

CHAPTER 3
CASE STUDY 2
MANAGEMENT MODULE
TOWARDS SUSTAINABLE HUMAN RESOURCE IN USIM

3.1 Preamble

The second applied research case touches on the management aspect. The university faces several challenges including managing issues pertaining to the development of the university and issues on managing financial and human resources. For this applied research, the focus will be on the human resource issue, particularly on the issue of staff turnover among the administrative staff.

For USIM, in three consecutive years (2017-2019), there were 21 staffs who had resigned. High staff turnover results in a great loss for an organisation, given the fact that a lot of resources has been spent to train and enhance the skills of these staff, only to have them to leave the university and render their services to another organisation. Therefore, the 2nd applied research case study will investigate the factors affecting staff turnover in USIM and provide recommendations and actions to be taken by the management to retain the staff in the university. The case research will provide insight on what needs to be examined to reduce the staff turnover rates. This is the focus of this 2nd case research and will be deliberated further.

3.2 Introduction

The success of an organisation lies in the hands of the workforce in the organisation. In other words, they are responsible for achieving the goals and visions of the organisation. Retention is important for an organisation as it ensures that the organisation keeps hold of its best staff, thereby ensuring high productivity. Therefore, the Management or employers should not take for granted the contribution of the workforce and they need to know and fully understand the role of their workforce. However, there are many factors that influence such aims and target include improving the spirit, motivation and work performance towards optimal productivity.

At Higher Education Institutions (HEIs) or universities, there are two main groups that act as a backbone of the university which are the academic and non-academic staff. In line with the country's educational aspirations to produce the first-class mind set students, the success of a university does not depend on academic staff only, but also on a significant role from non-academic staff. The role of the non-academic staff is very significant to the university in achieving the university's mission and vision. The dependence of universities on non-academic staff is very significant as they are the driving force behind the operation and the sustainability of the university. Hence, to accomplish this mission, universities should know how to retain their staff. It is more than just a pay check for a satisfied worker who is happy and completely dedicated to their jobs. It is the commitment to their employers and their role that makes them passionate about their career, which is also expressed in their individual achievements.

Employee-employer communication remains the most effective tool for establishing a good relationship between employees and employer, thereby achieving high productivity. In the human resource management perspective employee turnover is the pace at which the organisation loses their employees. Measuring the turnover of

workers may help to analyse the reasons for the turnover or estimate the cost-to-hire for budgetary purposes.

3.2.1 Issues and Project Brief

Universiti Sains Islam Malaysia (USIM) comprising of departments, divisions faculties and academic centres, which serves the stakeholders of the university and other subject matters, related to teaching and learning, research activities administration and student affairs. Along with all other public universities in Malaysia, USIM relies on the staff recruitment warrant quota issued by the Public Service Department (JPA) for the number of staff recruited. As of July 2018, there are 1,621 staffs in both the academic and non-academic scheme (See Table 3.1). The breakdown of percentages between academic and non-academic staff is shown in Figure 3.1.

Table 3.1: Total Number of Staff in USIM

Staff	Total Number of Staff
Non- Academic Staff	869
Academic Staff	752
Total Number of Staffs	1,621

Source: Human Resource Division of USIM (2018)

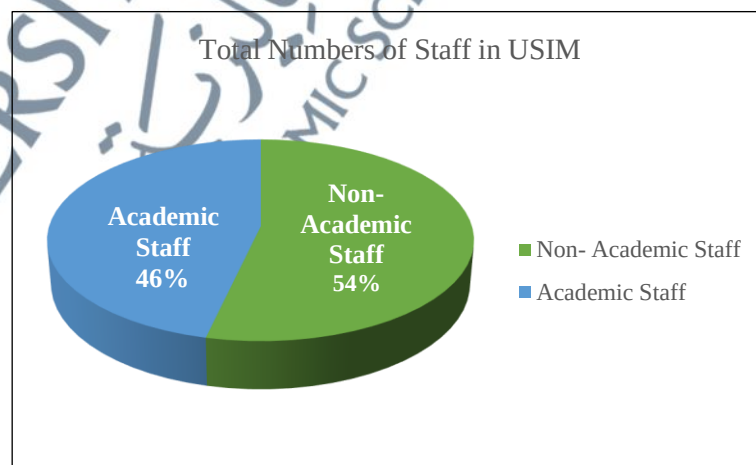


Figure 3.1: Total Number of Academic and Non-Academic Staff in USIM

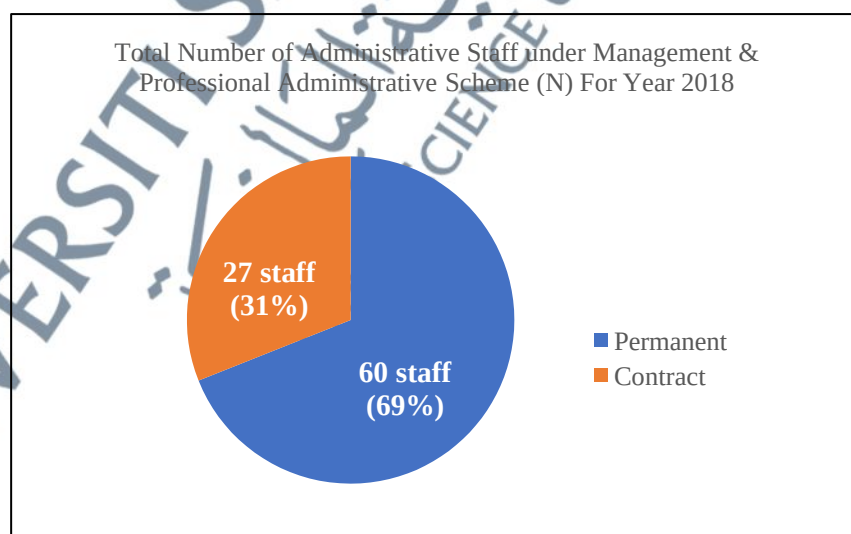
In year 2018, a total number of 87 administrative staff in the Management & Professional administrative scheme (N) recruited in USIM as shown in Table 3.2. From this total, 27 out of 87 are contract staff while the remaining balance of 60 are the permanent staff from various grades in (N) scheme.

Table 3.2: Distribution of Staff Based on Grades in Management & Professional Administrative Scheme (N)

Grades in (N) Scheme	Total Number of Staffs in Administrative (N) Scheme	Percentages (%)
N41 (Permanent)	8	9%
N41 (Contract)	27	31%
N44 (Permanent)	43	50%
N48 (Permanent)	2	2%
N52 (Permanent)	6	7%
N54 (Permanent)	1	1%
Total	87	100%

Source: Human Resource Division of USIM (2018)

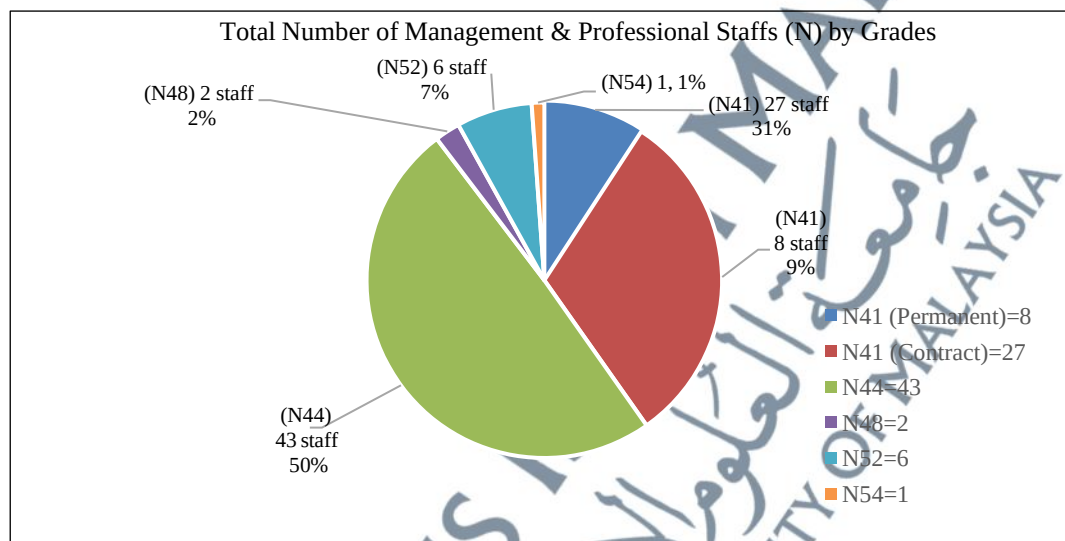
Figure 3.2 shows the number of contract and permanent staffs in form of pie chart. From the overall 87 staffs, 27 (31%) of them are contract staff and the remaining are permanent with total of 60 staffs (69%).



Source: Human Resource Division of USIM (2018)

Figure 3.2: Total Number of Administrative Staffs under Management & Professional Administrative Scheme (N) in USIM for Year 2018

The distribution and percentages of the Management & Professional staff under the administrative scheme (N) based on grades in USIM is illustrates in Figure 3.3. For N41 grades, 8 (9%) staffs are permanent, and 27 (31%) staffs are contract. 43 (50%) staffs from N44, 2 (2%) from N48, 6 (7%) from N52 and a staff grade N54, are all in permanent position respectively.



Source: Human Resource Division of USIM (2018)

Figure 3.3: Total Number and Distribution of the Management & Professional Staff under the Administrative Scheme (N) Based on Grades in USIM

The distribution percentages of staffs provided is intended to achieve the expectations of this case research. The findings of this study are expected to benefit the staffs in USIM without any disparity in grades. Table 3.3 shows the number of staff recruitment warrants received from the Public Service Department (JPA) for the Non-Academic (Management & Professional) administrative scheme was 146 warrants in 2015. This number includes for different schemes, namely the administrative scheme (N), finance scheme (W), IT scheme (F), librarian scheme (S) and other classification of schemes. These schemes are under the Management and Professional staff recruitment. Unfortunately, out of these 146 staff recruitment warrants, none was

allocated for the administrative (N) scheme. In fact, no new warrant for the administrative scheme (N) was received for four consecutive years (2105-2018). In order to solve this issue, USIM has used its operational expenditure allocation to recruit staff on a contract basis.

3.2.2 Problem Identification

An event was held on 13th June 2018, between the Registrar and USIM's senior officers, to discuss on several issues that was brought up by the administrators in the Management and Professional scheme (N). The issues raised includes job dissatisfaction among colleagues on inequality of job distribution, lacking relevant job training, poor relationships between subordinates with the head of departments and future career development. All these issues are known to be among the frequent used excuses for their resignation. At the same time, complaints were received from Heads of Departments, Deans, and Directors at USIM who have voiced out their dissatisfaction over the job performance among their officers. Based on the feedbacks received from both parties, it is apparently that a non-conducive working environment is present in USIM. This unhealthy condition brings negative impact to the motivation and working morale among the staff. As a matter of fact, a cross check with the Human Resource Division has revealed that, a total of 61.3% of the N scheme staff has resigned in the past three (3) years (2016-2018) as shown in Table 3.4 and Figure 3.4 respectively.

This high turnover rate has caused the University to lose its skilled and trained staff and at the same time the University had to make a new appointment for the staff replacement as shown in Table 3.5.

A significant financial expenditure is required to replace a resigned 'N' scheme staff. This is so, as most of them are contract-based staff, their replacement would require the Human Resource Division to fork out the University's annual operation budget as no warrants was received from Public Service Department (JPA) for contract-based staff.

Based on the data obtained from the Human Resource Division of USIM, the university would have to spend approximately RM4,000.00 to recruit a contract staff to fill up the needed post in the Management & Professional administrative (N) scheme as shown in Table 3.6. This financial cost includes selection phase, induction, administrative costs and another indirect cost such as advertising. At such amount, the university had to use a significant portion of its operational expenditure allocation to solve the staffing recruitment issue. In this case, any appointment that does not receive staffing recruitment warrant from the Public Service Department (JPA) must use the allocation from the university operating budget except for permanent positions received from JPA. The investment in human capital will be an asset to the university if the recruited staff is being absorbed to a permanent basis. The salary of a new recruitment staff in the Management & Professional administrative scheme (N) would require the university to spend RM 3,133.43 monthly, which total up to RM 37,601.16 per year per staff.

Table 3.6: Total Amount of Wage Paid to A New Staff in The Management & Professional (N) Scheme in Ringgit Malaysia (RM) on Monthly Basis

Salary (Breakdown) For Contract Staff in Management & Professional (N) Scheme	RINGGIT MALAYSIA (RM)
Basic Salary (Monthly)	RM 2,283.43
Fixed Allowances (Monthly)	
Civil Service Allowance (<i>Imbuan Tetap Khidmat Awam</i>)	RM 300.00
Fixed Housing Allowance (<i>Imbuan Tetap Perumahan</i>)	RM 300.00
Cost of living Allowance (COLA) (<i>Bantuan Sara Hidup</i>)	RM 250.00
Total Gross Income	RM 3,133.43

Source: Human Resource Division of USIM (2018)

Based on the information retrieved from the Human Resource Division, the number of staff turnover over three consecutive years 2016-2018, as tabulated in Table 3.4., it also shows the amount of expenditure spent to recruit staff and it is considered as an investment loss when they resigned. It affects human capital investments and financial investments. The university had to spend around RM 789,624.36 for 21 staff that has left the university as shown in Table 3.7.

This vast amount could be put to better use elsewhere, such as training and development programs or to other operational requirements if there were in permanent postings, which the contract staff could be absorbed. This is a significant loss to the university that it has spent many of its resources to train and enhance the skills of these staff, only to have them leave the university and render their services to another organisation.

Staffs are an essential asset to every organisation. The success of any organisation depends on the effectiveness of its employee (Almatrooshi et. al., 2016). A company without a highly efficient workforce, may not success in the long run (Ngwenya & Aigbavboa, 2017). In fact, the performance of the university would be affected due to staff turnover. Employers can improve the quality of institutional investment by investing in them. Learning, expertise and skills of workers are the economic value to

employers. Human capital is significant because it is perceived to improve efficiency and hence profitability. Therefore, the more company invests on its workers, the more successful and efficient it could be (Kenton, 2019). According to (Maertz Jr et al., 2007), by understanding contributing factors that leads to staff turnover may reduce the staff resigning from organisation. In human resource management, the cost associated with turnover can be divided into indirect costs and direct costs. Table 3.8 summarizes the direct and indirect cost of staff turnover.

Table 3.8: Direct and Indirect Cost of Staff Turnover

Direct Cost	Indirect Cost
• Costs of orientation, induction and training the previous staff • Administrative and advertising costs for hiring new staff • Recruitment of replacement costs • Cost of orientation and training of new staff • Testing costs • Time to interview new replacements of the staff • Time to recruit and train new hires	• Loss of trained staff • Loss of knowledge staff • Loss of networking established • Lost productivity associated with co-workers helping the new staff • Loss of productivity staff while new staff is brought up to speed • Loss productivity due to a new staff learning the job • Costs associated with the staff's lack of motivation prior to leaving

Source: Adopted from Maertz Jr et al. (2007)

Staff turnover is dependent on few variables. Past researchers have not been able to come up with one conclusive factor regarding the turnover of the staff since what motivates one to stay in an organisation varies from one person to another. It is assumed that motivated staff always stays longer in an organisation, but motivation will not always be the same since changes in moods affect the level of motivation. Despite extensive research on staff turnover, there are few resources that effectively and comprehensively bridge scholarly evidence concerning employee retention and practitioner employee retention efforts. As a result, the Management may have misconceptions about turnover.

For example, the Management may believe that turnover is uniformly bad, that most employees quit their jobs because of salary or job dissatisfaction is the primary

reason employee leave, and there are little the Management can do to affect individual turnover decisions, or that generic best practices are the best way to manage retention. These misconceptions can be harmful to organisations and to managerial careers because they may lead the Management to act ineffective retention strategies that fail to reduce turnover, that are not cost-effective, or even that retain the wrong staff while chasing away the most important ones.

3.3 Analysis of Issue

The case research intends to investigate and find out the actual factors causing staff turnover in USIM. Feedbacks obtained from the Human Resource Division of USIM has pointed excuses such as better job offer obtained elsewhere, furthering their study and other personal issues were among the reasons given by the resigned staff. Therefore, to obtain a clearer picture of the staff turnover in USIM, further investigation on the issue needs to be identified.

3.3.1 Criticality of Issues

The case research is significance as it will identify the actual reasons why the staff resigned from the university. This case research would be of interest to USIM's Management and the Human Resource Division. It would assist University's Management to identify the grey areas that they should work on in order to retain the staff to work with the university hence reduce the staff turnover rate, thereby saving the resources spent in the constant replacement and training of the staff. It is crucial to investigate further on this issue to enable the university to have better planning in terms of staff recruitment, better budget allocation distribution and better judgement in handling similar cases more effectively in the future. It is worrying that, if this issue continues to be taken granted by the university, staffing problem will be getting worse, and more staff will leave the university and causing even more significant loss to the

university.

For USIM, staff turnover will affect the university as the university will lose its human capital investment in terms of loss of trained, skilled, and talented staff which are vital to the university's operational to be smooth. Staff turnover is not necessarily meaning the working place is an awful but, if losing valuable staff to a competitor or because they are not satisfied at work, actions is needed by the organisation before more staffs are leaving. It will satisfactorily provide vital and conclusive information to paint a clear picture of the staff turnover in USIM.

