H. (2014a)	Independent variables Training, Job satisfaction. Dependent variable Retention.	There is no significant relationship between training and employee retention. There is a significant positive relationship between employee job satisfaction and retention.	Self-administered questionnaires. A convenience sampling technique was used for this research. 120 randomly selected academic administrators participated in this study. Measurement items used: Training (Teseena and Soeters, 2006). Employee retention was measured by the intention to leave questionnaire (Cowin , 2002).	Future research may include mediator in between training and retention. A larger sample based on a stratified random design could be drawn to minimize sampling errors and enhance the external validity of research findings as well as allows for the results to be extrapolated from the sample to the population with greater confidence.
Salman, A. Ahmad, N. and Matin, F. (2014)	Independent variables Training, Motivation, Development. Dependent variable Employees' retention.	There is a strong relationship between employees motivation and employees retention. There is insignificant effect of training and development and employee retention.	A questionnaire was used. A convenience sampling technique was used to get response from the respondents who are working in the banks in Karachi, 208 respondents participated in this research.	Future research may consider a larger sample size and in different geographic locations of Pakistan. This will enrich and improve the understanding of relationship among the available variables.

Author	Variable	Findings	Measure	Future Required Research
			'Psychometric scale' (measure attitudes and opinions by asking employees/people to respond to a series of question/statements about a subject matter) was used.	Other factors can be considered to establish significance relationship in between training and development and employee retention.
Selesho, J.M and Naile, I. (2014)	Independent variables Academic growth, factors, Job satisfaction factors. Dependent variable Academic retention.	Job satisfaction, salary, promotion, and leadership are important among the academics. Intrinsic as well as extrinsic factors affect the academic retention process. Job satisfaction motivates staff to stay within their job. Academic staff did not have confidence in their academic leaders; due to dissatisfaction in their current job with regard to their growth and development, salaries as well as policies and regulations supporting promotions were not clear in the participating universities.	Self-administered questionnaires containing structured and unstructured items were applied (Job satisfaction and pay progression as well as rating on academic staff experiences of the various academic orientation initiatives at their institutions). Questionnaire was developed based on previous research and its reliability was tested to be used in the study. The survey involved 80 academic staffs lecturing at the selected institutions in South Africa.	Future study can explore further on extrinsic and intrinsic factors related to job satisfaction and academic growth including leadership and growth policies. Future study can be done from a larger sample size for better generalizability.
Mansor, M. and Idris, A (2014)	Independent variables Flexible time, Part time work/job-	Flexible time has a positive significant effect on employee retention.	Questionnaires were distributed to employees of eight major banks in Kuala Lumpur, 120 completed	Other factors such as operating systems, organizational culture and the macro-environment

Author	Variable	Findings	Measure	Future Required Research
	sharing, Flexible leave and Flexible career, Flexible place. <u>Dependent variable</u> Employee retention.	Part time work/job-sharing has negative significant effect on employee retention. Flex leave and Flex career has no significant positive effect on employee retention. Flexible place has a significant negative effect on employee retention.	questionnaires were returned. Items selected for the survey instrument were adapted from previous studies (Avery and Zabel, 2001; Hunt, 1999; Mattis, 1990; O'Hara, 1994; Swart, 1978; Vandenberg *et al.*, 1999) (Avery and Zabel, 2001; Hunt, 1999; Mattis, 1990; O'Hara,	may have greater influence. The interplay among these additional variables and flexible working practices should make an interesting study for future researchers.
Hassan, W., Razi, A., Qamar, R., Jaffir, R. and Sohail, S. (2013)	<u>Independent variables</u> Types of training and duration of training. <u>Intervening variables</u> Rewards, Supervisory support. <u>Dependent variable</u> Employee retention.	The overall results from the research show that high proportion of male employees are willing to go under training, more preferably "on job training". Both male and female employees consider that duration defines the effectiveness of training programs. Rewards and supervisory support is found to be the demand of employees irrespective of female or male Supervisory support also has a crucial role to play in employee retention. Female	100 survey questionnaires were distributed among employees at Telenor, a Telecommunication sector. Predesigned questionnaire was created based on previous researches.	Future research can be expanded to a wider population and in different context for more generalizability. Other intervening variable can be explored for training to improve employee retention.

Author	Variable	Findings	Measure	Future Required Research
		employees consider supervisory support and financial rewards more important for them as compared to men.		
Fauzi, N. F., Ahmad, F. and Gelaidan, H. M. (2013)	Independent variables Work environment, compensation, Training and Development, Supervisor support. Dependent variable Retention.	Work environment, compensation, training and development have a significant influence to retention. Supervisor support have a significant influence to retention.	Quantitative study. Simple Random sampling. Respondents were employees in the Paddy and Rice Industry in Malaysia. Questionnaire is developed based on previous research and its reliability was tested to be used in the study.	Other factors like recruitment and selection, employee performance assessment and work life balance can be studied.
Bajpai N., Asha Prasad A. and Pandey, P. N.(2013)	Independent variables Work Life Balance Retention (WLBR). Dependent variable Employee retention.	Work Life Balance Retention (WLBR) Model have the potential to significantly improve employee morale, reduce absenteeism, increase sense of accomplishment and retention.	Evaluating and evolving Work Life Balance Retention (WLBR) model and by focusing on Hi-Tech employees through measurable results. Work-Life Balance Retention (WLBR) Model was designed based on previous researches and literature reviews.	To continually evaluating and evolving WLBR model, further exploration can be done through interview with focus group. Furthers study can consider technology or specific organizational climate support (e.g. climate of innovation) in organizational balance work dimension in WLBR Model.
Bernard, B.(2012)	Content and process theories of motivation, Job satisfaction,	Content and process theories of motivation, job satisfaction, organizational commitment	The study conducted an empirical review of literature and applicability of a content and	Future studies should also attempt a cross-sector comparison, for example

Author	Variable	Findings	Measure	Future Required Research
	Organizational commitment, Employee Engagement. Dependent variable Retention.	and employee engagement theories can be the avenues towards a framework for understanding what motivates academic staff and make them retain.	process theories of: motivation, job satisfaction, organizational commitment and employee engagement. Hypothetical conceptual model was created based on a combination of both intrinsic and extrinsic factors that was critical to staff motivation.	comparing the public, and private sector work settings. Demographic factors can be considered for future research.
Sinha,C. and Sinha, R. (2012)	Independent variables Job recognition, Flexibility, Benefits, Compensation, Employee motivation, Learning work climate, Cost-effectiveness, Career development, Organizational commitment, Communication, Superior-subordinate relationship, Training. Dependent variable: Employee retention.	The following factors (based on priority) were related to employee retention. Company A (EEPL) First factor as "competence and relationship oriented" (Skill recognition, job flexibility, superior-subordinate relationship, employee motivation and organization Commitment). Second factor as "scholastic and futuristic oriented" (Learning and working climate and cost effectiveness). Third factor as "developmental & reward oriented" was formed by benefits,	A set of twelve measures were selected for the study after going through the literature. A structured questionnaire was constructed utilizing these twelve measures. The participants were from two Organizations from heavy engineering industry. Questionnaires was supplemented by items based on the studies of Arnold (2005), Hytter (2007), Akinboye's 2001 Executive Behaviour Battery, Griffeth and Horn (1995, 2001), Mooday, Steer, and Porter (1979), Boomer Authority (2009) and Redington (2007).	This research was only based on the two organizations. Different organization might have different findings. Future research can be conducted for employees in different sector.

Author	Variable	Findings	Measure	Future Required Research
		compensation, cost effectiveness, training. Company B (MBPL) First factor as "relationship oriented" (Superior-subordinate relationship, employee motivation, organization commitment and communication). Second factor as "competence and scholastic oriented" (Skill recognition, learning and working climate, cost effectiveness, job flexibility, training and career development. Third factor as "reward oriented" (Benefits, compensation and cost effectiveness).		
Muhammad Irshad (2012)	Independent variables HR practices. Dependent variable Employee retention.	Compensation, reward and recognition, training and career development play a key role in employees' motivation which leads to employee's retention. Employee career advancement aspect of promotion	Reviews of Literatures.	Further research could be done on various factors such as person job match, perceived organizational support etc. Future research could be done in different context and current trend.

Author	Variable	Findings	Measure	Future Required Research
		opportunities have significant relation with employees' retention. Work environment was found as a key factor in employee retention. Whereas, organizational justice (distributive justice and procedural justice) play pivotal role in employee retention.		
Ngobeni, E. K. and Bezuidenhout, A. (2011)	Independent variables Organizational factor Culture, Communication. Individual Factor Motivation, Opportunity for growth and Development, Work Life Balance, Engagement. Dependent variable Intention to leave (Employee retention).	There is a correlation between the level of employee engagement and staff's intention to leave. The main findings in terms of engagement levels were that the majority of the staff knew what was expected from them, felt their jobs were important and believed that they had the opportunity to employ their skills daily. A lack of feedback regarding progress and an absence of recognition of excellence, manifested as a concern for employees. The longer employees	A quantitative-descriptive survey was used. 115 respondents participated out of 200 employees that was randomly selected from the total population of Tshwane University of Technology (TUT), South Africa. All levels of academic staff, administrative staff and technical staff were included. A self-report questionnaire was used. The questionnaire was compiled from a demographic section, the Gallup Workplace Audit (to measure engagement) and the turnover intention instrument (to measure the intention to leave the university in	Further study should focus on career mobility and its effects on the retention of skilled employees in South Africa. Future research can be done on succession planning, commitment, mentoring and coaching in order to assess their effectiveness in improving skills retention within institutions of higher learning in South Africa. Future research can consider low levels of staff morale, especially for employees who have demonstrated high levels of commitment and effort in order to assist the university to succeed, despite lack of growth

Author	Variable	Findings	Measure	Future Required Research
		remained with Tshwane University of Technology (TUT), the more they experienced a lack of personal and career development and an absence of career planning.	the near future.	in their positions.
Lavoie-Tremblay M., Paquet, M., Duchesne, M-A., Santo, A., Gavrancic, A. and Courcy, F. and Gagnon, S. (2010)	Independent variables Work climate: Challenges. Absence of conflict. Warmth. Dependent variable Turnover intention.	Generation Y hospital workers obtained a significantly lower score on the "Challenge" scale than did Baby Boomers. "Absence of Conflict" and "Warmth" scales, the opposite occurred, with Baby Boomers obtaining a significantly lower score than Generation Y respondents. If the nurse job category is taken separately, Generation Y nurses expressed a negative perception of the "Goal Emphasis" scale, compared with Baby Boomers. The proportion of Generation Y nurses who intend to quit is almost three times higher than that of other hospital workers from Generation Y, with own career advancement as the	A quantitative study with a correlational descriptive design was used. 1,376 hospital workers of the three generations (with 42.1% nurses, 15.6% support staff, 20.1% office employees, and 22.1% health professionals or technicians), employed in a university-affiliated hospital, completed survey questionnaire. Psychological Climate Questionnaire was used. An individual's turnover intention was measured using a single, dichotomous question (intention to quit or stay in the organization). For the respondents who indicated their intention to quit, a second question was asked to identify the reason that motivates their desire to leave (14 answer choices were	Future study can be done to explore factors that make employee stay and factors that lead to intention to quit. Future study can be adapted in service industry.