3.3.2 Case Study Objectives

In order to gain a useful insight on what need to be done to reduce the staff turnover rates, thus the objectives of this research case are:

- i. To identify the characteristics and determining factors that leads to staff turnover among administrative staff in Management and Professional (N) scheme in USIM.
- ii. To examine the impact on turnover rate among the administrative staff to USIM's operation.
- iii. To recommend a course of action and solution in retaining the staff to work for the university.

3.4 Literature Review

3.4.1 Introduction

This section presents the review from literature pertinent to the present study and theories focusing on the definitions of turnover and the causes of the employees to quit their jobs.

The turnover of employees is due to their adverse impact on organisations, has

received considerable attention from both human resources managers and business managers (Randev & Jha, 2019). Employees are the tools of the organisation, but their management is a challenge (Glazer & Liu, 2017). According to Ekhsan (2019), employee turnover means they choose to end their employment before end of their employment term in the organisation. Researchers typically see turnover and its counterpart as withdrawal intentions (Cohen et al., 2016). However, in this case research, there is a gap between the turnover and the turnover intention. The intention to turn reflects the behavioural intention of employees, which represents the perceived probability that employees leave the present organisation (Knill, 2016). Mc Carthy et al. (2017) consider that decision whether to stay or leave the jobs is the final stage of the decision-making process, and it is, therefore, realistic to suggest that understanding 'stay or leave intention' could ease the work done by managers in the implementation of appropriate retention strategies.

3.4.2 Scenario on Employee Turnover in Malaysia

According to HR Asia (2018), the Malaysian labour market are influenced by the economic growth, which is driven from both domestic and foreign investors. In 2016, the job turnover in Malaysia was 10.1% higher compared to 2019 with 9.3%. The Asian-Pacific average voluntary turnover rate is at 10 %. Japan reported the lowest with 5% while India recorded the highest with 13.8%

The costs incurred by organisations related to staff turnover were high, which includes the advertising for recruitment, selection process and training. Besides these costs there is also a loss of valuable knowledge and productivity which also depending on the staff position, the expenditure ranges from one and a half to five times of the staff annual wage.

3.4.3 Factors Affecting Employees Retention

From previous literatures, scholars and researchers have discovered several factors that either can reduce or leads to turnover among employees from an organisation. Hayward et al. (2016) indicated that the likelihood of the employee leaving an organisation decreases if certain factors exist in an organisation such as working environment, training and development, leadership and retention of workers, promotion, incentives for growth, rewards, participation in decision-making, job satisfaction and work life balance. Caesar and Fei (2018) suggested that all these components are the keys in engaging workplace interaction together. Indeed, if all the components are present in an organisation, this would not only attract new faces to join the organisation but will also lead to retain the current employees (Nazir & Islam, 2019).

3.4.4 Causes of Turnover and Retention Strategies

Fernet et al. (2017) stated that people quit organisations "for many reasons such as for better income, benefits, the emergence of greener pastures, spouse relocation, to become a full-time parent, to retire, return to college and so on."

According to the HR Masterclass (2018) and survey carried out by employment giant Monster.com in human resources magazine, one of the key factors for leaving their current job is due the need for a better income and financial security with 45% and followed by the lack of growth prospects in their current organisation with 29 %. Contemporary scholars including Mamun and Hasan (2017), Kumar and Mathimaran (2017) and Akinyomi (2016) defined in different ways when looking at turnover. Table 3.9 presents different views from these three scholars on the causes of Turnover and retention strategies.

Table 3.9: Causes of Turnover and Retention Strategies

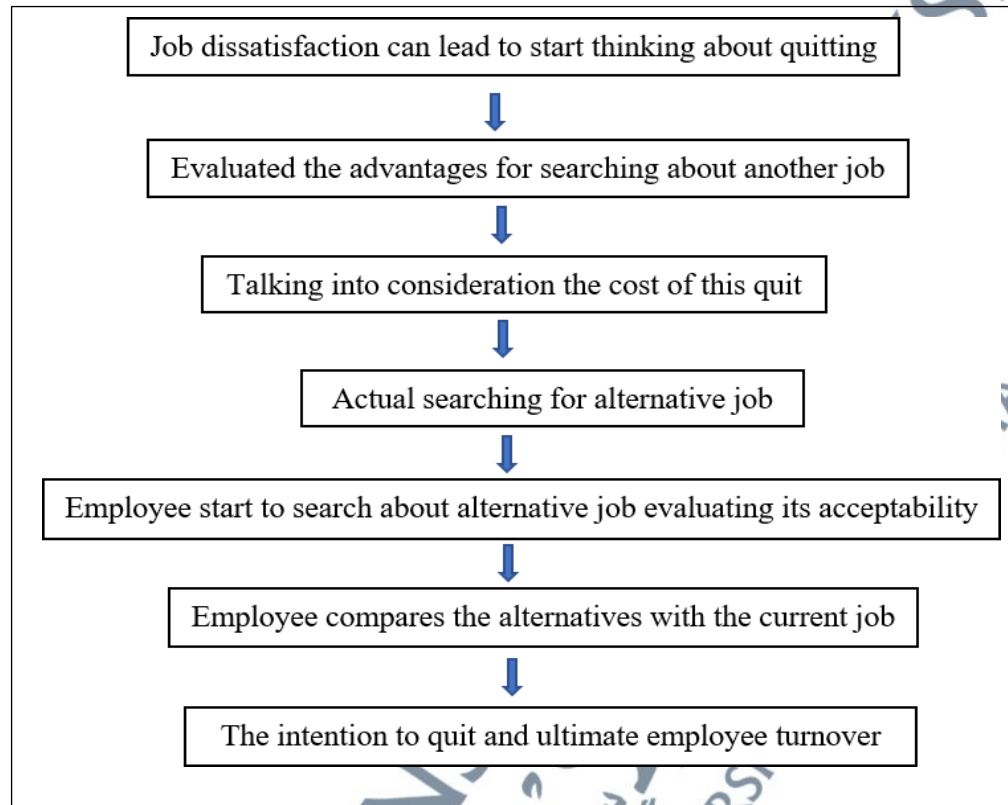
Author	Causes of Turnover	Retention Strategies
(Mamun & Hasan, 2017)	External drivers • Economic growth • Slower growth of job seekers • Unemployment rate at low levels • Shortage of special skills • Entrepreneurship • Job changes for more favourable climates	• Solution set: recruiting new employees • Solution set: establishing an appropriate solution • Solution set: creating equitable pay and performance processes • Solution set: building motivation and commitment
(Kumar & Mathimaran, 2017)	Internal Drivers • Lack of company loyalty • Desire for challenging and useful work • Need for autonomy, flexibility and independence • Need for performance-based rewards	The 8 elements of the High-Retention Organisation: • A clear sense of direction and purpose • Caring management

Author	Causes of Turnover	Retention Strategies
(Akinyomi, 2016)	• Need for recognition for their participation • Desire for all types of benefits • Need to learn new skills • Career growth in all directions • Desire to be on the leading edge • Desire for competitive compensation • Need for a caring, supportive environment • Fewer workers, better times. • Higher expectations of workers • Longer hours, more demanding work • Family demands • Changing work ethics • A new class of graduates • Challenge: meeting the needs of an increasingly diverse workforce	• Flexible benefits and schedules adapted to the need of the individual • Open communication • A charged work environment • Performance management • Reward and recognition • Training and development
	7 Hidden Reasons Employees Leave: 1. The job or workplace was not as expected 2. The mismatch between job and person 3. Too little coaching and feedback 4. Too little growth and advancement 5. Feeling devaluated and unrecognized 6. Stress from overwork and work-life 7. Loss of trust and confidence in senior leaders	Calibre candidate when recruiting thus enhancing its competitiveness.

Source: Cited: Review of Five Contemporary Authors Mamun & Hasan (2017), Kumar & Mathimaran (2017) and Akinyomi (2016)

Further, a comprehensive study had shown that the Mobley Model (Mobely & Meglino, 1977), which explains and illustrates how job dissatisfaction caused employee turnover. It generates seven consecutive stages between the job dissatisfaction and turnover (Busari et al., 2017). Mobley (1982) suggested that workplace dissatisfaction would contribute to career change thinking and has weighed the benefits of looking for a better workplace, given the cost of leaving; workers who pursue other jobs evaluate the new work in terms of acceptability. Finally, an employee compares alternatives to the job done and decides to avoid increasing the eventually turnover of workers (Miao

et al., 2017; Moen et al., 2017). Figure 3.5 demonstrates the Mobley Model (Mobely & Meglino,1977) concept.



Source: Adopted from Mobley and Meglino (1977); Mobley (1982)

Figure 3.5: Job Turnover Process

It is believed that the Mobley Model is not being offered as a solid framework that all staff will commit similarly; some of them may go beyond specific.

In addition, according to Khan et al. (2014), the higher the turnover rate, the higher the expenditures of training, recruiting, and experience socialisation at the expense of the institution. Many experts believe that turnover is a critical issue for institutions, and that 'pleasant work life policies' are the best way to reduce it (Khan et al., 2014). Some institutions are now more conscious of the importance of preserving the past. In the research of Nienaber and Masibigiri (2012), which was thoroughly examined in the United States, Australia, and the United Kingdom, most of turnover

intention was the voluntary turnover, which defined as the unplanned decision made by the employees from a company when the employer still wanted to retain them. In contrast, Kim (2014) mentioned that the causes of turnover are associated with a series of psychological steps such as no job appraisal, job discontent experience, contemplation of quitting, cost of living and desire to seek for alternatives. On the other hand, a study conducted in Taiwanese manufacturing industry by Lee and Seomun (2006) mentioned that; in order to retain the staff, the company must provide benefits such as retirement funds, pensions, severance compensation, and fringe benefits. These benefits are the important factors to prevent the employees quit from the company. In addition, a study conducted by Taye, D (2020), in public universities in Ethiopia, the turnover among the academics will affects both the faculties and the university. For faculty members that leave their employment, it could not be easy to learn new job specific skills and find different career prospects. On top of that, the Universities will also lose job specific skills, which will be disruptive to their teaching process, as well as to their service rendering processes. Subsequently, fast turnover of faculty increases the cost that the universities incur in their human resources development activities (Hailu et al., 2013).

3.5 Research Methods

In order to meet the objectives of this case research, the data obtained from primary and secondary sources. Primary data refers to the information obtained first-hand on the interest for the specific purposes of the case study. Secondary data refers to the information collected from the sources that already exist (Bougie U. S., 2013). For this case research, the primary data consists of questionnaire which were distributed among the former and current staff in Management and Professional (N) scheme. On

the other hand, the secondary data has been obtained from relevant departments in USIM such as Bursar Department and Human Resource Division.

3.5.1 Introduction

Research methodology concentrates on the specific process that involves identification, selection and analysing all the related information obtained from primary and secondary data. As indicated by Sekaran and Bougie (2016), research methodology can be defined as the stages used to gather the sources and data for the motive in the research decisions. Apart from that, it enforces researcher to be critically evaluate the method chosen in achieving the objective of the study. This section offers detail explanation regarding research design, sampling and population, instrumentation, data collection and data analysis. These processes will assist in enhancing the reader understanding about the research.

3.5.2 Research Design

Research design can be described as the structure of procedures to paste together the variety of research's components for handling the efficient research problem (Abutabenjeh & Jaradat, 2018). As stated by Creswell & Clark, (2011), research design is an important aspect that refers to specific plan in manoeuvring the research. The process encompasses of problem statement determination, analysing research questions, methodology, result analysis and writing justification and explanation. This case research chooses descriptive research as the research design for this study. Descriptive research can be defined as one of the research methods that explains the attribute of the population, phenomena or situations of the research as well the study (Samar, 2017).

The form of descriptive analysis as the instrument has been utilised.

3.5.3 Research Population

Research population is important approach in conducting a research. The determination of population before starting the research will help the researcher in directing this research align with the outlined objectives. Purposive sampling will be used to collect the data in completing this applied research. Purposive sampling is a form of non-random sampling that requires certain criteria in selecting the sample. The sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Clark, 2011). Therefore, this study is conducted towards the contract staff from the Management and Professional under the administrative (N) scheme. The total number of staff population involved in the study divided into two groups: namely, 21 of former contract staff who have left USIM and 27 current contract staff. It is due to the reasons that they contributed to the highest number of staffs who left the university. To further investigate and rectify this issue, the researcher seeks for permission and consent from the Human Resource Division and the Registrar of the university to get more information from the staff who has resigned from the university, which enclosed with their names and contact numbers.

3.5.4 Sample Size

Based on the statistical report from USIM's Human Resource Division (2018), there is a total number of 48 Administrative staffs under the (N) scheme in the contract services. Out of the total number of 48 staffs, a total number of 27 are the current staff who are still attached to USIM and a total number of 21 staff who have left USIM. Thus, from that population number of the contract staff under the Management and Professional staff under the (N) scheme, a sample size could be calculated and

determined by that number in order to conduct a survey. For this study, the population size has been determined by using the sample size formula based on desired accuracy with confidence level of 95% by Gill et al., (2010) in (Taherdoost, 2017). The description of minimum amount of sample size subset from population displayed as in Table 3.10.

Table 3.10: Sample Size based on Desired Accuracy with Confidence Level of 95%

Population Size	Variance of the population P=50%		
	Confidence level=95%		
	Margin of error		
	5	3	1
50	44	48	50
75	63	70	74
100	79	91	99
150	108	132	148
200	132	168	196

Source: (Taherdoost, 2017)

Based on Table for sample size of respondents as displayed in Table 3.10, the size of population respondents for 50 people, the ideal sample size is 44 respondents. However, since the number of respondents was reachable and accessible, this case research decided to include all the former and current staff of (N) scheme which refers to 48 respondents which is 100% of the total population of the contract staff under the Management and Professional (N) scheme for the focus group of this study.

3.5.5 Research Instrument

Selection of instrumentation is important that drives a desire result aligned with the objective of this study. According to Creswell (2012), the instrumentation selection is important process that resembles the reality aspects that turns into specific numbers

and values that can be interpreted accordingly. The researcher had to review past researchers that had already done the research in order to construct the questionnaire. Therefore, the questionnaire as the instrument has been adopted from previous study conducted by Alkhateri et al. (2018) on 'The Impact of Perceived Supervisor Support on Employee's Turnover Intention: The Mediating Role of Job Satisfaction and Affective Organisational Commitment' and Jaharuddin and Zainol (2019) under the research on 'The Impact of Work-Life Balance on Job Engagement and Turnover Intention'. The justification of these instrumentations' selection is due to several reasons such as:

- i. The questionnaire constructed is depicted the definite idea that has been discovered previously.
- ii. The questionnaire constructed is fit with the objective of this research.
- iii. The questionnaire constructed can be used generally as it has not been developed and focusing on specific organisation or institution.

According to the justification listed, the instrumentation chosen is appropriately applied in the case research since it has not bind with any specific related industries. The questionnaire practically used a specific language that can be understood by individual. Further action has been taken to coordinate the entire instrument chosen into one design of questionnaire. The questionnaire developed incorporated with different segments that could ease the process of data collection the next process.

Section A is to explore respondents' demographic specifically the gender, age, working status, educational background, and years of working experience. Meanwhile, Section B is the area pertaining the turnover intention factors that consists of 30 questions. This study chooses specific 5 Point-Likert scales that represents: 1-Strongly

Disagree, 2- Disagree, 3-Neutral, 4- Agree and 5- Strongly Agree. Likert scale is a psychometric scale usually included in research that deployed in questionnaire (Martín et al., 2018). Likert scales are employed as it has the advantage that the respondent does not expect a simple yes or no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all (Joshi et al, 2015). Therefore, quantitative data is obtained, which means that the data can be analysed with relative ease. In addition, the Five Point-Likert scales is employed in this study is to ensure that the response rate and response quality increased and it is relatively easier for respondents to understand (Joshi et al, 2015). Besides that, the agreement term uses in the questionnaires as it allows respondents to answer more precisely, and it provides with more nuanced survey responses to analyse (Joshi et al, 2015). It is commonly used to ask participants to rate a set of attitude statements using scales with common categories and in attitude measurement (Van der Linden, 2016).

The questionnaire constructed is in English. According to “The Role of English in Present Day Higher Education,” (Al-Khalil, 2017), English language has become an important language in any sectors such as banking, education, manufacturing, services and many more.

3.5.6 Validity

Validity refers to the degree to which the instruments can quantify the differences between individuals on the construct one seeks to measure. In this study, content validity was determined by an in-depth literature review and the usage of validated survey instruments from previous research. Besides that, an in-depth literature review was conducted to guarantee that the instruments covered the concepts intended for this study. The instruments were examined and approved by the Panels of Supervisors for

Management Module Committee of Economics and Muamalat, USIM in order to ensure the content and face validity. Their comments were provided as below:

- i. Language: Panels have suggested that the language used in the questionnaire should be proofread in a way to capture respondent's understanding.
- ii. Font: In the beginning, the questionnaire used Arial font and 11 points for questionnaire instruments that resulted in excess in pages and psychologically, it will affect the respondent's mood of answering the questionnaire. Thus, the panels have recommended that the font should be changed to Times New Roman and 12 points for questionnaire instrument to ease the respondent to answer. According to (Aggarwal & Vaidyanathan, 2016; Li et al., 2017), Times New Roman with 12 points in size will help the respondents' eyes to relax while reading all questions.
- iii. All the title of the questionnaires must be in English to avoid misunderstanding either to the researcher or respondent.
- iv. Set of questionnaires must be with the serial number to help the researcher to analyse information better and avoid any repetitions of the same respondent.