Author	Variable	Findings	Measure	Future Required Research
		main reason. While Boomers intention to quit was due to retirement factor.	given). The items were developed by Gagnon *et al.* (2009) which was initially proposed by Jones and James (1979). This framework organizes dimensions of psychological climate according to situational referents related to one's job, role, leader, work group, and organization (James & James, 1989; James & Sells, 1981). The measurement of work climate was done using the CRISO-PCQ. This questionnaire consists of 60 items organized according to 15 scales and five theoretical dimensions. Items are rated on a 5-point Likert-type scale with anchors ranging from 1 (strongly disagree) to 5 (strongly agree.	
Samuel, M. O. and Chipunza, C. (2009)	Independent variables Sense of belonging to the organization, Freedom for innovative thinking, Provision of health and wellness programmes, Setting performance	A comprehensive blend of intrinsic and extrinsic motivational variables can enhance retention. Training and development, challenging/interesting work, freedom for innovative	Quantitative research design was used. A self-developed questionnaire, measured on a Likert Scale was used to collect data. A sample size of 145 respondents were collected from 1800 of the population at two public and two private sector	Future research may consider a larger sample size including in different context. The variables can be categorized into organizational factors and job factors to make it more clear.

Author	Variable	Findings	Measure	Future Required Research
	target for Subordinates, Job security, Training and development opportunities, Recognition/reward for good performance, Promotion based on performance, Work autonomy, Mentoring, Challenging/interesting work, Participation in decision making process, Flexible work arrangement. <u>Dependent variable</u> Retention.	thinking, and job security were found to have significantly influenced employee retention.	organizations in South Africa. Herzberg (1959) two factor theory.	
Kyndt, E., Dochy, F., Michielsen, M., and Moeyaert, B. (2009)	<u>Independent variables</u> Organizational factor: - Learning and working climate (Appreciation and stimulation, and pressure of work). Personal factors:	Learning and working climate is a strong predictor of employee retention. Individual differences influence employee retention. Level of education negatively related to retention.	A questionnaire was administered to 349 employees from 57 different companies in the private sector and 11 employees were interviewed. Employee retention: Items were measured based on the operationalization used in	Future research could identify high potential using more objective measures. The construction of questionnaires used in the current study was based on the literature. Further research is needed to verify the factor

Author	Variable	Findings	Measure	Future Required Research
	- Being a high potential employee (Personal characteristics: level of education and seniority, self-perceived leadership skills, and learning attitude). - <u>Dependent variable</u> Employee retention.	Self-perceived leadership skills and Seniority has a positive relationship with employee retention.	previous research (e.g. Arnold, 2005; Hytter, 2007; Kassim, 2006; Lindsey and Kleiner, 2005; Stone and Liyanearachchi, 2006; Whitt 2006). Learning and work climate: items were adapted from the questionnaire used by Bernsen *et al.* (2009) Personal factors: Questions were formulated based on previous researches. (Conner 2000; Dries and Pepermans, 2008; Lombardo and Eichinger, 2000; Pepermans *et al.* 2003; Snipes, 2005).	structure and the relationships found. Future research could investigate whether results are different when employees in different functions participate, whether their function has a predictive value for employee retention. It would also be interesting to expand this qualitative part of the research to make a systematic analysis of the data possible.
Beverly A. Perrachione, B. A., Vicki J. R. and Peterson, G. J. (2008)	<u>Independent variables</u> Job satisfaction : - Intrinsic factors/ motivators: (Personal teaching efficacy, working with students, and job satisfaction). - Extrinsic factors/ motivators:	Teachers who experienced satisfaction at their school and/or satisfaction with the profession of teaching were more likely to remain. No relationship was found between satisfaction with the job of teaching, suggesting that retention was determined by teacher satisfaction with the profession and not with work-related duties.	A survey was sent through email to 300 randomly selected Missouri public elementary school teachers in grades K–5 having 5 or more years of teaching experience in the state of Missouri. 201 sample sizes were collected. 6 open-ended questions were included in the survey. Job satisfaction items were measured based on shortened version of the Schools and Staffing Survey (SASS) 1993–94	Future research can be done to focus on satisfaction with the "profession" of teaching, and satisfaction with the "job" of teaching.

Author	Variable	Findings	Measure	Future Required Research
	(Low salary and role overload). <u>Dependent variable</u> Retention.		and 2003–04 (U.S. Department of Education, 1993; 2003). The application of the SASS survey follows work conducted by Perie and Baker (1997) that used the 1993-94 SASS data. Satisfaction items were specifically developed for this study. Three open-ended questions were added to delve further into teacher perceptions regarding job satisfaction. Retention were measured using Johnsrud and Rosser (1999).	
McKay, P.F., Avery, D.R., Tonydandel, S., Morris, M.A., Hernandez, M. and Hebl., M.R. (2007)	<u>Independent variables</u> Diversity climate perceptions. <u>Mediating variable</u> Organizational commitment. <u>Dependent variable</u> Turnover intentions.	Compared to their White male and female and Hispanic counterpart, Blacks' diversity climate perceptions were significantly more associated with turnover intentions. Black managers' diversity climate perceptions was related to their level of commitment to the organization, which, in turn, correlated with their intentions to exit or remain with the company. Clear support for full	The research participants were 6,823 managerial employees from 50 different departments of a large, national retail organization with stores located throughout the United States. Diversity climate perceptions were assessed using items from Mor Barak *et al.* (1998) with five-point Likert scale ranging from 1-well below expectations to 5 - well above expectations. Organizational commitment measure consisted of four items	Future studies in this area should collect data using multiple methods (e.g. interviews, surveys, peer reports, etc.), and perhaps, temporarily separate the measurement of predictor and criterion variables. Examining the effects of diversity climate on minority turnover across organizations would allow for greater variability in the diversity climates encountered by these

Author	Variable	Findings	Measure	Future Required Research
		mediation of organizational commitment was found among Black and White male managers. Partial mediation was evident for White female managers and mediation process did not hold for Hispanic manager.	resembling those used in other studies (e.g. Mowday *et al.*, 1979), scored on a five-point Likert scale (1 - strongly disagree to 5- strongly agree). s were measured with two items. using a six-point Likert scale ranging from 1 - strongly disagree to 6 - strongly agree.	employees.
Carr, J. C., Allison, W., Vest, M. J., Pearson, A.W. and Boyar, L. (2006)	Independent variables Prior occupational experience. Mediators Pre-entry Expectations, Pre-entry Person-Job Fit, Pre-entry Value Congruence. Dependent variable Employee retention.	Prior occupational work experience significantly affects retention, and it is mediated by pre-entry Person-Job Fit and value congruence. Prior occupational experience is significantly related to voluntary turnover. Pre-entry expectations, Person-Job Fit and pre-entry value congruence has significant effects on retention. Pre-entry expectations, pre-entry Person-Job fit, and pre-entry value congruence has significant mediating effect each in between prior occupational experience and retention.	Longitudinal study. The sample was drawn from a single transportation organization located in the southeastern United States over the course of an 8-month period. 218 usable sample consisted of new transportation employees in the same occupation and who had been hired for the purposes of over-theroad (OTR) transport of goods. The reserch used Beyer and Hannah's (2002) model of the socialization of experienced workers within the context of Saks and Ashforth's (1997) multilevel model of organizational socialization.	Future research should attempt to understand the assimilation strategies that veteran newcomers use subsequent to entry. Future research could further delineate the occupational and organizational influences that can contribute to turnover in organizations.

APPENDIX B

SURVEY QUESTIONNAIRE

UTM UNIVERSITI TEKNOLOGI MALAYSIA | International Business School

The Impact of Talent Management, Climate of Innovation, Organizational Commitment and Employee Retention in Malaysian Higher Education Institution (HEIs)

Dear Respondent,

I am a candidate of International Business School, Universiti Teknologi Malaysia in Kuala Lumpur, Malaysia pursuing Doctor of Philosophy in Management (PhD). I am examining the impact of talent management, climate of innovation, organizational commitment and employee retention in Malaysian Higher Education Institution (HEIs). This study is being done as part of my doctoral degree requirements.

You are selected as my respondent as you are a **permanent academic staff, and has been serving at least six (6) months in the current university**. It is expected that the data collected will provide useful information regarding the impact of talent management, climate of innovation, organizational commitment and Employee retention in Malaysian Higher Education Institution (HEIs). Therefore, I would like to seek your cooperation in participating in this survey. This survey will take approximately 15 to 20 minutes to complete. **All your responses are treated as private and confidential.**

I attach herewith a survey questionnaire. Please return back the completed survey within 14 days to the drop box located next to Faculty Coordinator/Faculty Administrative staff/Secretary in your faculty (The researcher will come and collect back the completed questionnaires. A "drop-off" and "pick-up" method will be employed).

Thank you for your participation in this study. Your contribution is greatly appreciated.

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UTM UNIVERSITI TEKNOLOGI MALAYSIA | International Business School

Kesan-kesan Pengurusan Bakat, Persekitaran Inovasi, Komitmen kepada Organisasi dan Pengekalan Pekerja di Institusi-institusi Pendidikan Tinggi di (IPT) Malaysia.

Kepada responden,

Saya merupakan pelajar dari Sekolah Perniagaan Antarabangsa, Universiti Teknologi Malaysia, Kuala Lumpur, Malaysia. Kini, saya sedang melanjutkan pengajian di peringkat Doktor Falsafah (Ph.D) dalam bidang Pengurusan. Saya sedang mengkaji **Kesan-kesan pengurusan bakat, persekitaran inovasi, komitmen kepada organisasi dan pengekalan pekerja di Institusi-institusi Pendidikan Tinggi di (IPT) Malaysia**. Kajian ini dibuat sebagai sebahagian daripada keperluan untuk ijazah kedoktoran saya.

Anda telah terpilih sebagai responden disebabkan anda adalah **kakitangan tetap akademik dan telahpun berkhidmat sekurang-kurangnya enam (6) bulan di universiti anda sekarang**. Data yang dikumpul akan menyediakan maklumat yang berguna mengenai faktor-faktor yang mempengaruhi pengekalan pekerja di Institusi-institusi Pendidikan Tinggi (IPT) di Malaysia.

Oleh yang demikian, saya ingin mendapatkan kerjasama anda untuk menyertai kaji selidik ini. Kaji selidik ini akan mengambil masa lebih kurang 15 hingga 20 minit untuk dilengkapkan. **Semua maklumbalas dianggap sebagai sulit dan rahsia**.

Bersama-sama ini saya sertakan borang kaji selidik. Sila pulangkan semula borang kaji selidik yang telah lengkap dalam masa 14 hari di dalam kotak yang disediakan berdekatan dengan Kordinator Fakulti/Staf Pentabiran Fakulti/Setiausaha dalam fakulti anda (Penyelidik akan datang dan mengutip semula borang kaji selidik yang telah lengkap. Kaedah "*drop-off*" dan "*pick up*" akan digunakan).

Terima kasih atas penyertaan anda dalam kajian ini. Sumbangan anda amatlah dihargai.

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Section I: Talent Management

In this section, the questions are designed to indicate the extent to which you think about your institution. Think carefully about each statement, and please indicate the degree of your agreement by circling/choosing the appropriate number, where **[1] ="strongly disagree" and [5] ="strongly agree"**.

Bahagian 1: Pengurusan Bakat

Dalam bahagian ini, soalan-soalan dibentuk untuk menunjukkan tahap yang mana anda percaya ianya benar terhadap institusi anda. Fikir dengan teliti bagi setiap pernyataan; dan sila nyatakan tahap persetujuan dengan membulatkan/memilih nombor yang sewajarnya, di mana ***[1] ="sangat tidak setuju"*** *dan* ***[5] ="sangat setuju".***

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
1.	My immediate superior has a tendency to accept new ideas, methods or changes. *Penyelia saya mempunyai kecenderungan untuk menerima idea-idea baru, kaedah-kaedah atau perubahan-perubahan.*	1	2	3	4	5
2.	My immediate superior is honest with me. *Penyelia saya jujur dengan saya.*	1	2	3	4	5
3.	My immediate superior makes me clear about the goal of my department. *Penyelia saya membuatkan saya jelas dengan matlamat jabatan saya.*	1	2	3	4	5
4.	I understand how my personal objectives support my department's goals. *Saya faham bagaimana objektif peribadi saya menyokong matlamat jabatan saya.*	1	2	3	4	5
5.	Senior management gives all staff a clear picture of direction the university is heading. *Pengurusan kanan memberikan gambaran yang jelas kepada semua kakitangan tentang hala tuju universiti.*	1	2	3	4	5
6.	Human resource department keeps me informed about matters affecting me. *Jabatan sumber manusia memberi makluman tentang perkara-perkara yang memberi kesan kepada saya.*	1	2	3	4	5
7.	My immediate superior delegates responsibility to	1	2	3	4	5

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
	me. *Penyelia saya mengagihkam tanggungjawab kepada saya.*					
8.	My immediate superior discusses my future career path with me. *Penyelia saya berbincang tentang kerjaya di masa hadapan saya dengan saya.*	1	2	3	4	5
9.	I have opportunities for further development within my current job. *Saya mempunyai peluang untuk terus berkembang dalam perkerjaan saya sekarang.*	1	2	3	4	5
10.	I see clear opportunities for my next promotion. *Saya melihat peluang yang jelas untuk kenaikan pangkat seterusnya.*	1	2	3	4	5
11.	This university offers the support and resources I need for my development. *Universiti ini menawarkan sokongan dan sumber yang saya perlukan untuk perkembangan saya.*	1	2	3	4	5
12.	I am encouraged to be innovative in my job. *Saya digalakkan untuk menjadi inovatif dalam pekerjaan saya.*	1	2	3	4	5
13.	**Within my department (applies for question 13 to question 17):** ***Dalam jabatan saya (untuk soalan 13 hingga soalan 17):*** *I search for new ways to work efficiently.* *Saya mencari kaedah-kaedah baru untuk bekerja lebih efisyen.*	1	2	3	4	5
14.	New ideas are effectively implemented. *Idea-idea baru dilaksanakan secara berkesan.*	1	2	3	4	5
15.	Generating new ideas is recognized. *Penjanaan idea-idea baru digalakkan.*	1	2	3	4	5
16.	I share my personal objectives with my colleagues. *Saya berkongsi objektif peribadi saya dengan rakan sekerja.*	1	2	3	4	5
17.	Staff and immediate superior recognize efforts to improve quality. *Kakitangan dan penyelia menghargai usaha-usaha dalam meningkatkan kualiti.*	1	2	3	4	5
18.	My department encourages staff to outperform. *Jabatan saya menggalakkan kakitangan mencapai*	1	2	3	4	5

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
	prestasi yang tinggi.					
19.	My university provides appropriate reward and recognition for my performance. *Universiti saya menyediakan ganjaran dan penghargaan untuk prestasi saya.*	1	2	3	4	5
20.	My immediate superior (eg: Head of Department) sets ambitious objectives for my department. *Penyelia saya (cth: Ketua Jabatan) menetapkan objektif yang telalu tinggi untuk jabatan saya.*	1	2	3	4	5
21.	My immediate superior (eg: Head of Department) clearly explains how my performance is evaluated. *Penyelia saya (contoh: Ketua Jabatan) menerangkan dengan jelas bagaimana prestasi saya dinilai.*	1	2	3	4	5
22.	My immediate superior (eg: Head of Department) gives me regular feedback on my performance. *Penyelia saya (cth: Ketua Jabatan) memberikan saya maklumbalas yang tetap terhadap prestasi saya.*	1	2	3	4	5
23.	My immediate superior (eg: Head of Department) coaches me well. *Penyelia saya (cth: Ketua Jabatan) melatih saya dengan baik.*	1	2	3	4	5
24.	There is a clear link between my performance and pay. *Terdapat hubungkait yang jelas antara prestasi saya dan gaji.*	1	2	3	4	5
25.	My immediate superior encourages teamwork. *Penyelia saya menggalakkn kerja berkumpulan.*	1	2	3	4	5
26.	**Within my department (applies for question no. 26 to 31):** ***Dalam jabatan saya (untuk soalan 26 hingga soalan 31)*** All staff works together continually to improve the working condition. *Semua kakitangan bekerja bersama-sama secara berterusan untuk memperbaiki keadaan di tempat kerja.*	1	2	3	4	5
27.	All staff can learn from each other's mistakes. *Semua kakitangan boleh belajar daripada kesilapan masing-masing.*	1	2	3	4	5
28.	The immediate superior acts with great urgency	1	2	3	4	5

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
	where change is required. *Penyelia bertindak dengan segera apabila perubahan diperlukan.*					
29.	My immediate superior asks for opinions and suggestions from department members. *Penyelia saya bertanyakan pendapat-pendapat dan cadangan-cadangan daripada ahli-ahli jabatan.*	1	2	3	4	5
30.	All staff has the right to express their voice on the present way of doing things. *Semua kakitangan mempunyai hak untuk bersuara dalam cara melakukan sesuatu kerja.*	1	2	3	4	5
31.	All staff values diversity among each other. *Semua kakitangan menghargai nilai kepelbagaian antara satu sama lain.*	1	2	3	4	5
32.	It is common to adopt ideas from people outside my department. *Adalah biasa untuk meniru idea-idea daripada seseorang di luar jabatan saya.*	1	2	3	4	5
33.	I look proactively for opportunities to cooperate with others. *Saya melihat secara proaktif berkaitan peluang untuk bekerjasama dengan orang lain.*	1	2	3	4	5

Section II: Climate of Innovation

In this section, the questions are designed to indicate the extent to which you believe each is true regarding your institution. Think carefully about each statement, and please indicate the degree of your agreement by circling/choosing the appropriate number, where **[1] ="strongly disagree" and [5] ="strongly agree".**

Bahagian II: Persekitaran untuk Inovasi

*Dalam bahagian ini, soalan-soalan dibentuk untuk menunjukkan tahap yang mana anda percaya ianya benar terhadap institusi anda. Fikir dengan teliti bagi setiap pernyataan; dan sila nyatakan tahap persetujuan dengan membulatkan/memilih nombor yang sewajarnya, di mana **[1] ="sangat tidak setuju"** dan **[5] ="sangat setuju".***