Once the instruments have been validated, the necessary amendment to the instrument was made based on the recommendation given by the Panels of Supervisors for Management Module Committee. The corrections to the instrument are important to avoid any issues and misunderstanding about the questionnaire in fieldwork.

3.5.7 Pilot Study

Before the process of collecting data taken place, a pilot study has to be conducted. A pilot study refers to the mini version of a full-scale study or a trial run conduct in planning of the whole study. It is also known as a 'feasibility' of the study. According to Gay et al. (2011) stated that pilot study is conducted to ensure the researchers are able to interpret valuable data. The measuring instruments used to collect those data must be both valid and reliable. In addition, it also serves as a platform to verify appropriate instrument in collecting data for the actual study. Pilot study is an approach that has been implemented in this case research by using a questionnaire instrument (In, 2017). For this case research, 10 respondents among the Management & Professional staff (N) scheme were involved in the pilot study. According to Eldridge et al. (2016), a small number of respondents (around 10 to 30 people) is needed in a pilot study. Although it was a small quantity, it has same preferences in actual study (Eldridge et al., 2016), The systematic practice of pilot study was useful to help the researcher to understand the process of conducting a survey well (Becker et al., 2017; Heaton et al., 2016; Johnston et al., 2017; Pedder et al., 2016).

Further, all information obtained from the pilot study analysed using the IBM SPSS 23 to identify the reliability of the questionnaire. Data obtained by using internal consistency reliability of coefficient alpha or also known as Cronbach's Alpha co-efficiency. According to Muijs (2004) stated, the instrument is internally consistent and reliable if the test result is over 0.7. Furthermore, a pilot study led to additional look at the consistent quality of the instrument.

The result of the pilot test as in Table 3.11 provided helpful information on the questionnaire design, wording, and measurement scales. Thus, it gives a clear picture to the researcher to plan and execute on fieldwork based on the time obtained.

Table 3.11: Reliability Analysis of the Dimension

Variable	Cronbach's Alpha	N of Items
Staff Turnover Intention	0.854	24

The validity and reliability test were necessary because the researcher must ascertain that the instrument used were fully examined and consistent with the allocated time (Lee & Seomun, 2016). Validity is a vital venture at the present examination, paying little mind to whether the exploration is qualitative or quantitative (Creswell, 2012). Creswell (2008) stated that reliability of the question guarantees a quality when the scores from an instrument are steady and reliable. Meanwhile, Lee and Seomun (2016) characterized dependability as the consistency of the scores obtained and how predictable they are, for every participant involved in the research.

3.5.8 Data Collection

This section discussed about the method used to gather information from the respondents in order to meet the objectives. Therefore, the study used questionnaires to complete the survey in USIM. The goal of using questionnaire is to collect information about the same variables or characteristics from some cases where the result is a data matrix or a structured or rectangular set of data. As such, it begins with determining a set of questionnaires that comprised of demographic and staff turnover factors variables among the Management & Professional staff under the Administrative (N) scheme in USIM.

To further investigate and rectify this issue, a permission and consent from the Human Resource Division and the Registrar of the university has been granted to get

more information from the staff who has resigned from the university, which enclosed with their names and contact numbers.

In conducting the data collection of management case research, the survey was conducted on 12 July 2018. The established questionnaires are distributed among former contract staff of Management and Professional (N) scheme. In reaching 21 former contract staff, the researcher took an effort by contacting them personally via the phone and gets their consent to participate in the survey. Out of the 21 former staff of USIM, the researcher managed to reach all of them. They have been informed that all the information obtained will be kept and any personal information like names and feedbacks obtain from them will be treated as confidential without disclosing any information obtained from them. The conversation started with an ice breaking session

with the former staff where the researcher explained the purpose of the survey. An

explanation on the importance of the results of this survey to the university's management to identify the root cause and the factors that led them to quit from USIM.

Next, the survey questionnaires have been emailed in getting their feedback by answering the questionnaires. The period of answering the questionnaire is within one week. On 19th July 2018, the researcher retrieved all the information obtained by screening the answered questionnaire. However, only 19 questionnaires were returned. On 20th July 2018, a set of questionnaires have been distributed among current 27 contract staffs of (N) scheme. They have been given a duration of one week for them to complete the questionnaire. The reason why the duration of one-week time in answering the questionnaire has been given to them is considering for them to have a specific

allocation time in answering the questionnaire. Apart from that, as professional profession, they must prioritize their job before they are able to answer the questionnaire during their free time.

After a week time, the questionnaires have been collected and was screen one by one to avoid any missing information or unanswered questions. After all the evaluation had done, all questionnaires were usable and be able to proceed to the next step, which is the analysis part.

3.6 Data Analysis

3.6.1 Introduction

This section discusses on the findings obtained in meeting the objective of the case study. This segment consists of the results obtained from the former staff survey in the Management & Professional Administrative Scheme (N) and the survey of the current contract staffs in the Management & Administrative Scheme (N). By using descriptive data, all findings were clarified in-depth regarding the data gathered. It includes the description of statistics. Descriptive statistics is used to calculate or summarize the available data contained in the graphs, diagrams or tables. This also includes the means and standard deviation. Furthermore, this subtopic also prescribed the demographic data which includes the gender, age, educational background and years of working experience.

Information data analysis was divided into descriptive statistics. The information data was coded into and analysed with the IBM SPSS 23 by Einspruch (2005). The information data obtained are analysed by using descriptive statistic. The description of the following research objective was described below. In achieving the research objectives, the findings used percentage, frequency, mean and standard deviation as representative of the descriptive data analysis. According to Kim et al. (2017), in conducting a descriptive analysis, the information that has been obtained need to be in a set of data. Meanwhile, according to (Devlieger, 2016), mean used to analyse each

score in the distribution. The standard deviation was conducted to measure the data dispersion (Boley et al., 2017).

3.6.2 Findings Derived from the Survey

Descriptive analysis was utilized to generate a description of the data obtained from the study. The study's concise research is to determining factors of staff turnover among the Management & Professional staff under the administrative scheme (N) in USIM was clarified by the number of respondents (N), mean, standard deviation and the number of items. This section was to identify respondent's demographic profiles who are the participants in this study.

3.6.2.1 Demographic Profile of Respondents

Table 3.12 shows the demographic profile of respondents that have been collected from the survey. Subjects' characteristics and background information such as gender, age, working status, education background and years of working experience were collected from total sample of N=46 respondents which are the former and current contract staff from the Management and Professional staff under the administrative scheme (N). The gender shows, male has the highest with 67.4% (N=31) while female respondents are 32.6% (N=15). For the age range between 24 to 29 years old were 54.3% (N=25) while between age 30 till 35 years old respondents were 45.7% (N=21). For the working status, 58.7% (N=27) of the respondents were the current contract staff meanwhile 41.3% (N=19) of them were the former contract staff.

Most of the staff are qualified, earned at least Bachelor's degree holder with the highest percentage recorded at 69.6% (N=32) followed by Master's degree holder with

30.4% (N=14) and lastly, staff with 1 to 3 years of working experience are equals to staff with 4 to 6 years of working experience, with 50% (N=23) respectively.

Table 3.12: Demographic Profile of Respondents

Description		Frequency	Percentage
Gender	Female	15	32.6
	Male	31	67.4
Age	24-29	25	54.3
	30-35	21	45.7
Working Status	Current Contract Staff	27	58.7
	Former Contract Staff	19	41.3
Education Background	Master's Degree	14	30.4
	Bachelor's Degree	32	69.6
Years of Working Experience	1-3 years	23	50.0
	4-6 years	23	50.0

3.6.2.2 Staff Turnover Among the Management & Professional Staff Under the Administrative Scheme (N) in USIM

Table 3.13 shows the variables which have been analysed using SPSS and followed by the frequencies on respondents in numbers and percentages.

Table 3.13: Staff Turnover Among the Management & Professional Staff Under the Administrative Scheme (N) in USIM

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Supervisor support					
My supervisors always motivate me in performing tasks	46	1	4	1.83	.851
Communication between me and my immediate supervisor is good	46	1	4	1.71	1.292
My supervisor shows consideration for subordinates' feelings	46	1	4	1.67	1.227
My supervisor gives me the opportunity to participate in important decision-making	46	1	4	1.30	.909
The form my supervisor uses accurately evaluates my performance	46	1	4	1.29	1.097
The feedback I receive from my supervisor is useful	46	1	4	1.27	1.414

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor is available when needed	46	1	4	1.08	1.307
Overall Mean: 1.45					
Training and Development Programs					
The training and development program prepared me to perform future tasks more effectively	46	1	4	1.96	.842
I am satisfied with the overall quality of training and development program provided	46	1	4	1.68	1.402
I am satisfied with the materials in the training and development program	46	1	4	1.65	1.031
Training and development program are provided by my organisation	46	1	4	1.48	1.090
The training and development program are relevance with my future career	46	1	4	1.42	1.223
Overall Mean 1.63					
Career Advancement					
My organisation holds many interesting positions for my future	46	1	4	1.78	1.246
My organisation actively supports my career development	46	1	4	1.24	1.158
My organisation offers interesting career advancement for me	46	1	4	1.14	.976
Overall Mean: 1.38					
Relationship with Co-workers					
I work with a team who cooperate quite consistently	46	1	4	2.07	.929
There is no bickering and fighting at work	46	1	4	2.01	1.009
I do not receive incompatible requests from all my supervisors	46	1	4	1.94	1.026
I do not have the competence of the people with whom I work	46	1	4	1.91	1.071
Honest competition exists between workers in this organisation	46	1	4	1.80	1.046
I receive an assignment with the proper staffing to complete it	46	1	4	1.83	1.259
Overall Mean: 1.96					
Job Stress					
My job requires me to work extra hours	46	1	4	3.80	1.039
Work assignments are out of my specialized field	46	1	4	3.65	1.402
My job does interfere with my family and social life	46	1	4	3.11	1.197
Overall Mean: 3.52					

The detail are as follows (N)= Respondents

ITEM		S. Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)
Supervisor Support	My supervisor is available when needed	N=30 (65.2%)	N=13 (28.2%)	N=1 (2.17%)	N=2 (4.34%)
	My supervisor shows consideration for subordinates' feelings	N=27 (58.6%)	N=10 (21.7%)	N=5 (10.9%)	N=4 (8.69%)
	My supervisor gives me the opportunity to participate in important decision-making	N=19 (41.3%)	N=20 (43.5%)	N=3 (6.5%)	N=4 (8.7%)
	Communication between me and my immediate supervisor is good	N=20 (43.4%)	N=15 (32.6%)	N=5 (10.9%)	N=6 (13%)
	My supervisors always motivate me in performing tasks	N=34 (73.9%)	N=10 (21.7%)	N=1 (2.17%)	N=1 (2.17%)
	The feedback I receive from my supervisor is useful	N=5 (10.9%)	N=8 (17.4%)	N=7 (15.2%)	N=26 (56.5%)
	The form my supervisor uses accurately evaluates my performance	N=28 (60.8%)	N=15 (32.6%)	N=1 (2.17%)	N=2 (4.34%)
Training and Development Programs	Training and development program are provided by my organisation	N=25 (54.3%)	N=7 (15.2%)	N=6 (13%)	N=8 (17.4%)
	The training and development program are relevance with my future career	N=31 (67.3%)	N=11 (23.9%)	N=3 (6.52%)	N=1 (2.17%)
	The training and development program prepared me to perform future tasks more effectively	N=25 (54.3%)	N=19 (41.3%)	N=1 (2.17%)	N=1 (2.17%)
	I am satisfied with the materials in the training and development program	N=25 (54.3%)	N=18 (39%)	N=2 (4.34%)	N=1 (2.17%)
	I am satisfied with the overall quality of training and development program provided	N=27 (58.6%)	N=13 (28.2%)	N=3 (6.52%)	N=3 (6.52%)
Career Advancement	My organisation offers interesting career advancement for me	N=40 (86.9%)	N=4 (8.69%)	N=1 (2.17%)	N=1 (2.17%)
	My organisation actively supports my career development	N=26 (56.5%)	N=16 (34.7%)	N=3 (6.52%)	N=1 (2.17%)
	My organisation holds many interesting positions for my future	N=40 (86.9%)	N=4 (8.69%)	N=1 (2.17%)	N=1 (2.17%)
Relationship with co-workers	I receive an assignment with the proper staffing to complete it	N=25 (54.3%)	N=15 (32.6%)	N=2 (4.34%)	N=4 (8.69%)
	I work with a team who cooperate quite consistently	N=16 (34.7%)	N=16 (34.7%)	N=8 (17.3%)	N=6 (13%)
	I do not receive incompatible requests from all my supervisors	N=5 (10.8%)	N=8 (17.3%)	N=8 (17.3%)	N=25 (54.3%)
	Honest competition exists between workers in this organisation	N=15 (32.6%)	N=15 (32.6%)	N=10 (21.7%)	N=6 (13%)

ITEM		S. Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)
	There is no bickering and fighting at work	N=24 (52.1%)	N=18 (39.1%)	N=1 (2.17%)	N=3 (6.52%)
	I do not have the competence of the people with whom I work	N=6 (13%)	N=10 (21.7%)	N=1 (2.17%)	N=29 (63%)
Job Stress	My job requires me to work extra hours	N=3 (6.52%)	N=7 (15.2%)	N=1 (2.17%)	N=35 (76.0%)
	Work assignments are out of my specialized field	N=2 (4.34%)	N=3 (6.52%)	N=5 (10.8%)	N=36 (78.2%)
	My job does interfere with my family and social life	N=4 (8.69%)	N=2 (4.34%)	N=2 (4.34%)	N=38 (82.6%)

3.7 Discussion on the Findings

The aim of this study was to achieve the research objectives by analysing the factors of staff turnover among the Management & Professional staff under the administrative scheme (N) in USIM. Therefore, it will deliberate an inclusive summary of the data and findings.

Based on the findings deduced as indicated in Table 3.13, among all the five (5) dimensions, the most contributed factor affected the determinant factors of staff turnover in USIM can be described from the overall mean score (high to low) dimensions, which will be in sequence as follows: (i) Job stress, (ii) Relationship with co-workers, (iii) Training and development, (iv) Supervisor support (v) Career and advancement.

i. Job Stress

Based on the findings under this dimension, majority of the respondents agreed that their job requires for them to work long hours, their work assignments were out of their specialised area, and interfere with their family and social life. In this context, insufficient workers may lead to unequal work distribution among the staff. Therefore, adequate staffing ensures that the workload is being equally shared and distributed

according to one's expertise and related skills. Even without having the relevant skills in the first place, one can be trained to improve their skills or learn new skills and subsequently take up the challenge to complete the given tasks. In this context, it is the responsibility of the leader to ensure that adequate number of staffs with relevant skills are being assigned to complete respective work task. Failure in this would create injustice to some staff with burden of overload of work. Again, this will stress out the staff and trigger the intention to leave. In addition, there were strong reactions towards the long and odd working hours. From the questionnaires, majority of the staff worked long and unsocial hours and thus missed out on their social lives. If the working hours are revised, the employee turnover rates experienced in the University might not happen as staff would be more content with their jobs. In fact, long working hours may have a negative impact on the staff, overlap with their family commitments or restricts and social life. Motivation is essential in all working environments. It is one of the major factors that determine an employee loyalty to the organisation. Staff would feel highly motivated when their knowledge and skills are put to effective use in the workplace. They feel like they play an important and an integral part of the university and sense of belonging. A cheerful and stress-free working environment is another factor that influences the staff's motivation level to work on daily basis.

ii. Relationship with co-workers

The second dimension was related to the relationship with the co-workers. Based on the findings, there were issue pertaining the relationship among the staff with the co-workers. This is true if strained relationship occurs among co-workers creating reluctance to cooperate as a team. Without full cooperation from all team members, eventually some would have to take extra workload in assuring that the job is completed

as expected. This action will snowball and create overload of work for staff that are committed and responsible and to those who were unwilling to cooperate in the beginning will seem to have less work than others do. This unequal distribution is unfair and will create dissatisfaction, and if not being handle properly by the superior, will leave a demotivated feeling among the staff. Therefore, without a strong motivation to work, a staff would seek for a job alternative. Ideally, staff needs constant motivation to be able to perform well at work. Motivated staff would also be able to foster greater teamwork relationship.