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
1.	This university can be described as flexible and continually adapting to change. *Universiti ini boleh digambarkan sebagai fleksibel dan sentiasa dapat membuat penyesuaian kepada perubahan.*	1	2	3	4	5
2.	I can be creative if my employer is supportive. *Saya boleh menjadi kreatif jika majikan saya menyokong.*	1	2	3	4	5
3.	Around here, people are allowed to try to solve the same problem in different ways. *Sekitar sini, seseorang dibenarkan untuk mencuba menyelesaikan masalah yang sama dengan cara-cara yang berbeza.*	1	2	3	4	5
4.	Innovation is encouraged in this university. *Inovasi adalah digalakkan di universiti ini.*	1	2	3	4	5
5.	All staff is expected to deal with problem in the same way. *Semua kakitangan dijangka dapat menangani masalah dengan cara yang sama.*	1	2	3	4	5
6.	The higher authority usually gets the credit for others' ideas. *Pihak berkuasa selalunya mendapat pujian untuk idea-idea orang lain.*	1	2	3	4	5
7.	I can do things that are too different around here without provoking anger. *Saya boleh lakukan perkara yang terlalu berbeza di sini tanpa mencetuskan kemarahan.*	1	2	3	4	5
8.	In this university, I tend to stick to old way of doing things. *Di universiti ini, saya cenderung untuk berpegang kepada cara lama melakukan sesuatu.*	1	2	3	4	5
9.	This university is open and responsive to change. *Universitu ini terbuka dan bertindak balas untuk berubah.*	1	2	3	4	5
10.	This university seems to be more concerned with the status quo than with change. *Universiti ini seolah-olah menjadi lebih prihatin dengan status quo daripada perubahan.*	1	2	3	4	5
11.	The best way to get along in this university is to think the way the rest of the group does. *Cara terbaik untuk terus berada di universiti ini ialah berfikir cara kumpulan lain melakukan*	1	2	3	4	5

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
	kerja.					
12.	In this university, staff can get into a lot of trouble by being different. *Di universiti ini, kakitangan boleh meghadapi banyak masalah dengan melakukan perbezaan.*	1	2	3	4	5
13.	The main function of members in this university is to follow orders from their superiors. *Fungsi utama ahli-ahli dalam universiti ini ialah mengikut arahan-arahan daripada penyelia-penyelia mereka.*	1	2	3	4	5
14.	The reward system in this university encourages innovation. *Sistem ganjaran di universiti ini menggalakkan inovasi.*	1	2	3	4	5
15.	This university recognizes those who are innovative. *Universiti ini menghargai mereka yang inovatif.*	1	2	3	4	5
16.	The reward system in this university benefits mainly those who maintain stability and order. *Sistem ganjaran di universiti ini memberi faedah terutamanya kepada mereka yang mengekalkan kestabilan dan arahan.*	1	2	3	4	5
17.	Assistance in developing new ideas is readily available. *Bantuan dalam membina idea-idea baru yang sedia ada.*	1	2	3	4	5
18.	There are adequate resources devoted to innovation in this university. *Terdapat sumber-sumber yang cukup dikhaskan untuk menghasilkan inovasi di universiti ini.*	1	2	3	4	5
19.	There is adequate time available to pursue creative ideas in this university. *Ada masa yang mencukupi untuk meneruskan idea-idea yang kreatif di universiti ini.*	1	2	3	4	5
20.	Lack of funding inhibits innovative ideas is a problem in this university. *Kekurangan dana menghalang idea-idea yang inovatif merupakan masalah dalam universiti ini.*	1	2	3	4	5
21.	Personnel shortages inhibit innovation in this university. *Kekurangan kakitangan menghalang inovasi dalam universiti ini.*	1	2	3	4	5

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
22.	This university gives me free time to pursue innovative ideas during the workday. *Universiti ini memberi saya kebebasan masa untuk meneruskan idea-idea inovatif semasa hari kerja.*	1	2	3	4	5

Section III: Organizational Commitment

In this section, the questions are designed to examine how well each statement below described about your institution. Think carefully about each statement, and please indicate the degree of your agreement by encircling/choosing the appropriate number, where [1] = **"strongly disagree" and** [7] = **"strongly agree."**

Bahagian III: Komitmen dalam Organisasi

Dalam bahagian ini, soalan-soalan dibentuk untuk menilai ketepatan setiap pernyataan di bawah bagi menggambarkan institusi anda. Fikir dengan teliti bagi setiap pernyataan; dan sila nyatakan tahap persetujuan dengan membulatkan/memilih numbor yang sewajarnya, di mana ***[1] ="sangat tidak setuju"*** *dan* ***[7] ="sangat setuju".***

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Disagree somewhat/ Agak tidak bersetuju	Neutral	Agree somewhat/ Agak bersetuju	Agree/ Setuju	Strongly agree/ Sangat setuju
1.	I would be happy to spend the rest of my career with this university. *Saya gembira untuk menghabiskan sisa kerjaya saya di universiti ini.*	1	2	3	4	5	6	7
2.	I enjoy discussing this university with people outside of it. *Saya suka membincangkan mengenai universiti ini dengan orang di luar.*	1	2	3	4	5	6	7
3.	I really feel as this university's	1	2	3	4	5	6	7

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Disagree somewhat/ Agak tidak bersetuju	Neutral	Agree somewhat/ Agak bersetuju	Agree/ Setuju	Strongly agree/ Sangat setuju
	problems are my own. *Saya benar-benar berasa bahawa masalah-masalah universiti ini adalah masalah saya.*							
4.	I think that I could easily become as attached to another university as I am to this one. *Saya fikir bahawa saya dengan mudah boleh terikat dengan universiti lain sebagaimana universiti ini.*	1	2	3	4	5	6	7
5.	I do not feel like "part of the family" at this university. *Saya tidak berasa seperti sebahagian daripada keluarga di universiti ini.*	1	2	3	4	5	6	7
6.	I do not feel emotionally attached to this university. *Saya tidak berasa terikat secara emosional di universiti ini.*	1	2	3	4	5	6	7
7.	This university has a great deal of personal meaning for me. *Universiti ini mempunyai banyak makna peribadi untuk saya.*	1	2	3	4	5	6	7
8.	I do not feel a strong sense of "belonging" to my department. *Saya tidak berasa "semangat kepunyaan" yang kuat kepada jabatan saya.*	1	2	3	4	5	6	7
9.	I do not feel any obligation to remain with this university. *Saya tidak berasa apa-apa obligasi untuk kekal di universiti ini.*	1	2	3	4	5	6	7
10.	Even if it were to my advantage, I do not feel it would be right to leave this university now. *Walaupun ianya adalah untuk kelebihan saya, saya tidak berasa ianya adalah betul untuk meninggalkan universiti ini sekarang.*	1	2	3	4	5	6	7
11.	I would feel guilty if I leave this university now. *Saya tidak akan berasa bersalah jika*	1	2	3	4	5	6	7

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Disagree somewhat/ Agak tidak bersetuju	Neutral	Agree somewhat/ Agak bersetuju	Agree/ Setuju	Strongly agree/ Sangat setuju
	saya meninggalkan universiti ini sekarang.							
12.	This university deserves my loyalty. Kesetiaan saya layak untuk universiti ini.	1	2	3	4	5	6	7
13.	I would not leave this university right now because I have a sense of obligation to the people in it. *Saya tidak akan meninggalkan universiti ini sekarang kerana saya mempunyai rasa tanggungjawab kepada orang-orang di dalamnya.*	1	2	3	4	5	6	7
14.	I owe a great deal to this university. *Saya terhutang banyak kepada universiti ini.*	1	2	3	4	5	6	7
15.	I am not afraid of what might happen if I quit my job without having another one lined up. *Saya tidak takut terhadap apa yang akan berlaku sekiranya saya berhenti bekerja tanpa mempunyai pekerjaan lain.*	1	2	3	4	5	6	7
16.	It would be very hard for me to leave this university right now even if I wanted to. *Ianya akan menjadi sangat sukar kepada saya untuk meninggalkan universiti ini sekarang walaupun saya inginkan.*	1	2	3	4	5	6	7
17.	Too much in my life would be disrupted if I decided I wanted to leave this university right now. *Terlalu banyak dalam kehidupan saya akan terganggu jika saya membuat keputusan untuk meninggalkan universiti ini sekarang.*	1	2	3	4	5	6	7
18.	It wouldn't be too costly for me to leave this university right now. *Ianya tidak akan memberikan kos yang tinggi untuk saya meninggalkan universiti ini sekarang.*	1	2	3	4	5	6	7

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Disagree somewhat/ Agak tidak bersetuju	Neutral	Agree somewhat/ Agak bersetuju	Agree/ Setuju	Strongly agree/ Sangat setuju
19.	Right now staying with my university is a matter of necessity as much as desire. *Sekarang ini, kekal dengan universiti saya adalah satu keperluan seperti mana besarnya keinginan.*	1	2	3	4	5	6	7
20.	I feel that I have too few options to consider leaving this university. *Saya rasa bahawa saya mempunyai hanya beberapa pilihan untuk meninggalkan universiti ini.*	1	2	3	4	5	6	7
21.	One of the few serious consequences of leaving this university would be the scarcity of available alternatives. *Salah satu daripada beberapa kesan yang serius meninggalkan universiti ini ialah kekurangan alternative yang ada.*	1	2	3	4	5	6	7
22.	One of the major reasons I continue to work for this university is that leaving would require considerable personal sacrifice - another university may not match the overall benefits that I have here. *Salah satu daripada sebab utama saya terus bekerja untuk universiti ini kerana meninggalkannya memerlukan pengorbanan peribadi yang besar - universiti lain tidak boleh memberikan kesemua faedah yang saya dapat di sini.*	1	2	3	4	5	6	7

Section IV: Employee Retention

In this section, the questions are designed to indicate the extent that you think about your institution. Think carefully about each statement, and please indicate the degree of your agreement by circling/choosing the appropriate number, where **[1] = "strongly disagree" and [5] = "strongly agree".**

Bahagian IV: Pengekalan Pekerja

*Dalam bahagian ini, soalan-soalan dibentuk untuk menunjukkan tahap yang mana anda percaya ianya benar terhadap institusi anda. Fikir dengan teliti bagi setiap pernyataan; dan sila nyatakan tahap persetujuan dengan membulatkan/memilih numbor yang sewajarnya, di mana **[1] ="sangat tidak setuju"** dan **[5] ="sangat setuju".***

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
1.	I am planning to work for another university within a period of three years. *Saya bercadang untuk bekerja di universiti lain dalam tempoh tiga tahun.*	1	2	3	4	5
2.	Within this university, my career gives me satisfaction. *Dalam universiti ini, kerjaya saya memberikan kepuasan kepada saya.*	1	2	3	4	5
3.	If I wanted to be involved in another job or function, I would look first at the possibilities within this university. *Sekiranya saya ingin melibatkan diri dalam kerja atau fungsi lain, saya akan melihat dahulu kemungkinan dalam universiti ini.*	1	2	3	4	5
4.	I see a future of myself within this university. *Saya melihat masa depan diri saya dalam universiti ini.*	1	2	3	4	5
5.	It doesn't matter if I am working for this university or another, as long as I have work. *Ianya tidak mengapa, sama ada saya bekerja untuk universiti ini atau yang lain asalkan saya mempunyai kerja.*	1	2	3	4	5
6.	If it were up to me, I will definitely be working for this university for the next five years. *Sekiranya ianya bergantung kepada saya. Saya pasti akan bekerja untuk universiti ini untuk lima*	1	2	3	4	5

No	Items	Strongly disagree/ Sangat tidak setuju	Disagree/ Tidak setuju	Neutral	Agree/ Setuju	Strongly agree/ Sangat setuju
	tahun akan datang.					
7.	If I could start over again, I would choose to work for another university. *Sekiranya saya boleh bermula sekali lagi, saya akan memilih untuk bekerja di universiti lain.*	1	2	3	4	5
8.	If I receive an attractive job offer from another university, I would take the job. *Sekiranya saya menerima tawaran pekerjaan yang menarik dari universiti lain, saya akan menerima pekerjaan itu.*	1	2	3	4	5
9.	The work I am doing is very important to me. *Kerja yang saya sedang lakukan adalah sangat penting kepada saya.*	1	2	3	4	5
10.	I love working for this university. *Saya suka bekerja untuk universiti ini*	1	2	3	4	5
11.	I have checked out a job in another university. *Saya sudah semak peluang kerja di universiti lain.*	1	2	3	4	5

Section V: Demographic Background

This section enquires a few questions about you. Please **tick (√) the most appropriate box only one or fill in the blanks for each of the following items.**

Bahagian V: Latar belakang Demografi

Bahagian ini menanyakan beberapa soalan tentang anda. Sila tandakan (√) pada ***kotak yang berkenaan sahaja atau isikan tempat kosong untuk setiap perkara-perkara berikut.***

1. Gender/ *jantina*	Male/*Lelaki*		(ii) Female/*Perempuan*	
2. Age/*umur*	(i) Below 25 *Bawah 25*		(ii) 26-35	
	(iii) 36-45		(iv) 46-55	
	(v) 56 and above *56 dan keatas*			
3. Nationality/ *Kewarganegaraan*	(i) Malaysian/ *Warganegara*		(ii) Non-Malaysian/ *Bukan warganegara*	

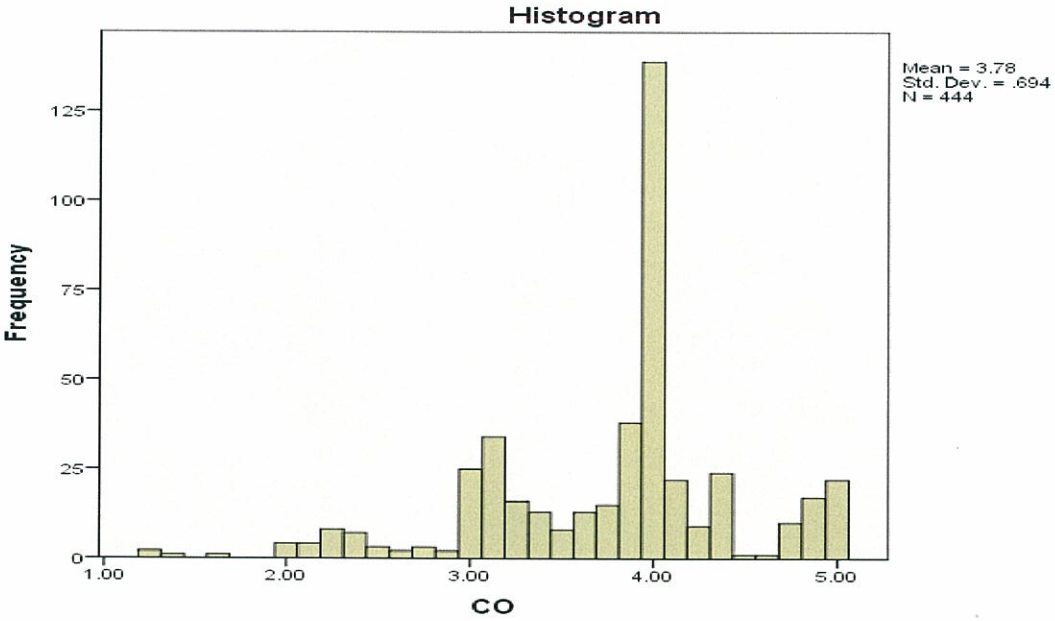
4. Marital status/ *Taraf perkahwinan*	(i) Single/ *Belum Berkahwin*		(ii) Married / *Berkahwin*	
	(iii) Divorced/ *Bercerai*		(iv) Widow/ Widower/ *Janda/Duda*	
5. Level of Education/ *Tahap pendidikan*	(i) Bachelor degree/ *Ijazah Sarjana Muda*			
	(ii) Professional certificate/ *Sijil professional*			
	(iii) Master Degree/ *Ijazah Sarjana*			
	(iv) Doctoral degree/ *Ijazah Kedoktoran*			
	(v) Others. (Please specify)			
	Lain-lain.(Sila nyatakan)			
6. Position/*Jawatan*	(i) Lecturer/*Pensyarah*			
	(ii) Senior Lecturer/*Pensyarah Kanan*			
	(iii) Assoc. Professor/*Profesor Madya*			
	(v) Professor/*Profesor*			
7. Monthly personal income/ Pendapatan bulanan	(i) Below RM 5000/ *Di bawah RM5000*			
	(ii) RM 5001 – 8000			
	(iii) RM 8001 – 10000			
	(iv) RM 10001 – 12000			
	(v) Above RM12000 / *Melebihi RM12000*			
8. Type of institution / *Jenis institusi*	(i) Public university /*Universiti awam*			
	(ii) Private university/*Universiti swasta*			
9. How long have you been working for your present organization?..... year/years *Berapa lama anda telah bekerja di organisasi ini? .....tahun.*				
10. How many years of work experience do you have in total? .....year/ years. *Berapa tahunkah pengalaman kerja anda keseluruhannya?.....tahun.*				

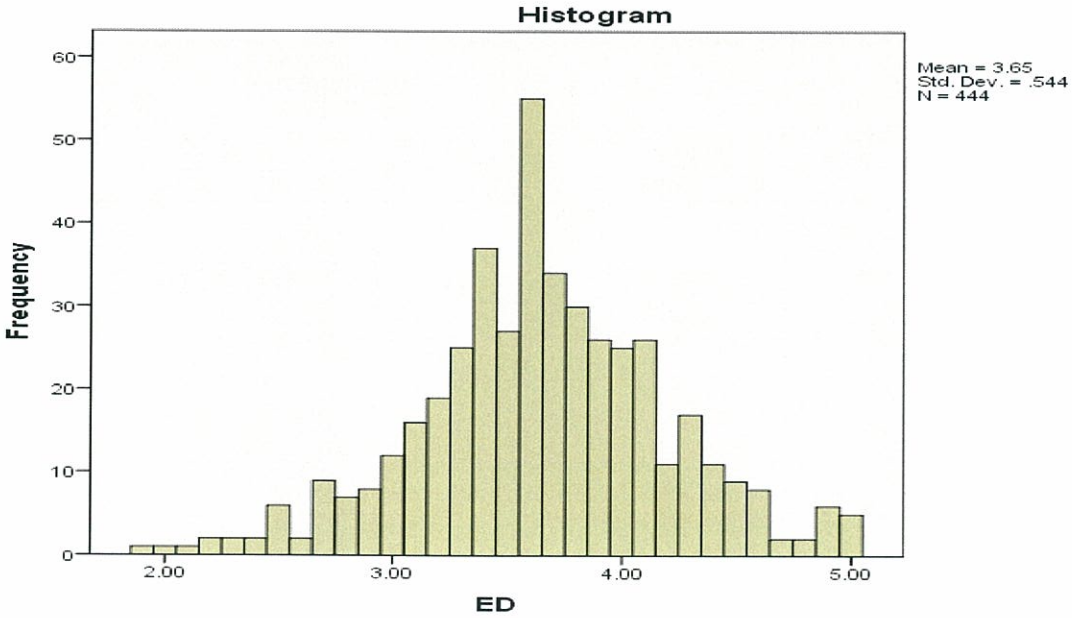
THANK YOU FOR YOUR TIME AND COOPERATION!