Good relationship with co-workers and subordinates has quite an impact on one's performance. Backstabbing, feeling envious and putting own self-interest first above others are among the common negative attitudes that builds up strained relationship at a workplace. These negative attitudes are considered hazardous as it is contagious and influential, creating stressful working environment if not being curbed at an early stage. An experienced and competent superior would be able to identify the cause of such negative feelings. On most occasion, the problem can be sorted with a confession session. Breakdown in communication among the staff may be the main causing factor of these negative feelings.

iii. Training and development

Next factor that clearly affects the level of motivation among the staffs or the respondents was the lack of training and development programs. Staff skills can only be perfected and sharpened through training and development. Without proper training, staff would not be able to progressively add value to the university. Majority of the respondents, both former staff and the current staff stated that some of the training and development programs conducted did not meet their expectations and at times are

irrelevant to their post in the Management & Professional administrative staff scheme (N) in USIM. Training and development may affect job satisfaction and organisational commitment. An effective training program can lead to greater commitment and less employee turnover. An organisation that provides inadequate training increases staff turnover (Ko et al., 2018; Rhodes & Toogood, 2016). It shows that the university should identify and conduct relevant trainings for the career needs and skill development of the staff. Previous research by Narayanan et al. (2019) and Oelze et al. (2016) had shown that training is an important retention strategy which establishing and supporting learning, and working organisation is beneficial to the organisation. Training of new employees ensures that they are comfortable in their new work environment and reduces the chances of the employees getting frustrated in their new position. Employees who feel they have the chance to develop new skills through training and development in the workplace are more satisfied with their jobs and as a result, more likely to remain loyal to their organisation.

iv. Career and advancement

For the dimension under career and advancement. Both, current and former staff expressed that they did not see any possibilities of career advancement for them in USIM. In fact, the only reason that they are still working in USIM is because there is no other job alternative for them. Career development ensures that an employee is successful in their career resulting in career satisfaction. The performance of employees is likely to be better when they perceive the opportunities for career development within their organisation or industry is high.

Career development involves creating opportunity for promotion within an organisation by providing opportunity for training and skills development that allows

employees to improve their employability in the market. Additionally, organisational support for career development has been associated with a reduction in voluntary exit by employees as they are likely to perceive career development opportunities within the organisation as high. Talented employees are required to maintain a competitive advantages and employees want career growth to develop and rise on the career ladder. Such methods include advancement plans, internal promotion, and accurate career previews at the time of hiring.

v. Supervisor support

Next dimension was concerning the Superior support. This section touches on the role of the Superior from the staff's point of view. Various feedbacks were given by the respondents both from the former and the current staff. The Superior-subordinate relationship is, from an employee's perspective, the most important relationship in an organization (Robbins & Judge, 2018). To a very large extent, this relationship, according to Robbins and Judge (2018) determines how happy and satisfied the employees are with their jobs and work environment, how good is their prospects of career development are within the organization, and the quality of their day-to-day experiences in the workplace. It has been pointed out by some of the staff who felt that their Superior were not treating the staff equally. 41.3% were strongly disagreed, and 43.5% were disagreed with the item for 'Supervisor support' dimension which is 'My supervisor gives me the opportunity to participate in all decision making process'. In an organization, a Superior should maintain a good rapport and develop a harmonious relationship with all staff under his wings. By doing so, the superior would gain the trust and support that he needed from his subordinates. The staff would be convinced of his leadership and confident to give their full commitment and dedication towards the same

working team. The superior should conduct and lead his team in a professional manner. Narayanan et al. (2019), suggested that trust in a Superior and perceived support from Superiors increases the probability of employees to stay within an organisation whereas, a poor or non-existent relationship, increases the chances of voluntary resignation by the employees. These leadership style can affect organisational commitment and work satisfaction positively and work satisfaction can affect organisational commitment and work performance positively. In sum, this case research revealed the staff's level of satisfaction towards their Superiors. The respondents expressed many concerns over how they were being treated by their Superiors. Most working relationship between the Superior and the staff was not on a good term basis. Common problems include lack of understanding, breakdown of communication, lack of appreciation and managing issues.

In the past, many scholars and researchers have identified turnover in many different terms and concepts. Sakila (2019) defines the turnover intent as an attitude or likelihood of an employee leaving the company. Other researchers including Fitria et al. (2017) indicated that turnover could also be described as the labour movement outside the organisation. It can be a resignation, transfer of organisational units and the end or death of a member of the company. Robbins and Judge (2018) explained that turnover could occurs on a voluntarily basis as well.

Voluntary turnover occurs, is when the staff chooses to leave due to the obvious competitive nature of the work currently available and the opportunity for alternative employment. In this circumstance and for this reason, the university should embrace the conventional or the western theories to tackle the motivation issues. In addition, from the Islamic perspective as stated in the Holy Quran and Hadith, the university may apply

the Islamic principles practiced by the Prophet Muhammad SAW as well as the Muslim scholars when it comes to the issues related to motivation.

3.8 Models and Formulae Used

There are various management tools and models across the management discipline which are designed to help organisations to develop their action plans in order to achieve their goals. However, for this case research, the Maslow's Hierarchy of Needs Theory, Herzberg Two-Factor Theory and Adam's Equity Theory are seen as the most appropriate models to be used due to its principles and may also adopt the Islamic principles to overcome the existing scenario by comprehensively identifying and analyzing the capability of organisation to accomplish the desired outcome.

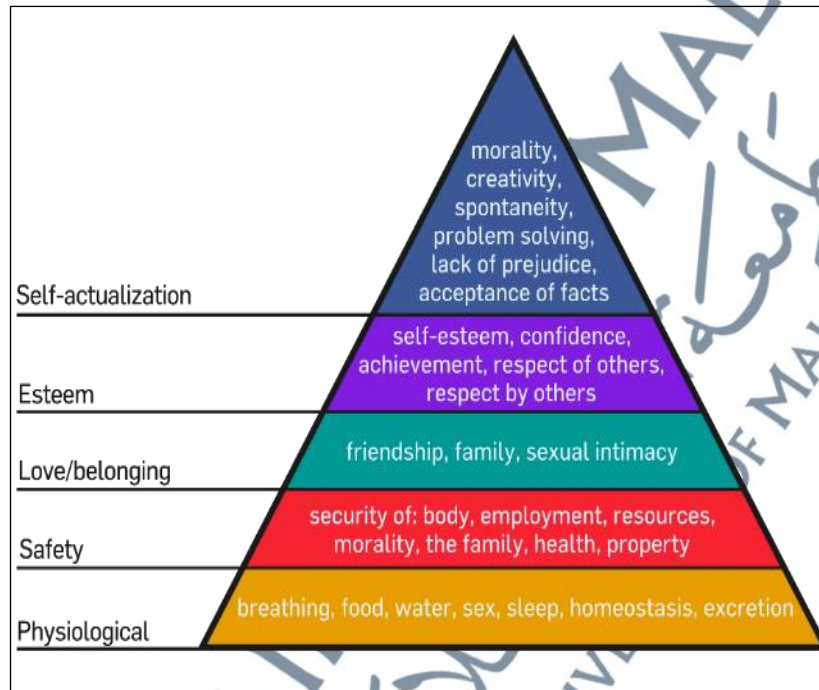
3.8.1 Maslow's Hierarchy of Needs Theory

Abraham Maslow Motivation Theory: The Hierarchy of Needs Theory. Maslow has developed a theory on how all motivations are intertwined. In his theory, he called it as a "required hierarchy." There are various types of these needs. Once a basic level of needs has been achieved, people will go for the next level of needs as indicates in Figure 3.6.

The extent of human needs is divided into the following:

1. Physiological needs: basic needs, such as hunger, thirst, shelter, sleep, oxygen, and other physical needs.
2. Safety: including safety and protection against physical and emotional losses.
3. Social needs: includes the need for belonging, affection, acceptance, and friendship.

4. Esteem needs: includes internal respect factors such as self-esteem, autonomy, and achievement; As well as external factors such as status, recognition, and attention.
5. Self-actualization includes the desire to become more fully self-abilities, to be at desired position according to individual's capability.



Source: Maslow, A. H. (2000)

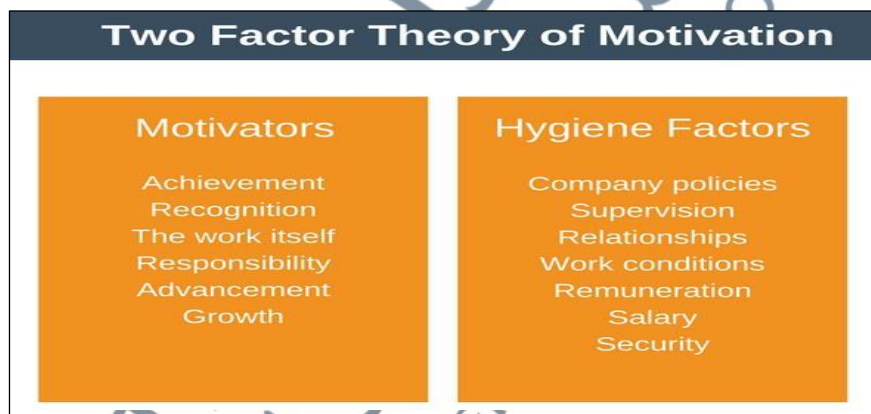
Figure 3.6: Maslow's Hierarchy of Needs Theory

3.8.2 Herzberg's Two-Factor Theory

Herzberg et al. (1959) has developed a two-dimensional paradigm of factors that affect work attitudes. He has concluded that hygiene rather than motivation factors such as company policy, surveillance, interpersonal relationships, working conditions, and wages. The theory suggests that lack of hygiene factors can cause job dissatisfaction, but their presence does not motivate or satisfy.

In contrast, he found that the motivators were elements which enriched the job of a person; in particular, he found five factors which were important factors for job satisfaction: achievement, recognition, work itself, responsibility, and progress. These motivators (satisfactory) had a long-term positive effect on job performance. At the same time, hygiene factors (unsatisfied) consistently only produced short-term changes in employee attitudes and performance that rapidly fell back to their previous level.

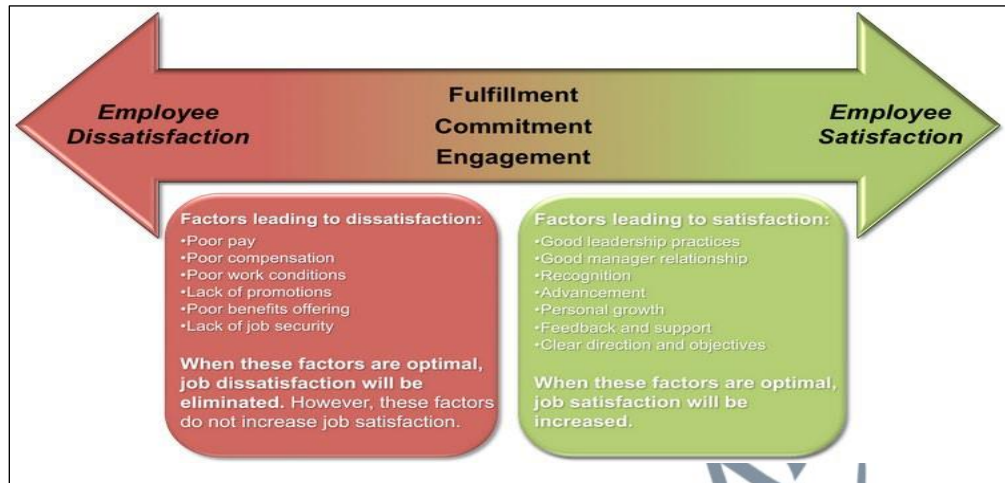
In sum, satisfiers describe the relationship between a person and what they do, many related to the tasks they carry out. On the other hand, dissatisfaction has to do with the relationship of a person with the environment in which the work is carried out. The satisfiers are what a person does when he is unhappy with the situation in which he or she does. (See Figure 3.7).



Source: Snyderman (2017)

Figure 3.7: Herzberg's Two Factor Theory

On the other part, diagram in Figure 3.8 shows the differentiation on those factors (motivators and demotivators).



Source: Chaboneka (2016)

Figure 3.8: Herzberg Theory on Separation of Motivators and Demotivators

3.8.3 Adams' Equity Theory

Adams' equity theory as Figure 3.9 is closely linked to Maslow's and Herzberg's theories. Equity theory, though, takes a less direct and dynamic approach than the previous two models; the employee may be satisfied with their condition one day, but will be defeated on the next day. Adams' Equity Theory has two core concepts.



Source: Tanner (2017)

Figure 3.9: Adam's Equity Theory Model

Firstly, a balance between job inputs (effort) and outputs (reward) is essential. Additionally, workers ought to feel equally handled relatively to their colleagues. The inputs and outputs are precise: the effort, experience, expertise, and dedication given by workers are what they get in return, including remuneration and recognition. Equity Theory explains on those ratios.

The second aspect to consider is that workers equate their ratio to 'referents,' peers with whom they believe like they should be comparable. If the staff feels their ratio were not well-balanced, they will look towards these referents and compare their rewards. If the staff feels 'under-rewarded', their natural impulse is to restore their perception of equity. They can do this by reducing their input (putting in less effort), or by trying to increase their outputs, which often manifests as a pay rise request. Those who felt worried that they have been over-rewarded might start feeling uncomfortable and demotivated or decide that minimal effort pays off. This theory reminds us of the topic of diversity and how organisation needs to be mindful of the expectations of individual workers. For instance, the company might think that it is regarded as fair by offering the entire employees the same pay and benefits. Nevertheless, the company cannot monitor how people view salaries and benefits. Some may feel like they have worked harder than their colleague but still earn the same recognition. Some people may think they do not deserve the same pay. What looks equal on paper will not always perceived as such in practice. Adam's Equity Theory focuses on equal outcomes that are closely linked to both award and recognition drivers. In other words, if the workers believe they are doing an outstanding job, they want us to notice and accept it.

If an employee receives positive feedback, maybe a compliment and some reward (whether by salary, promotion or training) then the employee engagement and commitment to work will naturally increase. The Equity Theory also emphasizes the

value of the management support network. When management opens a dialogue or conversation with workers on equity issues, staff will feel much more confident that their views and opinions will be heard. The issues could be with pay structures, a growing recompense scheme or benefits such as flexible hours, as everyone is aware of what a 'reward' is (Garg & Yajurvedi, 2016).

3.9 Potential Impact and Recommend Solution to the Organisation

From the past literature on those theoretical aspect, it will then lead to recommendations which serves as proposed solution for the identified issue.

3.9.1 Maslow's Hierarchy of Needs Theory

First on Maslow's Hierarchy of Needs Theory is the physiological needs. Physiological needs are human being's most basic needs to survive which includes food, water, and place to stay. In the context of this study, USIM as the employer is responsible in compensating their workforce's time spent and effort put in to complete all tasks given with a stable employment that provides appropriate salary. This salary will enable the workforce to fulfil their basic requirements to live. By fulfilling this requirement, USIM has fulfilled the lowest level in the Maslow's Hierarchy of Needs Theory.

However, from the conversation with the staffs during the distribution of the questionnaires, there were some complaints received from the staff verbally regarding the difficulty for them to purchase food during their working hours and during their break time. Perhaps the university should consider providing staffs with other alternatives regarding this issue. The solutions would eventually help to reduce time

spend to travel for the staffs during break time means more quality time to spend on their work task.

Next on the list is Safety or Security needs. Once basic human needs have been fulfilled, Maslow describes the need for security. The need for security at work includes a safe and conducive working condition, complete with all the necessary facilities for their workforce to perform their job. On the other hand, job security refers to a stable physical and emotional environment issues such as salary, working benefits, safe work environment and fair work practices. The university needs to comply with the workplace safety requirements of their staff by providing safe working conditions and guaranteed job security in terms of on-time salary payment.

Monetary issues are relatively important, especially during the economic downturn in the country. From the findings, majority of the respondents (former and the current staff) agreed that they were glad that they have chosen USIM as the organisation to work for, over other organisation. It indicates that they were happy with the working environment in USIM. USIM has provided them with working conditions that are inspiring and equipped with adequate workstations, and all the necessary office equipment. Once the need for safety is met, social needs that encompass the need for belonging, trust, love and compassion are essential drivers. At this level of need, people will never feel the absence of friends, women, husbands or children. As human being, time allocation to socialize and spend time with friends, colleagues and families is a necessity.

Social needs are important to humans so that they do not feel alone, isolated and depressed. Fulfilling the social needs is a good way to release any work stress and tension. Friendships and family also contribute in fulfilling the social needs. From the findings, it has shown that majority of the respondents expressed that they were

somehow agreed that their job somehow does interfere with their family and social life. The university as the employer, can play an important role in assuring that their workforce has enough time to fulfil their social needs. After work programmes such as recreational events, in-formal family day events or even sports events could be organized among the workforces. Such events encourage teamwork and strengthen the relationship between superior and subordinates and between co-workers.

A work life balance plays an important part in maintaining the belongingness among the workforce in the university. Next is the esteem needs (positive self-image, respect and recognition issues, which refers to the need for self-esteem and respect, with self-respect being slightly more important than gaining respect and admiration from others.) At the end of the day, nothing is more rewarding than receiving an appreciation or acknowledgment from your superior. From the findings, majority of the respondents strongly disagreed with the statement that 'my organisation offers interesting career advancement for me'. In this context, the theory defined this need is by providing compliments, rewards and job promotions are some examples from the employer that reflects confidence and trustworthy bestowed on an employee. Such rewarding gestures will elevate an employee motivation to work. Having motivated employee would mean low staff turnover.