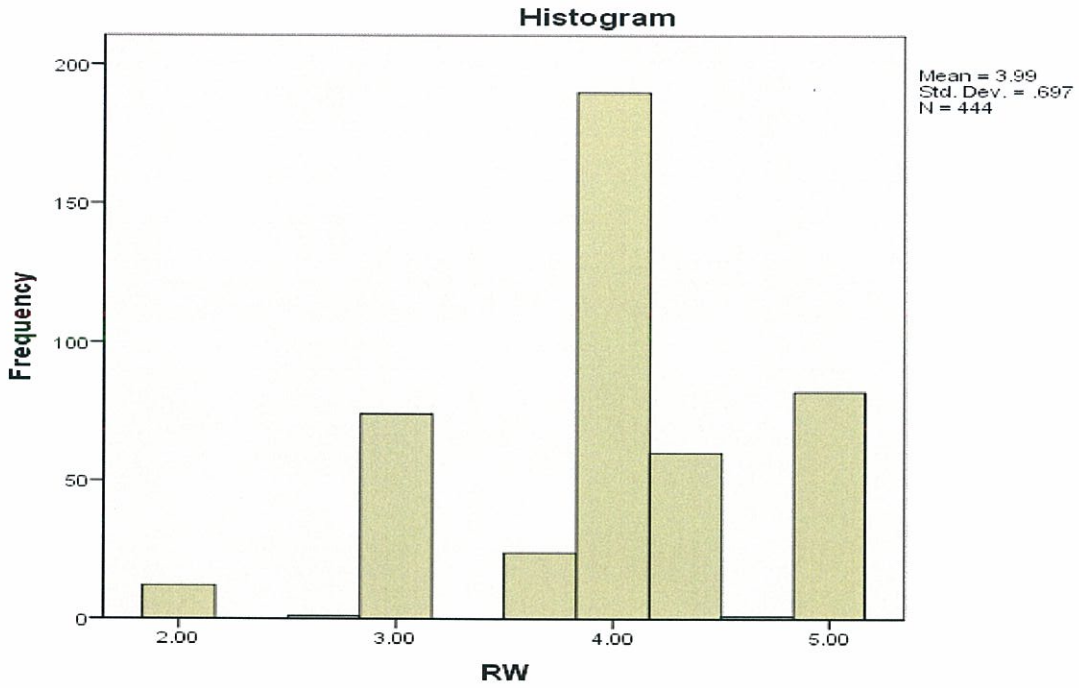
TERIMA KASIH UNTUK MASA DAN KERJASAMA ANDA!