The need for self-actualization is the core component of Maslow's Hierarchy of Needs Theory. Even today, several thinkers have prioritized this need to promote a superior personality. There was an idea in recent years of the need for a connection between the economic capacity of the empire and spiritual depth. Majority of the respondents disagreed with the statement that 'My supervisor gives me the opportunity to participate in important decision-making'. This statement translated to the role of superior. He or she who has been appointed as the superior should be trustworthy

leader without ignoring the spiritual hand. In this case, Maslow's pyramid of needs is distorted from the beginning of physiological needs to self-realization. The action of the predicted organism is therefore not selfish and continuously strives to fulfil the requirements, but rather to understand rather than to give and to receive. The need of self-actualization is individualized in nature. The Superior or leader should counter for this need by providing challenging work to their staff, by inviting staff to participate in decision-making and by giving the staff some flexibility and autonomy in executing their jobs.

In short, Maslow's Hierarchy of Needs Theory suggests that if the basic needs of an employee are met, higher salaries will not encourage them. Workforce or the staff would also be inspired at work by fulfilling all their needs. Needs could be defined as; excellent benefits, safety standards at work, socialization opportunities, increase self-esteem and further development opportunities. Employers must retain their staff from resigning and working for other organisations.

i. Motivation

Having the drive to wake up every morning and get ready for work requires a huge effort. A high motivated staff would have no problem in doing so, in fact looking forward to doing it every morning. This motivated staff must have something that excites him or have something related to his interest that made him feel eager to get to work.

On the contrary, how would you feel if you are being forced to do something that you are not good at, or being held responsible for something that is not in your job description in the first place? You are being burden with workload and had to sacrifice your time in order to fulfil the given tasks. To make things worse, despite finally being

able to sort things out with your own effort, your achievement was not even being notice by your Superior. Sadly, these are the actual scenarios that happened in USIM as being shared by the respondents. Problems have been building up over time, slowly demotivating the staff and up to a point they cannot longer tolerate and decided to voluntarily leave. Lack of motivation to work, is a serious issue needs urgent attention from the Management in order to reduce the staff turnover rate. Staffs require constant motivation to improve their working performance. In fact, in the university, motivation of the staff is a key determinant to the success of a university. This is primarily because staffs provide services to the stakeholders directly. Motivated staffs tend to offer great and high- quality services to stakeholders.

There are several techniques and theories that the University could apply in its attempt to elevate the motivation level among its staff. For a start, the university needs to revisit its recruitment selection proses. The university needs to make a proper match between specific skills with the relevant job description. By identifying the staff's strength or interest and matching it with the relevant job scope will create a much desirable working environment. Staff would be able to perform their job better as they are familiar with the tasks. The existing skills and interest that the staff possessed should later be enriched to further improve the staff capability which in turn will boost their morale to work.

ii. Job enrichment

Job enrichment means to enhance a job by adding more meaningful tasks to make the work more satisfying. For example, if the staff is good at public relation skills, allow him or her to apply and practise the related skill and only assign tasks revolving around

this. Job enrichment can fulfil the higher level of human needs while creating job satisfaction at the same time.

In fact, research on job enrichment by Akkermans & Timss (2017), Chan et al. (2016) and Rastogi and Chaudhary (2018), found that employees need the following to achieve job satisfaction:

- Skill variety or many different activities as part of the job.
- Task identity or being able to complete one task from beginning to end.
- Task significance or the degree to which the job has impact on others, internally or externally.
- Autonomy or freedom to make decisions within the job.
- Feedback or clear information about performance.

In addition to job enrichment, it defined as the adding of new challenges or responsibilities to the current job, which may also bring to job satisfaction. Assigning staff to a special task or project is an example of job enrichment. The resultant action of integrating the motivation to work, should be integrated with a proper rewards/punishment system, as this would yield a motivated behaviour which leads to the next step that the university could take in order to reduce staff turnover rate. The university may introduce rewards and incentives to the hardworking and well performed staff within the Departments/ Faculties/ Centres periodically or quarterly instead of yearly basis award. Giving such rewards is the most significant motivation tool to retain turnover among the staff. A Superior's recognition and appreciation on the efforts and inputs by the staff often motivates them to work even harder. Letter of appreciation from the Superior to the staff is one of the examples of the motivational tools. The third step that the university could implement in order to maintain the high level of motivation

among the staff is to get the staff involved in decision making process. For instance, the involvement of staff in their work is by allowing them to make decisions and act upon those decisions.

3.9.2 Herzberg's Two-Factor Theory

The outcome of this theory could be extended to the present USIM's scenario and would have a significant impact on USIM's working environment. For example, salary is listed on the factor of hygiene. There were fair pay, and benefits are expected, but it may not necessarily motivate someone to do a better job. On the other hand, staff development schemes, such as management training programs, would be considered as a motivator.

The origin of the motivating factor of Herzberg, is the actual motivators tend to be related to the working conditions and recognition surrounding the work performed. Herzberg's hygiene theory stated that, by simply eliminating the causes of dissatisfaction in a job will not create satisfaction. It will merely create a condition in which the individual is neither satisfied or not. In other words, they will be in a 'neutral state,' but will not be motivated. Based on Herzberg Theory, the university could apply it by eliminating the hygiene factors and creating conditions for job satisfaction. Concerning the previous explanations on the role of different factors in rewarding workers, internal factors consisted of factors that influence job satisfaction and inspire the inner sense of employees. It is supposed that some of these intrinsic factors are present. In that case, some of them have a negative effect on work satisfaction and the elimination of these factors did not seem to be a problem.

This question is precisely in line with Herzberg's motivation-hygiene principle that adequately distinguishes happiness and dissatisfaction (Alshmemri et al., 2017). Internal factors which include the habits, emotions and behaviours of workers in the workplace and manage their work relations. Such internal factors include personality, emotions that contributed a significant difference in job satisfaction (Bakotić, 2016; Hoboubi et al., 2017; Judge et al., 2017; Kampkötter, 2017; Kianto et al., 2016; Valaei & Rezaei, 2016). The external factors of Herzberg Motivation-Hygiene theory are factors, which have an extrinsic workplace effect, arising from environmental concerns supportive of the company and its policies, coordinated by managers in the workplace. Such external factors include wages, jobs, co-workers, supervision, and promotion. The effects of external factors are similar to internal factors, but their causes are substantially different.

Steps to be followed by the Management to satisfy their workforce are as follows:

Step 1. Eliminate Job Dissatisfaction

- i. Identify obstructive and non-effective policies and systems.
- ii. Provide effective leadership.
- iii. Create an environment that is supportive of good working relationships.
- iv. Build teamwork and respect for each other.
- v. Ensure the pay is competitive with market conditions.
- vi. Provide a foundation for job security and stability.
- vii. Create job status by aiming to provide meaningful work for every position.

Step 2. Create Conditions for Job Satisfaction

Examine every job to see if it can be made better and more satisfying for the staff.

Typical things to look at when doing this are:

- i. Create opportunities for achievement in the role.
- ii. Provide recognition and feedback for the worker's contributions to the role.
- iii. Create and evolve the role to enable it to be rewarding, stimulating and matches the abilities of the person.
- iv. Provide a foundation of delegation and responsibility for each team member, as much as possible.
- v. Provide a roadmap to the promotion, whereby individuals can advance through promotions and a clear career path.
- vi. Provide training opportunities to help individuals grow in their roles and support advancement to positions that they aspire.

iii. Career Advancement

Career advancement is one of the most important elements for employee satisfaction and retention at any organisation. It is related to the job security and has direct impact on the staff motivation level. Based on the data obtained from the Human Resource Division of USIM, USIM was not granted any new recruitment warrant for the administrative scheme (N) for the past three (3) years. Failing in getting staff recruitment warrants means that no contract-based staff could be promoted to a permanent posting. From the survey conducted, it was found that there are current staff who had been working with the university for more than five (5) years and yet is still under the contract basis scheme.

Besides that, they felt that the organisation did not offers interesting career advancement for them as there were no recruitment warrant for permanent positions offer to them. It can be translated that there is a need for the Management to put a full effort to get new recruitment warrant from the Public Service Department (JPA). Another contributing factor to the staff turnover was inadequate interesting positions for the contract staff.

The standard procedure to request for staff recruitment warrants from the Public Service Department (JPA) is by submitting a letter of request, stating the number of recruitments that are required for that particular year. In USIM, this standard procedure has been in practice ever since. Therefore, a more proactive action needs to be taken in order to get the staff recruitment warrants. The Top Management needs to get involved in a more direct negotiation with the authority, which is the Civil Service Department (JPA).

It is about time that the Management shows their commitment towards the workforce in providing them with a better job security. Direct negotiation and concrete justification of the needs for the recruitment warrants for the Administrative (N) scheme needs to be highlighted to JPA. From the monetary point of view, having to receive adequate recruitment warrants from the Public Service Department (JPA) would enable the university to promote the current contract base staff to a permanent position. This would result in substantial savings on the operational expenditure allocation. Allocation for the contract staff salary could now be channel to other viable projects. In relation to this, more time will be devoted towards the development of highly efficient staff that will ensure all university goals and objectives are achieved. However, the university must also be aware of the costs associated with staff retention.

Just like any other assets, staff are important investments for the university. In fact, from the Islamic perspective, negotiation is one of the methods of getting the best solution. For instance, Allah SWT shows His Prophet SAW how to negotiate with mankind if he or they needed. In the Holy Quran, Tafsir *Ibn Kathir* explained in *Surah An-Nahl* (16, verse:125)

Allah SWT says "invite to the way of your Lord with wisdom and fair preaching and argue with them with that which is best. Truly, your Lord best knows who has strayed from His path, and He best knows those who are guided". The message revealed from this verse; Allah commands His Messenger Muhammad to invite the people to Allah with Hikmah (wisdom). Ibn Jarir said: "That is what was revealed to him from the Book and the Sunnah and (fair preaching) meaning, with exhortation and stories of the events that happened to people that are mentioned in the Qur'an, which he is to tell them about in order to warn them of the punishment of Allah (and argue with them with that which is best.) meaning, if any of them want to debate and argue, then let that be in the best manner, with kindness, gentleness and good speech, as Allah says elsewhere (And do not argue with the People of the Book, unless it be with that which is best, except for those who purposefully do wrong.

(Al-Qur'an. An-Nahl 16: 125)

In other words, Allah SWT reminds His Prophet SAW that if any of them (mankind) needed to debate and controversy, do it in a gentle way and with a good speech interpretation of the meaning. As human being, diplomacy is the best way when it comes to dealing with people. The Human Resource Division can no longer rely solely on the standard procedure of requesting the staff recruitment warrants. Proactive measures as mentioned earlier would be much effective. An alternative way to get an Administrative (N) scheme post is by swapping or trade off the post received from another scheme to the administrative scheme (N). The Human Resource Division can do such changes as they occasionally have extra post which could not be filled, especially the academic post. This will give the opportunity to the contract staff to be promoted to the permanent post.

Based on the information obtained from the Bursar Department of USIM, for three consecutive years (2016 to 2018), the Management budget for the operational expenditure received from Ministry of Finance through Ministry of Higher Education as stated in Table 3.14.

The total amount of the budget allocation was given as a one-off to the university. USIM, as a statutory body and with its autonomy status given by the Ministry of Higher Education could recruit staff for any scheme that meets the needs of the university, particularly for the administrative scheme (N). The university may introduce a new scheme to recruit the new staff. The idea of creating an attractive recruitment plan perhaps will attract and retain the existing contract staff due to no staff recruitment warrant received from JPA. By offering a permanent basis scheme to them but not having the pension fund is one of the alternatives that can be introduced by the university. In other words, staff will contribute to the Employees Provident Fund (EPF).

Secondly, the university may propose a Retirement Fund (*Pelan Persaraan*) for both the contract and permanent staff. In any event of misfortune or related to the country's economic situation, this proposed fund would be able to compensate for the staff's monetary requirement. Besides these two main factors, other factor includes the benefits for the staff, work life balance and the availability of training and development programmes. This also requires the necessary attention from the Management as they too contribute to the turnover rate in USIM based on the received feedbacks.

iv. Benefits

Another caused was pertaining to the benefits. Through well establish benefits schemes employee well-being will better improved and this is likely to influence their level of employee trust in organisation (Engelbrecht et al., 2017). The management

systems practiced by the early Muslims are more concern on the importance of managing people and taking care of their need and problems.

The Management should have that personal touch in order to achieve respect and trust of their subordinates. A way to rectify this is to revisit the staff benefits and packages offered to the staff in the university. Appropriate benefits packages should be awarded to staff in accordance with their input in the university. Survey employees on fairness and consistency of the pay and benefits system and ask them which recognition programs would consider to be good incentives (Montani et al., 2020). This way, they will feel that their input is appreciated. Moreover, additional benefits packages should be offered to the staff to reward for their hard work. Benefits are a great way of boosting staff's morale while working. By having the benefits, staff are bound to work for longer periods of time with the university. Loan facilities such as car loans, computer loans and hospitalization health scheme facilities may be offered and extended as an additional benefit to the contract staff. In fact, the coverage of this health benefit could be further extended to their nearest of kin such as father and mother.

This is in line with the 2019 budget announcement made by the Government to extend the hospitalization benefit to the nearest kin of the government staff. On top of this, a Medical Retirement Fund (*Pelan Persaraan Perubatan*) may be proposed by the university for contract and permanent basis staff. In any event of misfortune or related to the country's economic situation, this proposed fund would be able to compensate for the staff's monetary requirement.

v. Training and Development

Another contributing factor is the lack of relevant training and development programs for the staff to improve their skills. Question in the Training and Development Program section of the questionnaires stated that 'Training and development programs

were provided by my organisation’.

The main objective of this question was to see if the staff felt that the provided training and development programs were able to further their chances of career advancement. Unfortunately, majority of the respondents disagreed with the statement. From the past literature, it is believed that; by providing a proper guide and training for the staff, they will be equipped with managerial skills and knowledge which are relevant to their job scope. It is advisable for the Human Resource Division to conduct a comprehensive course and proper trainings on writing an effective paperwork, writing of formal and informal letters, how to conduct a meeting and minute writing effectively once the staff report for duty. From the survey feedbacks, the staffs strongly disagreed that ‘the training and development programs that were relevant to their future career’ provided by the university. This indicates that they were not offered proper training and development opportunities to enhance their skills while working for USIM.

To meet our higher-level needs, human being needs to experience self-growth. Human Resource Division can help this process by offering training programs within the organisation or pay for the staff to attend relevant managerial and career skill training and workshops. In fact, on most occasion and current practise, the staff had to take the initiative to search and suggest the relevant training programs to the Human Resource Division. The Human Resource Division should take a more proactive approach in making the first step to conduct a comprehensive Training Needs Analysis (TNA) and by getting feedback from the Superior on the needs of specific training for the Management & Professional Staff in the Administrative scheme (N). To retain their staff, USIM must invest in training and development programs, offer them attractive benefits and present them with opportunities for career advancement. Even though, all these activities require significant financial resource, properly trained and motivated staff will bring in more significant returns to the university.

Another issue that was brought up by the respondents was concerning issue whereby the respondents claimed that their 'work assignments are out of their specialized field'. Hence, skills and knowledge were not put into effective use in their workplace. They were under-appreciated. This is also a crucial factor that causes the ineffective staff at the workplace. The suggestion to counter this issue is to provide a clear job description (JD). The Human Resource Division should brief the staff during the interview session. They need to inform the candidates what are the duties and responsibilities as Management & Professional staff in the administrative scheme (N).

By providing a specific and clear job description (JD), the appointed staff would have a clearer picture of what are their tasks if they were being selected and appointed as the Management & Professional staff in USIM. As defined by (Thomas, (2015), by providing a clear job description, it will motivate staffs to stay longer with the organisations.

vi. Work-Life Balance

In addition, the staff felt over-worked and under-appreciated. Most of them had to work extra hours to complete their task, making it almost impossible for them to socialize. Work-life balance was not favourable, and thus more staff felt discouraged to continue to work with the university. There are several ways that USIM can deal with this issue. Work-life balance was among the concerned issue highlighted by majority of the respondents (former and current staff).

Human beings are social beings that require separate time for leisure and to socialize with friends and family members. When this is being inhibited by work-related commitments, stress is inevitable. Staff who work long and unsocial hours tend to develop various social disorders arising from their depression and prolonged exposure to a similar set of activities. Even during the time of the Prophet Muhammad SAW, The Prophet once heard that one of his companions was fasting every day and spending all

night in prayer. The Prophet made a point to go visit him and advise him not to do this.

Here is what the Prophet SAW told him:

"I have been told that you stand all night (in prayer) and fast all day." I said: 'Yes (I do).' He said: 'Do not do that. Sleep and stand (in prayer); fast and break your fast. For your eyes have a right over you, your body has a right over you, your body has a right over you, your wife has a right over you, your guest has a right over you, and your friend has a right over you. I hope that you will have a long life and that it will be enough for you to fast three days of each month. That is fasting for a lifetime, because a good deed is equal to ten like it.' I said: 'I feel able to do more.' I was strict, so I was dealt with strictly. He said: 'Fast three days each week.' I said: 'I am able to do more than that; I was strict, so I was dealt with strictly. He said: 'Observe the fast of the Prophet of Allah, Dawud, peace be upon him. I said: 'What was the fast of Dawud?' he said: 'Half of a lifetime.'" 'Ata said: "someone who heard him told me that Ibn 'Umar (said) that the Prophet said: 'Whoever fasts every day of his life, then he has not fasted'".