APPENDIX C

RESULTS OF NORMALITY TEST: HISTOGRAM



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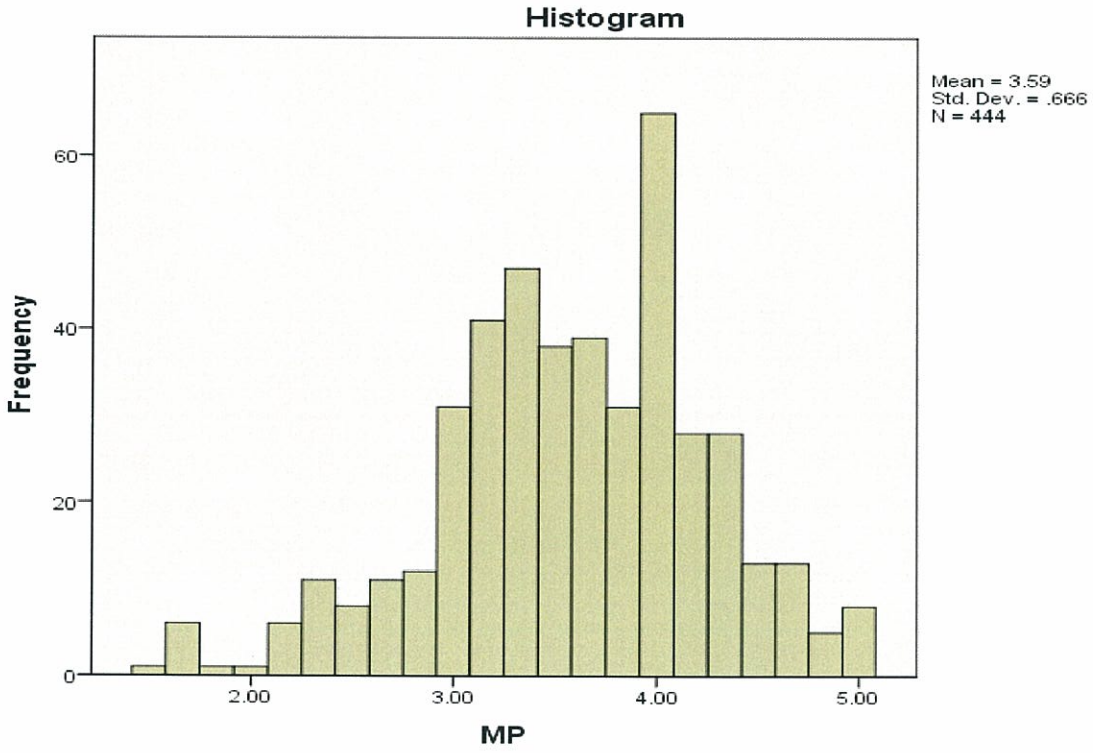
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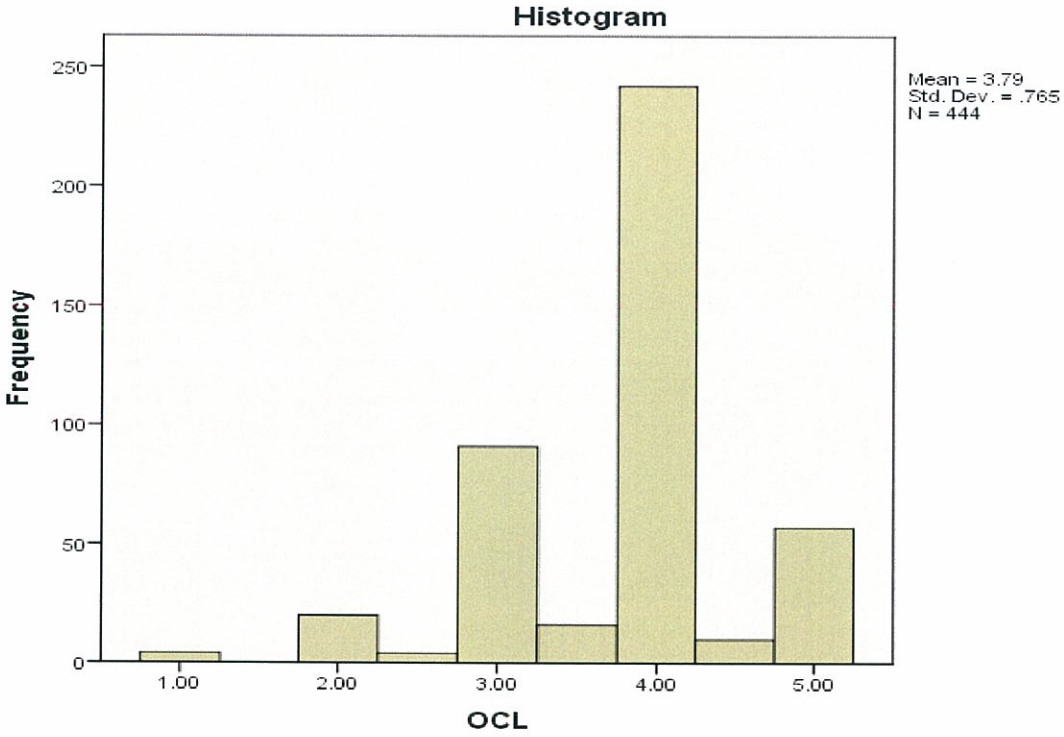
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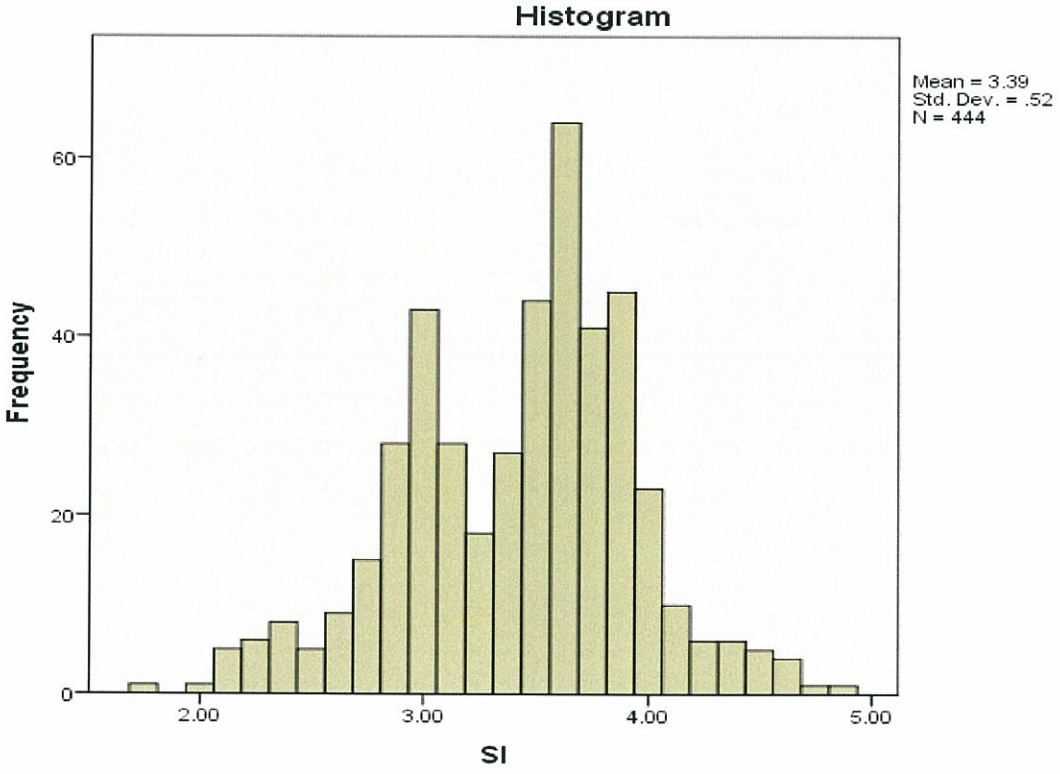
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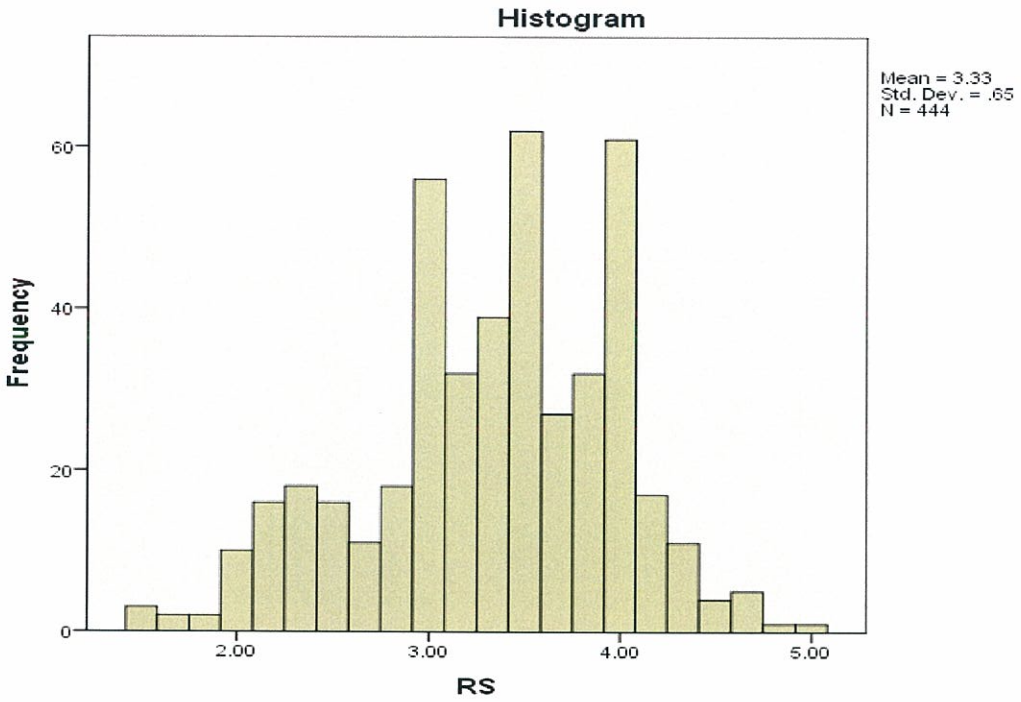
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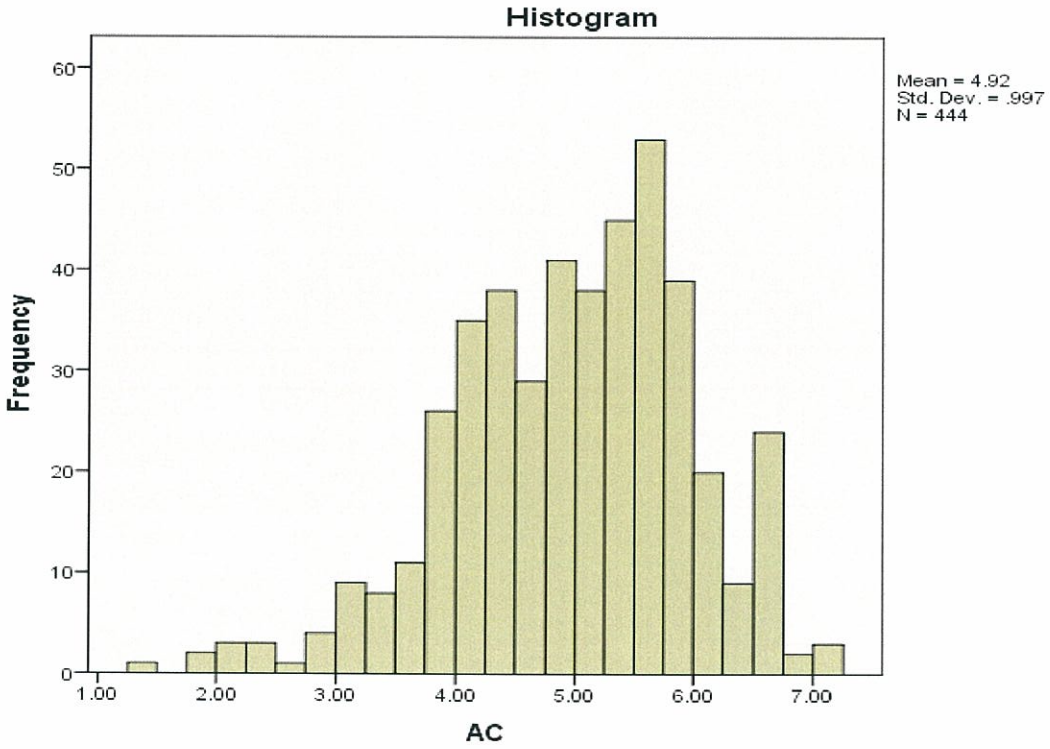
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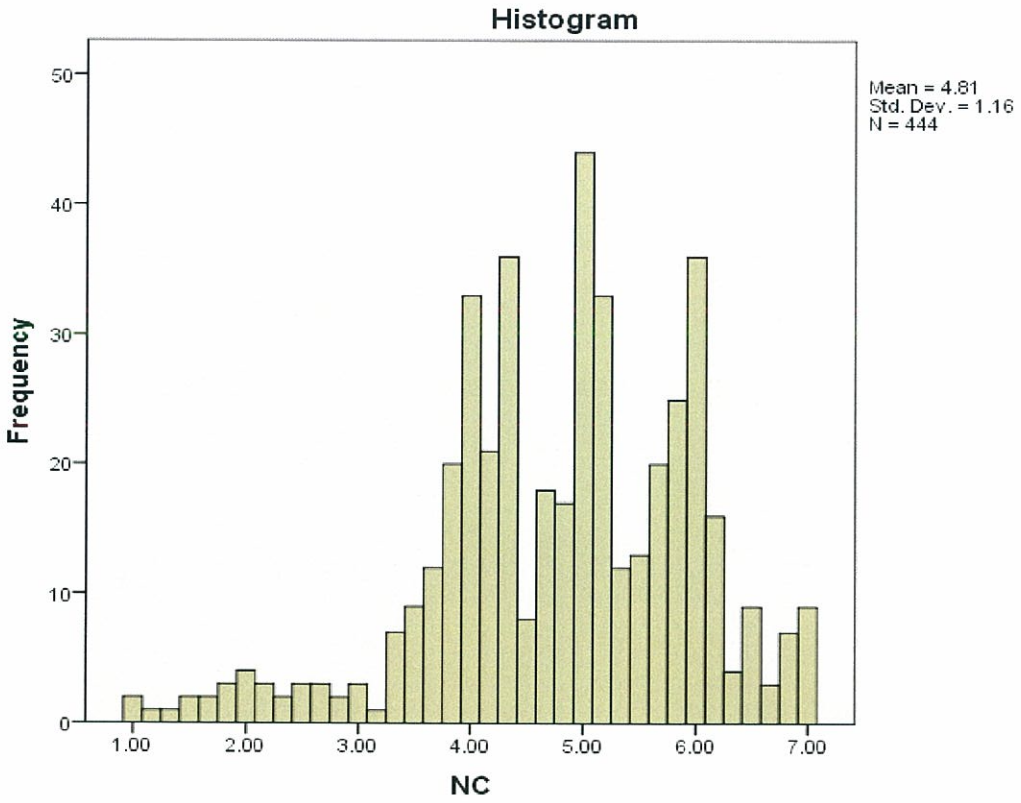