(Sunan An-Nasa'i 2391 Vol. 3, Book 22, Hadith # 2393)

From the Hadith, what fascinates about this incident is how the Prophet SAW made it a point to go and visit the man and advise him to stop. All of this, even though the man was engaged in devotional acts of worship, which one would think the Prophet SAW would be pleased about. The key lesson for us here is that instead of thinking of work life balance in terms of what others expect from us, there is needs to think of work life balance in terms of fulfilling rights.

The rights of our body, the rights of our mind, the rights of our families, the rights of our friends, and of course, the rights of our workplaces. After shifting our thinking of work life balance from subjective/ idealistic notions to rights of others and ourselves, it becomes very clear and intuitive where to draw the line between the different parts of our lives and how to balance our lives given the circumstances. The elegance of this is that it takes away the guilt associated normally with work life balance. For example, if the workforce know that they have fulfilled the rights of their workplace, then workforce should not feel guilty if leaving the workplace by 5:00 pm just because everyone else or Superior expects us to stay longer.

Conducting trainings in which the staff can develop both personal skills and

interests that can translate into higher productivity at work. Besides the training program, creating a monthly newsletter whether in printed or digital material as an educational tool to show the university's commitment to work-life balance. By providing exposure and training, the staff on the importance of work-life balance and how to create a culture that embraces a work-life balance as a retention strategy. Staff who overwork for longer and unsocial hours, often leads to adverse results to the university, such as higher levels of absenteeism. Staff may become less efficient, and the university ends up wasting a lot of resources, including losing clients in the long run (Anzazi, 2017).

To solve the issue of having no work-life balance, the university may propose a flexi working hours, as long as it meets the required working hours as stipulated by the authority. For instance, the staff may have an option to come to work by having flexible working hours as long it is complying with the standard and published working hours as stipulated by the university. By introducing flexible working hours, job sharing, and more means leave all this will reduce high turnover rate in the industry (Farrell, 2015).

Besides, the University should also encourage fun in the workplace, organize, and encourage group outings and team building as fun activities, family day which can relieve staff of stress specially those working in high stress positions (Thomas, 2015). It is also important for the university to constantly educate their staff on the importance of working through unsociable hours. They must be thoroughly educated on this to improve their perception and attitude when working (Weng et al., 2017).

Regarding the issue on inadequate staff to perform the work assigned, this relates to the need for an additional staff. The recommendation made in the Career advancement and Benefits Section mentioned before may be utilized to retain the staff in the university.

3.9.3 Adam's Equity Theory

vii. Reward and Recognition

In Adams Equity Theory, it focused on reward and recognition. In other words, when the staff performs outstanding performance in their job, they are expecting rewards to be given by the university.

In this context, the values of the staff performance should be measured by an instrument and at the end of the day, they will be much appreciated. From the findings, it was found that the respondents argued that their superiors do not value their input, nor did they reward their staff for their achievements or efforts. These triggered the staff to seek for alternative places to work. A comprehensive review of past literature on this issue revealed some very interesting aspects. On the other hand, the staff wants for their participation in discussing any issues related to their working condition. Thus, the Management should always practise an open door for discussion.

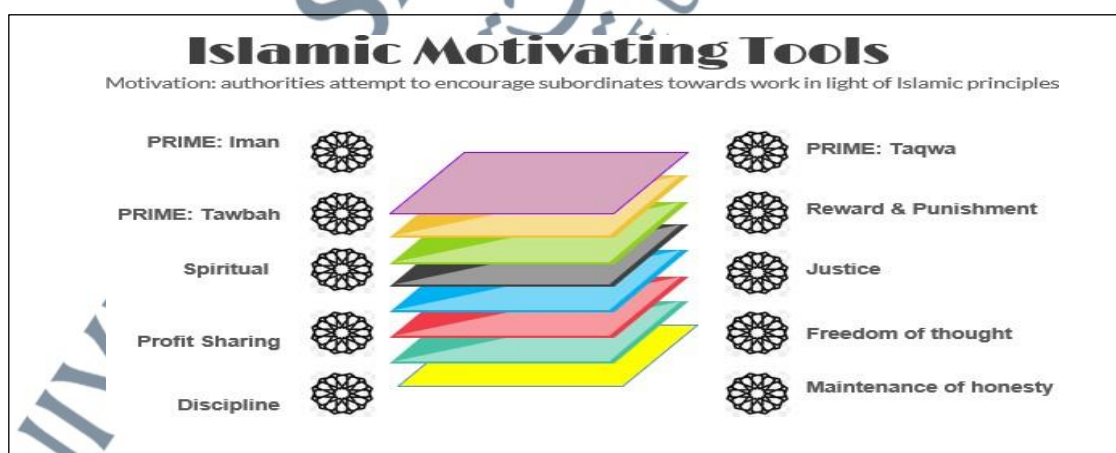
The university may apply the theories to develop staff morale in their workplace by understanding these theories. It will include identifying the rewarding and dissatisfying people at work. Satisfactory employees encourage work satisfaction, and this includes incentives for career development, workplace appreciation, bonuses and much more. In comparison, dissatisfaction involves all negative aspects of the working environment that may hinder the excellent performance of the tasks. Those include terms of employment, wages and much more. By understanding all these factors at work, the university will work to promote satisfaction and reduce frustration. Hence, it will support the needs of workers and improve their morality (Yoder & Decety, 2018).

3.9.4 Model and Theory from Islamic Principles

The overall conventional theories as stated above were merely focused on the

physical and materials but hardly stress on the spirituality, mental well-being, and fairness aspect. Therefore, this applied research, will also highlight the theories from the revealed knowledge (Holy Quran and *Hadith*) on the managerial aspect and Islamic leadership which should be adopted to the ones who has been appointed as leaders.

From the Islamic point of view, motivation is part of the management process where Superiors attempt to encourage their subordinates towards working in the light of the Islamic Shariah principles. There are several motivating factors that can be used to stimulate the motivation level in subordinates. Three prime factors are known as the basis of human motivation. These include *Iman*, *Taqwa* and *Tawbah*. Whereas, other motivating tools includes reward & punishment, justice, freedom of thought and several others as shown in Figure 3.10. Based on the findings deduced from the respondents as indicated in Table 3.13 on the Superior Support elements, by applying these guidelines as the motivation tools, it is believed that the productivity of the organisation will be raised as negative attitudes such as absenteeism, misbehaviour and corruption among employees will be eliminated.



Adopted from The Book Entitled: Issues in Islamic Management: Theories and Practice, pp.243-252 (Ahmad, Islam & Ismail, 2012)

Figure 3.10: Diagram on Islamic Motivating Tools

The concept of motivation in Islam is comprehensive and balanced. Hence, a superior is required to inculcate the spiritual aspects, where work is part of worship and to follow other divine guidelines as stated in the Holy Quran and Hadith. The superior needs to educate the staff to be discipline in their workplace and religiously follow the university's rules and regulation. In fact, Superior at all levels needs to motivate their staff from time to time and develop a good relationship among them. The employees would be willing to work hard if they feel that they have a good relationship with their superior and colleagues.

Further, from the survey findings deduced from the respondents as indicated in Table 3.13 on the Superior Support dimension, it was found that the level of satisfaction towards the Superior was also among the cause of turnover among the staff. A cold working relationship with the superiors and concerning on how they were being treated by their Superiors. Most working relationship between the Superior and the contract staff was not on a good term basis. Common problems include lack of understanding, communication breakdown, lack of appreciation and managing issues.

Those being appointed as a leader (Head of Department/ Director/Dean) in respective departments/ division/ centres/ faculties should adopt the principles of leadership in Islam based on the Holy Quran and Hadith.

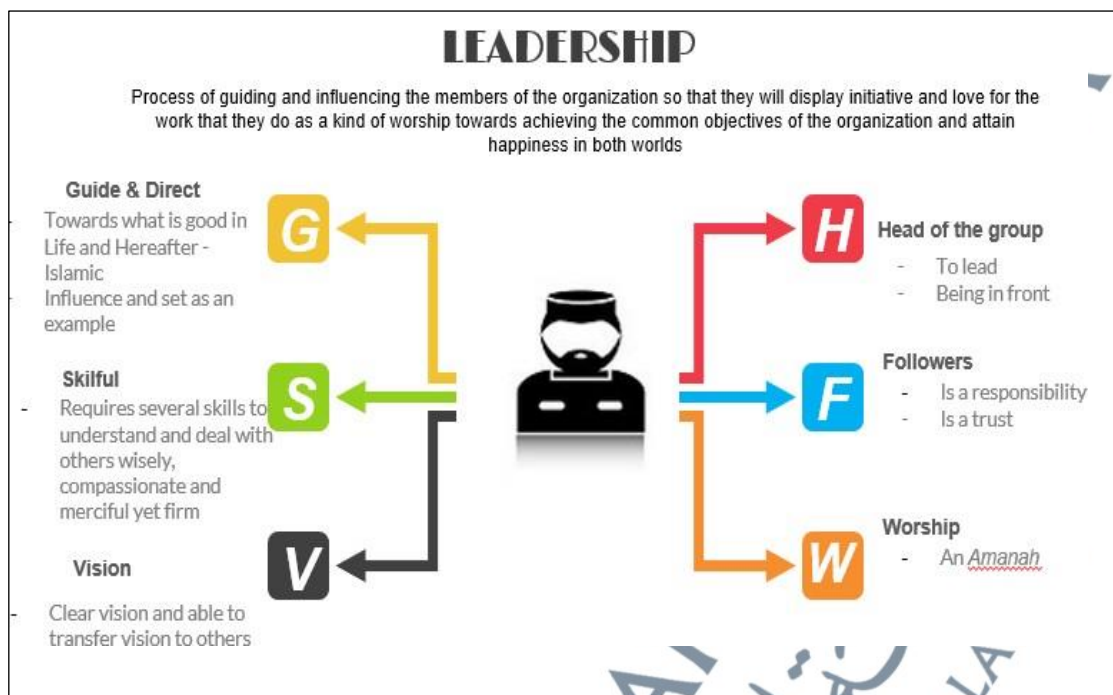
وَجَعَلْنَا لَهُمْ أَهْلًا يَدْعُونَهمْ إِلَى الْإِسْلَامِ وَإِنَّا لَنُؤْتِيهِم مِّنْهُم مَّنْ يَفْعَلُونَ بِأَمْرِنَا نِ وَآلَتِ الْوَحْيِ وَأَوْصِيَاءُ كَذِبًا

“And We made them leaders guiding by Our command and We inspired to them the doing of good deeds, establishment of prayer, and giving of zakah; and they were worshippers of us”.

(Al-Qur'an. Al-Anbiya 21:73)

It is clearly stated in the Holy Quran from the verse in *Surah Anbiya* (21:73). The interpretation based on *Tafsir Ibn Kathir*, indeed, in any organisation, the first and foremost role of the leader is to guide the subordinates or the staff. The role of the leader is also summarized, to guide and establish the Islamic society. It has been said that from the verse Allah Almighty who appoints the leader. It is not selected by anyone, nor given in a will, nor established by the committee. It is true that the leader was selected by the Management or even by nomination by the staff (in USIM's context) but the appointment was already determined by Allah SWT.

In short, the superior or the leader of Department/ Division / Faculty/ Centre must know their role which is to guide the staff. The quality, excellent, and competent individuals who has been appointed as the leaders in Islamic Human Resource practices that should be hired who qualified spiritually, personality or character (*akhlak*), mentally and physically based on the characteristics on an ideal Islamic leader as addressed in the book titled: *Issues in Islamic Management* (Ahmad, Islam & Ismail, 2012). The diagram in Figure 3.11 indicates that, leadership is described as the practice of directing and motivating the members of the organisation to display effort and appreciation for the job they do as a kind of worship to achieve the organisation's shared goals and seek satisfaction in both worlds. An ideal leader must be knowledgeable, articulate and really understand the responsibility on the duties assigned to him/her. He or she is responsible for leading, shaping and setting the followers as an example, carrying forth a specific vision and being able to pass direction to others. He or she will possess many qualities for wisely, caring and merciful and strong decision taking to consider and communicate with others.



Source Adopted From: Ahmad, Islam & Ismail, pp.252-267 (2012)

Figure 3.11: Diagram on Leadership Roles and Characteristics

The main aspects of leadership are knowledge and power as mentioned in Holy Quran states:

“Have you not seen the notables of the Children of Israel after Moses, when they said to a Prophet of theirs: “Raise up (appoint) for us a king, that we may fight in the Way of Allah”. He (prophet) said: “May it not be that you would not fight if fighting is ordained for you”? (Notables): “Why should we not fight in Allah’s Way while we have been compelled to abandon our homes and our children”? But when fighting was ordained for them, they turned back, except a few of them, and Allah knows the wrong-doers (tyrants) and their Prophet said to them: “Surely Allah has raised Tâlût (Saul) to be a king over you”. They said: “How can he hold kingship over us while we are fitter than him for the kingdom, and he has not been given enough wealth”. (The prophet): “Verily, Allah has chosen him above you and He has increased him abundantly in knowledge and physique (strength) and Allah grants His kingdom to whom He wills”. And Allah is All-Embracing (His knowledge and Mercy includes everything), All-Knowing”.

(Al-Qur’an. Al Baqarah 2:246, 2:247)

From the Holy Quran verse mentioned above, knowledge leads the leader on the right direction. Knowledgeable leaders correctly assimilate the situation regardless of their experience and then, having entered the situation, they will have the right to act

accordingly. Unless they have no control so they cannot enforce their decisions. That is why leaders should have both power and knowledge. Power specifies the psychological decision and physical power. Besides knowledge and power justice, patience sound judgments are also important attributes which should be possessed by the leaders. With the knowledge that the leaders acquired, they could transfer the knowledge to their staff in managing their work effectively.

- Being in front and should carry the trust (*amanah*) of the follower.
- An effective leader needs a full-fledge team of followers and supporters.
- Incorporate spiritual values and moral values.
- Leaders need to first go deeper spiritually as the spiritual awareness spreads and become accepted by the followers, good government is possible and inevitable.
- Process of guiding and influencing the members of the organisation so that they will display initiative and love for the work that they do as a kind of worship towards achieving the common objectives of the organisation and attain happiness in both worlds.
- Able to drive the follower and guide them towards what is good in life and Hereafter.

Allah SWT and His Prophet Muhammad SAW have guided humanity in every aspect of life. They have also guided us in the matter of how to select a leader who can lead us. Everyone has different perceptions related to the choice of leadership and need to take into consideration of specify leadership qualities as stated in the Holy Quran (2:246-247).

On the other hand, selection of employees to be served in any organisation also has been mentioned in the Holy Quran. Selection of the employees is one of the most complicated tasks in any organisation. The Islamic selection practice aim to select pious

workers who possess good personality or *akhlak*, spirit of teamwork or *amal jama'i*, experts.

Generally, Superior and all leaders play the most significant role in shaping and guiding the rest of the team towards achieving the same mission and goals of an organisation. As a normal human being, even a leader at times may commit offences or went astray from how a leader should behave and may not portray an image of a good leader to its subordinates. Human beings can be blinded by power. This is where a check and balance system would play an important role to maintain the justice and equity in the organisation. Constant feedbacks from the ground would help a superior to keep on track. Coupled with relevant leadership trainings and management trainings, a supervisor should be able to lead by example. To a large extent, all Muslims, including an Islamic university like USIM should incorporate Islamic values in every aspect of its management, operational and teaching activities.

As stated in the Holy Quran and Hadith, the one who has been appointed as a leader (Head of Department/ Division/ Director/ Dean) in respective departments/ division/ centres/ faculties need to adopt the principles of leadership in Islam based on the Holy Quran and Hadith.

Upon the findings and discussion in this study, it is recommended that the university should conduct managerial and leadership training and development programs for the leaders, Superiors or even the senior staff who were appointed as Head of Departments/ Division/ Faculties in the university.

The module of the program should include the module on the Principles of Leadership and relate it with the role of leaders in Islamic leadership and emphasize on relationship that should develop between Superior and workforce. In addition, the university should create a culture of continuous feedback and coaching, offer training to all Superiors and leaders to be knowledgeable and equipped to perform their

responsibilities. In fact, there were numerous of *Hadith* mentioned on how human relation should be developed among themselves. For instance, the Holy Prophet Muhammad SAW emphasizing on human relations in working environment. He said:

“Allah says that I will act as a plaintiff, on the Day of Judgment against the person who engages some worker on work and takes full work from him but does not give him (full) wages.”

(Sahih Bukhari, Volume 3:34 # 430)

The Superior or the leaders need to work together with the workforce through team building and team spirit. In fact, it is a very tough job to develop a good team & strong team spirit in an organisation. Unless or until a leader possesses a variety of skills, he will be facing many problems in managing human resources.

The same skills are also required for a managerial leader. In the training aspect, which refers to the process of increasing knowledge, skill, attitude, abilities, aptitude, and potentials of employee for better job performance and accomplishes the organisational goals (Sharma & Taneja, 2018). The Holy Qur'an encourages human being to acquire knowledge, skills and technology and highly praises those who strive in order to earn a living. Indeed, man's basic qualification for being the representative of Allah SWT on earth is to process knowledge. Mostly, training is the process of developing qualities in Human Resource that will able them to be more knowledgeable, and skilled this enable them to be more productive. Therefore, Muslims are urged to seek knowledge from cradle to grave and it is their obligation to seek knowledge diligently as well as obtain excellence in performance to serve his/her employer as well (Rahman et al., 2013).