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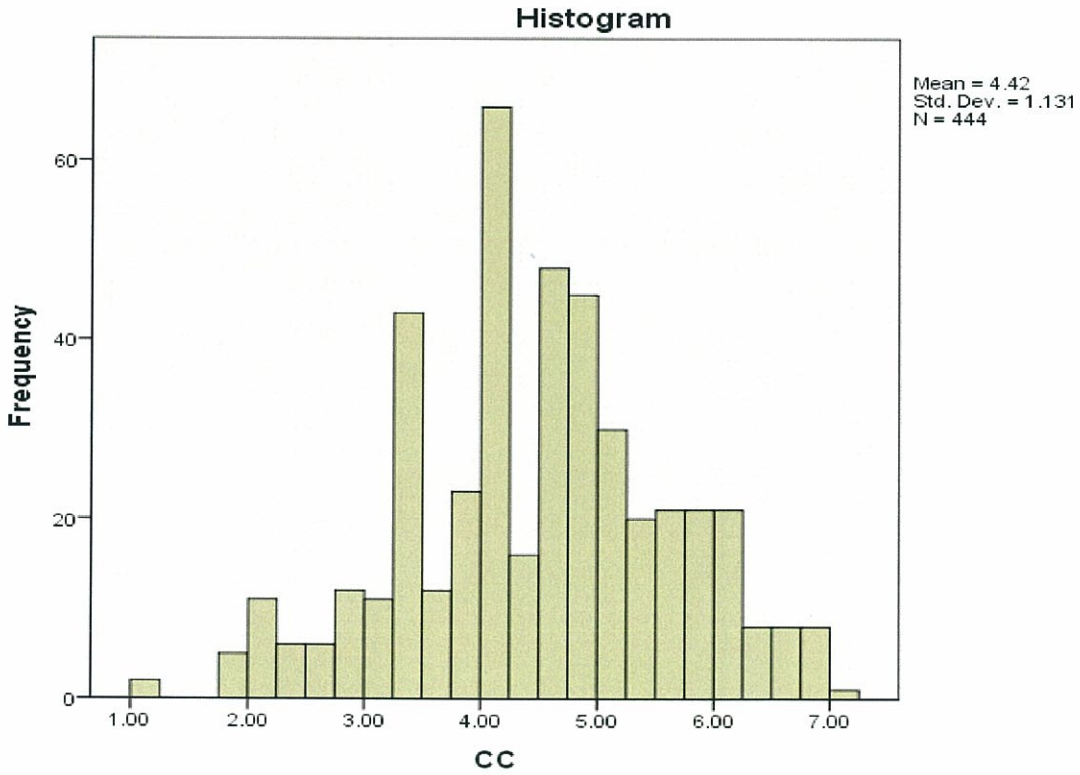
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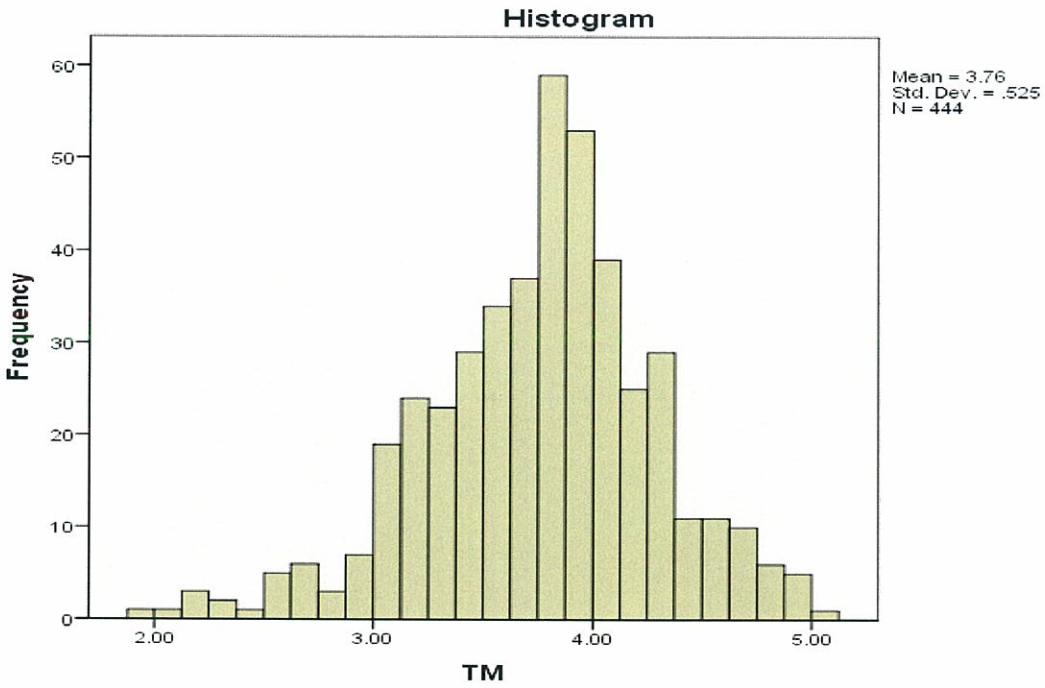
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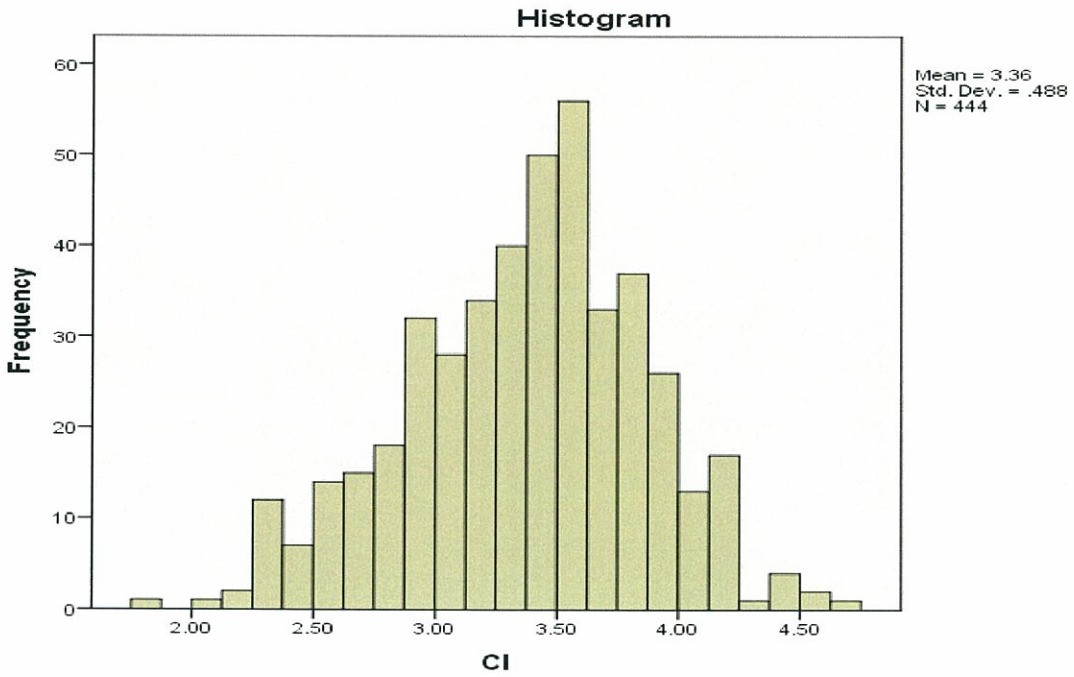
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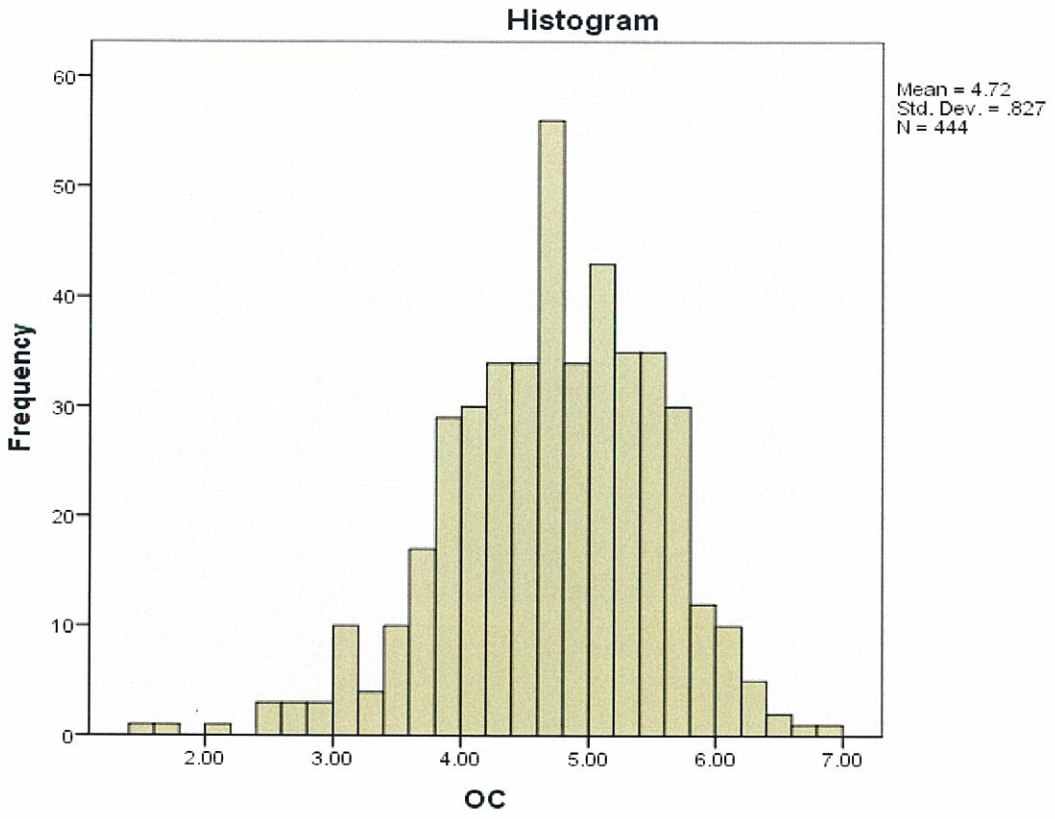
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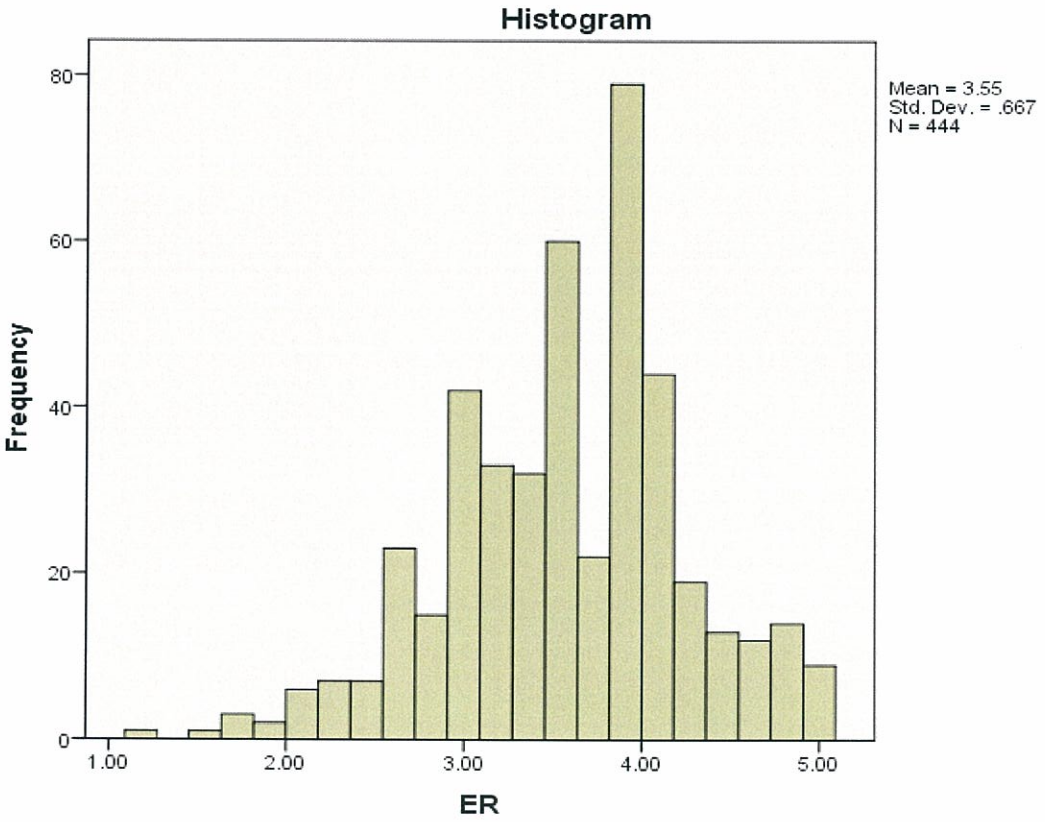
7.00
OC


Histogram
Mean = 3.55
Std. Dev. = .667
N = 444
Frequency
80
60
40
20
0
1.00
2.00
3.00
4.00
5.00
ER