3.10 Conclusion

This case research has pointed out to the existence of several factors that contributes to staff turnover in USIM. It has produced a lot of vital information that support the attempt to understand the factors affecting staff turnover rates in USIM.

Feedbacks from the surveys provide useful insights as to what are the possible causes of this alarming trend in this university. Several issues have been identified as the possible caused. Based on the results from the findings analysis and review from literature, it is suggested that the university should pay some attention to revisit some of its Human Resource Standard Operating Procedures (SOP) and the current practices by the Human Resource Division. In doing so, they will avoid the shortcomings associated with under-appreciated and unmotivated staff. It is the only way through which staff turnover rates in USIM can be significantly reduced.

Indeed, this case research has significance contributions in the human resource management discipline as it shrinks the knowledge gap by presenting empirical evidence in this field. Human Resource practices within a university needs to satisfactorily meet the staff interest. If the Management and the Human Resource Division fails to execute its core functions in an effective manner, then the university is likely to experience high staff turnover rates. The integration of Islamic values into every regulation and procedure, is hoped to help USIM to be in constant blessing from Allah Al-Mighty and to achieve its mission to become a prestigious Islamic Science Glocal University. As a conclusion, all issues that had been highlighted in the results and discussion section has fulfilled the research objectives and serves as a rectification of issues that needs to be tackled by the university in order to retain the working staff. The detailed outcome, overall benefit gained and contribution of this case research towards the organisation will be presented respectively in Chapter 7.

REFERENCES

- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of Research Design, Research Methods, and Research Methodology: A Guide for Public Administration Researchers and Practitioners. *Teaching Public Administration*, 36(3), 237-258.
- Aggarwal, P. & Vaidyanathan, R. (2016). Is Font Size A Big Deal? A Transaction – Acquisition Utility Perspective on Comparative Price Promotions. *Journal of Consumer Marketing*. 33(6), 408-416
- Ahmad, K., Islam, R., & Ismail, Y. (2012). *Issues in Islamic Management: Theories and Practices*. IIUM Press.
- Akinyomi, O. J. (2016). Labour Turnover: Causes, Consequences and Prevention. Fountain University. *Journal of Management and Social Sciences*. 5(1), 105-112.
- Akkermans, J., & Tims, M. (2017). Crafting Your Career: How Career Competencies Relate to Career Success Via Job Crafting. *Applied Psychology*, 66(1), 168-195.
- Al-Khalil, E. A. (2017). The Role of English in Present Day Higher Education. (2017). *International Journal of Social Sciences & Educational Studies*. 4(2), 123-128
- Alkhateri, A. S., Abuelhassan, A. E., Khalifa, G. S., Nusari, M., & Ameen, A. (2018). The Impact of Perceived Supervisor Support on Employee's Turnover Intention: The Mediating Role of Job Satisfaction and Affective Organisational Commitment. *International Business Management*, 12(7), 477-492.
- Almatrooshi, B., Singh, S. K., & Farouk, S. (2016). Determinants of organizational performance: a proposed framework. *International Journal of Productivity and Performance Management*. 65(6), 844-859
- Alshmemri, M., Shahwan-Akl, L., & Maude, (2017). Herzberg's Two-Factor Theory. *Life Science Journal*, 14(5), 12-16.
- Anzazi, N. (2017). *The Impact of High Staff Turnover on Productivity: A Case of Telkom Kenya Limited*. Doctoral Dissertation.
- Bakotić, D. (2016). Relationship Between Job Satisfaction and Organisational Performance. *Economic Research-Ekonomska Istrazivanja*. 29(1), 118-130.
- Becker, H., Henneghan, A. M., Volker, D. L., & Mikan, S. Q. (2017). A Pilot Study of a Cognitive-Behavioral Intervention for Breast Cancer Survivors. in *Oncology Nursing Forum*. 44(2), 255.
- Boley, M., Goldsmith, B. R., Ghiringhelli, L. M., & Vreeken, J. (2017). Identifying Consistent Statements About Numerical Data with Dispersion-Corrected Subgroup Discovery. *Data Mining and Knowledge Discovery*, 31(5), 1391-1418.

- Bougies, U. S. (2013). Research Methods for Business. In U. S. Bougies, *Data Collection Methods*. Wiley.
- Busari, A. H., Mughal, Y. H., Khan, S. N., Rasool, S., & Kiyani, A. A. (2017). Analytical cognitive style moderation on promotion and turnover intention. *Journal of Management Development*. 36(3), 438-464
- Caesar, L.D. & Fei, J. (2018). *Work-Life Balance in Managing Human Resources in the Shipping Industry*. Routledge.
- Chaboneka. V.N. (2016). Teacher Motivation in Education Management Through A Theoretical Lense: A Study Conducted in Bulawayo Metropolitan *International Journal of Advanced Engineering and Management Research*. 1(4), 522-536.
- Chan, X. W., Kalliath, T., Brough, P., Siu, O. L., O'Driscoll, M. P., & Timms, C (2016). Work–Family Enrichment and Satisfaction: The Mediating Role of Self-Efficacy and Work–Life Balance. *International Journal of Human Resource Management*. 27(15), 1755-1776.
- Cohen, G., Blake, R. S., & Goodman, D. (2016). Does Turnover Intention Matter? Evaluating the Usefulness of Turnover Intention Rate as a Predictor of Actual Turnover Rate. *Review of Public Personnel Administration*, 36(3), 240-263.
- Creswell, J. W., & Clark, V. L. P. (2011). Choosing a mixed methods design. *Designing and conducting mixed methods research*, 2, 53-106.
- Creswell, J. W. (2008). Methodological Issues in Conducting Mixed Methods Research Designs. *Advances in Mixed Methods Research*. 1(1) 66-83.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (4th ed.). Boston, MA. Pearson.
- Devlieger, I., Mayer, A., & Rosseel, Y. (2016). Hypothesis Testing Using Factor Score Regression: A Comparison of Four Methods. *Educational and Psychological Measurement*, 76(5), 741-770.
- Ekhsan, M. (2019). The Influence Job Satisfaction and Organisational Commitment on Employee Turnover Intention. *Journal of Business, Management & Accounting*. 1(1), 48-55.
- Einspruch, E. L. (2005). *An Introductory Guide to SPSS? For Windows?* Sage.
- Eldridge, S. M., Lancaster, G. A., Campbell, M. J., Thabane, L., Hopewell, S., Coleman, C. L., & Bond, C. M. (2016). Defining Feasibility and Pilot Studies in Preparation for Randomised Controlled Trials: Development of A Conceptual Framework. *PLoS ONE*. 11(3), e0150205.
- Engelbrecht, A.S., Heine, G. & Mahembe, B. (2017). Integrity, Ethical Leadership, Trust and Work Engagement. *Leadership and Organisation Development Journal*. 38(3), 368-379

- Farrell, T. S. (2015). *Reflective Language Teaching: From Research to Practice*. Bloomsbury Publishing.
- Fernet, C., Trépanier, S. G., Demers, M., & Austin, S (2017). Motivational Pathways of Occupational and Organisational Turnover Intention Among Newly Registered Nurses in Canada. *Nursing Outlook*, 65(4), 444-454.
- Fitria, L., Hariadi, B., & Roekhudin. (2017). Effect of Job Satisfaction and Perception of Work Opportunities to Turnover Intention with Organisation Commitment as Intervening Variables: The Case of Hotels in East Java, Indonesia. *Russian Journal of Agricultural and Socio-Economic Sciences*. 68(8).
- Garg, P., & Yajurvedi, N. (2016). Impact of Work-Life Balance Practices on Employees Retention and Organisational Performance-A Study on IT Industry. *Indian Journal of Applied Research*, 6(8), 105-108.
- Gay, P., Schmidt, R. E., & Van Der Linden, M. (2011). Impulsivity and Intrusive Thoughts: Related Manifestations of Self-Control Difficulties? *Cognitive Therapy and Research*. 35, 293–303.
- Gill, J., Johnson, P. & Clark, M. (2010). *Research Methods for Managers*. SAGE Publications
- Glazer, S., & Liu, C. (2017). Work, Stress, Coping, and Stress Management. In *Oxford Research Encyclopedia of Psychology*.
- Hadith, (Sunan An-Nasa'i 2391) Vol. 3, Book 22, Hadith # 2393. (Sahih Bukhari), Volume 3:34 # 430.
- Hailu, A., Mariam, D. H., Fekade, D., Derbew, M., & Mekasha, A. (2013). Turn-over rate of academic faculty at the College of Health Sciences, Addis Ababa University: a 20-year analysis (1991 to 2011). *Human Resources for Health*, 11(1), 1-6.
- Hayward, D., Bungay, V., Wolff, A. C., & MacDonald, V (2016). A Qualitative Study of Experienced Nurses' Voluntary Turnover: Learning from Their Perspectives. *Journal of Clinical Nursing*. 25(9-10), 1336-1345.
- Heaton, J., Day, J., & Britten, N. (2016). Collaborative Research and The Co-Production of Knowledge for Practice: An Illustrative Case Study. *Implementation Science*. 11(1), 20.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work* (2nd ed.). New York: John Wiley & Sons
- Hoboubi, N., Choobineh, A., Ghanavati, F. K., Keshavarzi, S., & Hosseini, A. A. (2017). The Impact of Job Stress and Job Satisfaction on Workforce Productivity in An Iranian Petrochemical Industry. *Safety and Health at Work*, 8(1), 67-71.

Holy Quran (All Quranic Translations are Based on Abdullah Yusuf Ali, 1989. The Holy Quran, Text, Translation and Commentary, Maryland: Amana Corporation. Accessed: November 21, 2018.

Holy Quran Tafsir ibn Kathir, Accessed: November 22, 2018.

HR Masterclass (2018). Key Insights to Attract, Reward and Retain Talent in Malaysia: Aon Hewitt's Views. Retrieved October 27, 2018 from at <http://www.hrinasia.com/recruitment/key-insights-to-attract-reward-and-retain-talent-in-malaysia-aon-hewitts-views/>

In, J. (2017). Introduction of A Pilot Study. *Korean Journal of Anesthesiology*, 70(6), 601.

Jaharuddin, N. S., & Zainol, L. N. (2019). The Impact of Work-Life Balance on Job Engagement and Turnover Intention. *The Southeast Asian Journal of Management*. 13(1), 106-118.

Johnston, S., Coyer, F., & Nash, R. (2017). Simulation Debriefing Based on Principles of Transfer of Learning: A Pilot Study. *Nurse Education in Practice*. 26, 102-108.

Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396.

Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L (2017). Job Attitudes, Job Satisfaction, And Job Affect: A Century of Continuity and of Change. *Journal of Applied Psychology*. 102(3), 356.

Kampkötter, P. (2017). Performance Appraisals and Job Satisfaction. *International Journal of Human Resource Management*. 28(5), 750-774.

Kenton, S. R. (2019). Ethics Versus Outcomes: Managerial Responses to Incentive-Driven and Goal-Induced Employee Behavior. *Journal of Business Ethics*, 158(4), 951-967.

Khan, M. R. U., Nazir, N., Kazmi, S., Khalid, A., Kiyani, T. M. and Shahzad, A. (2014) Work-Family Conflict and Turnover Intentions: Mediating Effect of Stress. *International Journal of Humanities and Social Science*. 4(5), 92-100.

Kianto, Vanhala, & Heilmann. (2016). The Impact of Knowledge Management on Job Satisfaction. *Journal of Knowledge Management*. 20(4), 621-636.

Kim, N. (2014) Employee Turnover Intention Among Newcomers in Travel Industry. *International Journal of Tourism Research*, 16(1), 56-64.

Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing & Health*, 40(1), 23-42.

Knill. P., (2016). Employee Turnover: A Meta-Analysis and Review with Implications for Research. *Academy of Management Review*, 11(1), 55-70.

- Ko, M., Wagner, L., & Spetz, J. (2018). Nursing home implementation of health information technology: Review of the literature finds inadequate investment in preparation, infrastructure, and training. *The Journal of Health Care Organization, Provision, and Financing*, 55.
- Kumar, A. A. & Mathimaran K. B. (2017). Employee Retention Strategies - An Empirical Research. *Global Journal of Management and Business Research*. 17(1), 17-22.
- Lee, & Seomun. (2016). Development and Validation of an Instrument to Measure Nurses' Compassion Competence. *Applied Nursing Research*, 30, 76-82.
- Lee, C. H., Hsu, M. L. and Lien, N. H. (2006) The Impacts of Benefit Plans On Employee Turnover: A Firm-Level Analysis Approach On Taiwanese Manufacturing Industry. *The International Journal of Human Resource Management*, 17(11), 1951-1975.
- Li, T., Hu, X., Zheng, J., Su, N., Liu, Z., & Luo, L. (2017). The Influence of Visual Mental Imagery Size on Metamemory Accuracy in Judgment of Learning. *Memory*. 25(2), 244-253.
- Maertz Jr, C. P., Griffeth, R. W., Campbell, N. S., & Allen, D. G. (2007). The Effects of Perceived Organisational Support and Perceived Supervisor Support on Employee Turnover. *Journal of Organisational Behavior: The International Journal of Industrial, Occupational and Organisational Psychology and Behavior*, 28(8), 1059-1075.
- Martín, J.C., Román, C. and Gonzaga, C. (2018). How Different N-Point Likert Scales Affect the Measurement of Satisfaction in Academic Conferences. *International Journal for Quality Research*. 12(2), 421 – 44.
- Mamun, C. A., & Hasan, M. N. (2017). Factors Affecting Employee Turnover and Sound Retention Strategies in Business Organisation: A Conceptual View. *Problems and Perspectives in Management*. 25(1), 63-71.
- Maslow, A. H. (2000). *The Maslow Business Reader*. John Wiley & Sons.
- McCarthy, A., Darcy, C., & Grady, G. (2017). Work-Life Balance Policy and Practice: Understanding Line Manager Attitudes and Behaviours. *Human Resource Management Review*, 20(2), 158-167.
- Miao, C., Humphrey, R. H., & Qian, S. (2017). A Meta-Analysis of Emotional Intelligence and Work Attitudes. *Journal of Occupational and Organisational Psychology*. 90(2), 177-202.
- Mobley, W. 1982. *Employee Turnover: Causes, Consequences, and Control*. USA: Addison-Wesley Publishing Company.
- Mobley, W. H., & Meglino, B. M. (1977). A behavioral choice model analysis of the budget allocation behavior of academic deans. *Academy of Management Journal*, 20(4), 564-572.

- Moen, P., Kelly, E., Lee, S.R., Oakes, J.M., Fan, W., Bray, J., Almeida, Hammer, Hurtado, & Buxton. (2017). Can A Flexibility/Support Initiative Reduce Turnover Intentions and Exits? Results from The Work, Family, And Health Network. *Social Problems*, 64(1), 53-85.
- Montani, F., Vandenberghe, C., Khedhaouria, A., & Courcy, F. (2020). Examining the Inverted U-Shaped Relationship Between Workload and Innovative Work Behavior: The Role of Work Engagement and Mindfulness. *Human Relations*, 73(1), 59-93.
- Muijs, D., (2004). *Assessing Teacher Effectiveness: Developing a Differentiated Model*. Psychology Press.
- Narayanan, A., Rajithakumar, S., & Menon, M. (2019). Talent Management and Employee Retention: An Integrative Research Framework. *Human Resource Development Review*, 18(2), pp. 228-247.
- Nazir, O., & Islam, J. U. (2019). Influence of CSR-Specific Activities on Work Engagement and Employees' Innovative Work Behaviour: An Empirical Investigation. *Current Issues in Tourism*, 1-19.
- Ngwenya, L., & Aigbavboa, C. (2017). *Improvement of Productivity and Employee Performance Through an Efficient Human Resource Management Practices*. in Advances in Human Factors, Business Management, Training and Education Springer, Cham.
- Nienaber, H. and Masibigiri, V. (2012) Exploring Factors Influencing Voluntary Turnover Intent of Generation X Public Servants: A South African Case. *Act Commercial*, 12, 67-84.
- Oelze, N., Hoejmoose, S. U., Habisch, A., & Millington, A. (2016). Sustainable Development in Supply Chain Management: The Role of Organisational Learning for Policy Implementation. *Business Strategy and the Environment*, 25(4), 241-260.
- Pedder, Sarri, Keeney, Nunes, & Dias. (2016). Data Extraction for Complex Meta-Analysis (Decimal) Guide. *Systematic Reviews*. 5(1), 1-6.
- Rahman, N. M. N. A., Alias, M. A., Shahid, S., Hamid, M. A., & Alam, S. S. (2013). Relationship Between Islamic Human Resources Management (IHRM) practices and trust: An Empirical Study. *Journal of Industrial Engineering and Management*, 6(4), 1105-1123.
- Randev, K. K., & Jha, J. K. (2019). Sustainable Human Resource Management: A Literature-Based Introduction. *Nhrd Network Journal*, 12(3), 241-252
- Rastogi, M. & Chaudhary, R. (2018). Job Crafting and Work-Family Enrichment: The Role of Positive Intrinsic Work Engagement. *Personnel Review*.
- Rhodes, J. A. & Toogood, S. (2016). Can Active Support Improve Job Satisfaction? *Tizard Learning Disability Review*.

- Robbins, S. P., & Judge, T. (2018). *Essentials of Organisational Behavior* (Vol. 7). Upper Saddle River, Nj: Prentice Hall.
- Sakila, K. L. (2019). Pengaruh Kepuasan Kerja, Affective Commitment, Continuance Commitment, Dan Normative Commitment Terhadap Turnover Intention Karyawan Grand Palace Hotel Malang. *Ekonomi Bisnis*. 24(1), 31-42.
- Samar, R. (2017). Research Design and Methods: A Systematic Review of Research Paradigms, Sampling Issues and Instruments Development. *International Journal of Economics & Management Sciences*. 6(2). 4.
- Sekaran, U., & Bougie, R. (2016). *Research Methods for Business: A Skill Building Approach*. John Wiley & Sons.
- Sharma, S., & Taneja, M. (2018). The Effect of Training on Employee Performance. *International Journal of Recent Technology and Engineering*. 7(4), 6-13.
- Taherdoost, H. (2017). Determining Sample Size; How to Calculate Survey Sample Size. *International Journal of Economics and Management System*. 2, 237- 239
- Tanner, R. (2017). *Equity Theory – Why Employee Perceptions About Fairness Do Matter. Management is a journey*. Retrieved October 24, 2018 from <https://managementisajourney.com/equity-theory-why-employee-perceptions-about-fairness-do-matter/>
- Taye, D., & Getnet, B. (2020). The Impact of Employee Turnover on Organizational Performance: A Case Study of Mada Walabu University, Bale Robe, Ethiopia. *American Journal of Pure and Applied Biosciences*, 2(3), 51-63.
- Thomas, J. (2015). Study on Causes and Effects of Employee Turnover in Construction Industry. *International Journal of Science and Research*. 4(5), 3041-3044.
- USIM Departments. (2018). Bursar Department, Human Resource Division
- Valaei, N. & Rezaei, S. (2016). Job Satisfaction and Organisational Commitment. *Management Research Review*.
- Van der Linden, W. J. (2016). *Handbook of Item Response Theory, Volume Three: Applications*. (Chapman & Hall/CRC Statistics in the Social and Behavioral Sciences). Chapman and Hall/CRC.
- Weng, S. J., Kim, S. H., & Wu, C. L. (2017). Underlying Influence of Perception of Management Leadership on Patient Safety Climate in Healthcare Organisations - A Mediation Analysis Approach. *International Journal for Quality in Health Care*. 29(1), 111-116.
- Yoder, K. J., & Decety, J. (2018). The Neuroscience of Morality and Social Decision-Making. *Psychology, Crime & Law*. 24(3), 279-295.

APPENDICES

Appendix 10: Survey Among (Former and Current Contract Staff) Under Management & Professional (N) Scheme in Universiti Sains Islam Malaysia

Survey Among (Former and Current Contract Staff) Under Management & Professional (N) Scheme in Universiti Sains Islam Malaysia

Thank you for participating in this survey.

This survey is purposely to collect information and investigate on the factors affecting staff turnover at USIM. The feedback from this survey is important to the University's Management to identify what are the areas that need for improvement and what methods of retention should be adopted by the University's Management to avoid and reduce turnover among the staff, particularly in the contract scheme for the Management & Professional (N) group in USIM.

Our survey is anonymous, and all data collected will be used solely for the purpose of this study and will be kept confidential for the sake of your privacy. Our survey should take 5-10 minutes of your valuable time.

In this survey, there are two sections. Section (A) is the demographic profile and in Section B, there are 30 questions to investigate on the factors affecting staff turnover in USIM.

Section A

Instructions: Kindly Tick (/) and fill in the blank space provided.

DESCRIPTION		TICK (/)
Gender	Female	
	Male	
Age	24-29	
	30-35	
Working Status	Current Contract Staff	
	Former Contract Staff	
Education Background	Bachelor 's Degree	
	Master's Degree	
Years of Working Experience	1-3 years	
	4-6 years	

Section B

Instructions: Choose one of the five answers given. Tick (/) your answer on the provided number.

1- Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

DESCRIPTION		1	2	3	4	5
Supervisor Support	My supervisor is available when needed					
	My supervisor shows consideration for subordinates' feelings					
	My supervisor gives me the opportunity to participate in important decision-making					
	Communication between me and my immediate supervisor is good					
	My supervisors always motivate me in performing tasks					
	The feedback I receive from my supervisor is useful					
	The form my supervisor uses accurately evaluates my performance					
Training and Development Programs	Training and development program are provided by my organisation					
	The training and development program are relevance with my future career					
	The training and development program prepared me to perform future tasks more effectively					
	I am satisfied with the materials in the training and development program					
	I am satisfied with the overall quality of training and development program provided					

DESCRIPTION		1	2	3	4	5
Career Advancement	My organisation offers interesting career advancement for me					
	My organisation actively supports my career development					
	My organisation holds many interesting positions for my future					
Relationship with co-workers	I receive an assignment with the proper staffing to complete it					
	I work with a team who cooperate quite consistently					
	I do not receive incompatible requests from all my supervisors					
	Honest competition exists between workers in this organisation					
	There is no bickering and fighting at work					
	I do not have the competence of the people with whom I work					
Job Stress	My job requires me to work extra hours					
	Work assignments are out of my specialized field					
	My job does interfere with my family and social life					

Appendix 11: Result Findings Management Case Study (CASE 2)

Reliability

Staff Turnover Intention

Cronbach's Alpha	N of Items
.854	24

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	31	67.4	67.4	67.4
	Female	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24-29	25	54.3	54.3	54.3
	30-35	21	45.7	45.7	100.0
	Total	46	100.0	100.0	

Working Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Current Contract Staff	27	58.7	58.7	58.7
	Former Contract Staff	19	41.3	41.3	100.0
	Total	46	100.0	100.0	

Education Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's Degree	14	30.4	30.4	30.4
	Bachelor's Degree	32	69.6	69.6	100.0
	Total	46	100.0	100.0	

Years of Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	23	50.0	50.0	50.0
	4-6 years	23	50.0	50.0	100.0
	Total	46	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Supervisor support					
My supervisors always motivate me in performing tasks	46	1	4	1.83	.851
Communication between me and my immediate supervisor is good	46	1	4	1.71	1.292
My supervisor shows consideration for subordinates' feelings	46	1	4	1.67	1.227
My supervisor gives me the opportunity to participate in important decision-making	46	1	4	1.30	.909
The form my supervisor uses accurately evaluates my performance	46	1	4	1.29	1.097
The feedback I receive from my supervisor is useful	46	1	4	1.27	1.414
My supervisor is available when needed	46	1	4	1.08	1.307
Training and Development Programs					
The training and development program prepared me to perform future tasks more effectively	46	1	4	1.96	.842
I am satisfied with the overall quality of training and development program provided	46	1	4	1.68	1.402
I am satisfied with the materials in the training and development program	46	1	4	1.65	1.031
Training and development program are provided by my organisation	46	1	4	1.48	1.090
The training and development program are relevance with my future career	46	1	4	1.42	1.223

Career Advancement

My organisation holds many interesting positions for my future	46	1	4	1.78	1.246
My organisation actively supports my career development	46	1	4	1.24	1.158
My organisation offers interesting career advancement for me	46	1	4	1.14	.976

Relationship with Co-workers

I work with a team who cooperate quite consistently	46	1	4	2.07	.929
There is no bickering and fighting at work	46	1	4	2.01	1.009
I do not receive incompatible requests from all of my supervisors	46	1	4	1.94	1.026
I do not have the competence of the people with whom I work	46	1	4	1.91	1.071
Honest competition exists between workers in this organisation	46	1	4	1.80	1.046
I receive an assignment with the proper staffing to complete it	46	1	4	1.83	1.259

Job Stress

My job requires me to work extra hours	46	1	4	3.80	1.039
Work assignments are out of my specialized field	46	1	4	3.65	1.402
My job does interfere with my family and social life	46	1	4	3.11	1.197

Management Case Study

Descriptive Statistic

My supervisor is available when needed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	30	65.2	65.2	65.2
Disagree	13	28.2	28.2	93.4
Neutral	1	2.17	2.17	95.57
Agree	2	4.34	4.34	100.0
Total	46	100.0	100.0	

My supervisor shows consideration for subordinates' feelings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	27	58.6	58.6	58.6
Disagree	10	21.7	21.7	80.3
Neutral	5	10.9	10.9	91.2
Agree	4	8.69	8.69	100.0
Total	46	100.0	100.0	

My supervisor gives me the opportunity to participate in important decision-making

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	19	41.3	41.3	41.3
Disagree	20	43.5	43.5	84.8
Neutral	3	6.5	6.5	91.3
Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Communication between me and my immediate supervisor is good

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	43.4	43.4	43.4
Disagree	15	32.6	32.6	76
Neutral	5	10.9	10.9	86.9
Agree	6	13	13	100.0
Total	46	100.0	100.0	

My supervisors always motivate me in performing tasks

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	34	73.9	73.9	73.9
Disagree	10	21.7	21.7	95.6
Neutral	1	2.17	2.17	97.7
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

The feedback I receive from my supervisor is useful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	10.9	10.9	10.9
Disagree	8	17.4	17.4	28.3
Neutral	7	15.2	15.2	43.5
Agree	26	56.5	56.5	100.0
Total	46	100.0	100.0	

The form my supervisor uses accurately evaluates my performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	60.8	60.8	60.8
Disagree	15	32.6	32.6	93.4
Neutral	1	2.17	2.17	95.6
Agree	2	4.34	4.34	100.0
Total	46	100.0	100.0	

Training and development program are provided by my organisation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	54.3	54.3	54.3
Disagree	7	15.2	15.2	69.5
Neutral	6	13.0	13.0	82.5
Agree	8	17.4	17.4	100.0
Total	46	100.0	100.0	

The training and development program are relevance with my future career

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	31	67.3	67.3	67.3
Disagree	11	23.9	23.9	91.2
Neutral	3	6.52	6.52	97.7
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

The training and development program prepared me to perform future tasks more effectively

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	54.3	54.3	54.3
Disagree	19	41.3	41.3	95.6
Neutral	1	2.17	2.17	97.7
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

I am satisfied with the materials in the training and development program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	54.3	54.3	54.3
Disagree	18	39.0	39.0	93.3
Neutral	2	4.34	4.34	97.6
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

I am satisfied with the overall quality of training and development program provided

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	27	58.6	58.6	58.6
Disagree	13	28.2	28.2	86.8
Neutral	3	6.52	6.52	93.3
Agree	3	6.52	6.52	100.0
Total	46	100.0	100.0	

My organisation offers interesting career advancement for me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	40	86.9	86.9	86.9
Disagree	4	8.69	8.69	95.5
Neutral	1	2.17	2.17	97.7
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

My organisation actively supports my career development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	26	56.5	56.5	56.5
Disagree	16	34.7	34.7	91.2
Neutral	3	6.52	6.52	97.7
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

My organisation holds many interesting positions for my future

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	40	86.9	86.9	86.9
Disagree	4	8.69	8.69	95.6
Neutral	1	2.17	2.17	97.7
Agree	1	2.17	2.17	100.0
Total	46	100.0	100.0	

I receive an assignment with the proper staffing to complete it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	54.3	54.3	54.3
Disagree	15	32.6	32.6	86.9
Neutral	2	4.34	4.34	91.24
Agree	4	8.69	8.69	100.0
Total	46	100.0	100.0	

I work with a team who operate quite consistently

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	34.7	34.7	34.7
Disagree	16	34.7	34.7	69.4
Neutral	8	17.3	17.3	86.7
Agree	6	13.0	13.0	100.0
Total	46	100.0	100.0	

I do not receive incompatible requests from all my supervisors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	10.8	10.8	10.8
Disagree	8	17.3	17.3	28.1
Neutral	8	17.3	17.3	45.4
Agree	25	54.3	54.3	100.0
Total	46	100.0	100.0	

Honest competition exists between workers in this organisation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	32.6	32.6	32.6
Disagree	15	32.6	32.6	65.2
Neutral	10	21.7	21.7	86.9
Agree	6	13.0	13.0	100.0
Total	46	100.0	100.0	

There is no bickering and fighting at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	52.1	52.1	52.1
Disagree	18	39.1	39.1	91.2
Neutral	1	2.17	2.17	93.3
Agree	3	6.52	6.52	100.0
Total	46	100.0	100.0	

I do not have the competence of the people with whom I work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	13.0	13.0	13.0
Disagree	10	21.7	21.7	34.7
Neutral	1	2.17	2.17	36.8
Agree	29	63.0	63.0	100.0
Total	46	100.0	100.0	

My job requires me to work extra hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	6.52	6.52	6.52
Disagree	7	15.2	15.2	21.7
Neutral	1	2.17	2.17	23.9
Agree	35	76.0	76.0	100.0
Total	46	100.0	100.0	

Work assignments are out of my specialized field

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	4.34	4.34	4.34
Disagree	3	6.52	6.52	10.8
Neutral	5	10.8	10.8	21.6
Agree	36	78.2	78.2	100.0
Total	46	100.0	100.0	

My job does interfere with my family and social life

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	8.69	8.69	8.69
Disagree	3	4.34	4.34	13.0
Neutral	2	4.34	4.34	17.3
Agree	38	82.6	82.6	100.0
Total	46	100.0	100.0	

ITEM		S.Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)
Supervisor Support	My supervisor is available when needed	N=30 (65.2%)	N=13 (28.2%)	N=1 (2.17%)	N=2 (4.34%)
	My supervisor shows consideration for subordinates' feelings	N=27 (58.6%)	N=10 (21.7%)	N=5 (10.9%)	N=4 (8.69%)
	My supervisor gives me the opportunity to participate in important decision-making	N=19 (41.3%)	N=20 (43.5%)	N=3 (6.5%)	N=4 (8.7%)
	Communication between me and my immediate supervisor is good	N=20 (43.4%)	N=15 (32.6%)	N=5 (10.9%)	N=6 (13%)
	My supervisors always motivate me in performing tasks	N=34 (73.9%)	N=10 (21.7%)	N=1 (2.17%)	N=1 (2.17%)
	The feedback I receive from my supervisor is useful	N=5 (10.9%)	N=8 (17.4%)	N=7 (15.2%)	N=26 (56.5%)
	The form my supervisor uses accurately evaluates my performance	N=28 (60.8%)	N=15 (32.6%)	N=1 (2.17%)	N=2 (4.34%)
Training and Development Programs	Training and development program are provided by my organisation	N=25 (54.3%)	N=7 (15.2%)	N=6 (13%)	N=8 (17.4%)
	The training and development program are relevance with my future career	N=31 (67.3%)	N=11 (23.9%)	N=3 (6.52%)	N=1 (2.17%)
	The training and development program prepared me to perform future tasks more effectively	N=25 (54.3%)	N=19 (41.3%)	N=1 (2.17%)	N=1 (2.17%)
	I am satisfied with the materials in the training and development program	N=25 (54.3%)	N=18 (39%)	N=2 (4.34%)	N=1 (2.17%)
	I am satisfied with the overall quality of training and development program provided	N=27 (58.6%)	N=13 (28.2%)	N=3 (6.52%)	N=3 (6.52%)
Career Advancement	My organisation offers interesting career advancement for me	N=40 (86.9%)	N=4 (8.69%)	N=1 (2.17%)	N=1 (2.17%)

ITEM		S.Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)
	My organisation actively supports my career development	N=26 (56.5%)	N=16 (34.7%)	N=3 (6.52%)	N=1 (2.17%)
	My organisation holds many interesting positions for my future	N=40 (86.9%)	N=4 (8.69%)	N=1 (2.17%)	N=1 (2.17%)
Relationship with co-workers	I receive an assignment with the proper staffing to complete it	N=25 (54.3%)	N=15 (32.6%)	N=2 (4.34%)	N=4 (8.69%)
	I work with a team who operate quite consistently	N=16 (34.7%)	N=16 (34.7%)	N=8 (17.3%)	N=6 (13%)
	I do not receive incompatible requests from all my supervisors	N=5 (10.8%)	N=8 (17.3%)	N=8 (17.3%)	N=25 (54.3%)
	Honest competition exists between workers in this organisation	N=15 (32.6%)	N=15 (32.6%)	N=10 (21.7%)	N=6 (13%)
	There is no bickering and fighting at work	N=24 (52.1%)	N=18 (39.1%)	N=1 (2.17%)	N=3 (6.52%)
	I do not have the competence of the people with whom I work	N=6 (13%)	N=10 (21.7%)	N=1 (2.17%)	N=29 (63%)
Job Stress	My job requires me to work extra hours	N=3 (6.52%)	N=7 (15.2%)	N=1 (2.17%)	N=35 (76.0%)
	Work assignments are out of my specialized field	N=2 (4.34%)	N=3 (6.52%)	N=5 (10.8%)	N=36 (78.2%)
	My job does interfere with my family and social life	N=4 (8.69%)	N=2 (4.34%)	N=2 (4.34%)	N=38 (82.6%)