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ABSTRACT

The main objective of this study is to examine the effect of perceived organisational support (POS), perceived co-worker support (PCWS), and job embeddedness (JE) on employee retention (ER) in Malaysian private universities. The respondents are full-time academic staff working at Malaysian private universities. The stratified sampling technique was used to collect data for this study. The results of the pre-testing and pilot study are satisfactory. All data had been analysed using the Statistical Package for the Social Sciences (SPSS) software version 16 and Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings of this study indicated that the total and direct effects of POS on ER are significant ($p < 0.05$). It can be concluded that JE partially mediates the relationship between POS and ER. However, there is no direct relationship between PCWS and ER. ER cannot be increased by providing high PCWS directly. It should go through JE as a mediator. This study, which further assesses the mediating role of JE by using PLS-SEM, has added to the limited body of literature on ER. It also provided fresh insight for HR practitioners from private universities in Malaysia to determine the most useful technique on how to retain academic staff even when an opportunity arises by emphasising JE.

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KESAN TANGGAPAN SOKONGAN ORGANISASI, TANGGAPAN SOKONGAN RAKAN SEKERJA, DAN KETERLIBATAN KERJA TERHADAP PENGEKALAN PEKERJA DI UNIVERSITI SWASTA MALASIA

ABSTRAK

Objektif utama kajian ini adalah untuk mengkaji kesan tanggapan sokongan organisasi (POS), tanggapan sokongan rakan sekerja (PCWS), dan keterlibatan kerja (JE) terhadap pengekalan pekerja (ER) di universiti swasta Malaysia. Responden adalah staf-akademik sepenuh masa yang bekerja di universiti swasta Malaysia. Teknik persampelan berstrata digunakan untuk mengumpul data bagi kajian ini. Keputusan ujian pra dan kajian rintis adalah memuaskan. Semua data telah dianalisis dengan menggunakan perisian Statistical Package for the Social Science (SPSS) versi 16 dan Partial Least Squares Structural Equation Modelling (PLS-SEM). Dapatan kajian ini menunjukkan bahawa jumlah kesan dan kesan langsung POS terhadap ER adalah signifikan ($p < 0.05$). Dapat disimpulkan bahawa JE menjadi mediasi hubungan antara POS dan ER sebahagiannya. Walau bagaimanapun, tiada hubungan langsung antara PCWS dan ER. ER tidak boleh ditingkatkan dengan PCWS secara langsung. Ia harus melalui JE sebagai mediasi. Kajian ini, yang menilai selanjutnya peranan pengantara JE dengan menggunakan PLS-SEM, telah menambah kepada badan literatur terhad tentang ER. Ia juga memberikan pandangan baru kepada pengamal HR dari universiti swasta di Malaysia untuk menentukan teknik yang lebih berguna tentang cara mengekalkan staf-akademik walaupun ada peluang yang timbul dengan menekankan JE.

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CB-SEM	Covariance-Based Structural Equation Modeling
CMV	Common Method Variance
COPPA	Code of Practice for Programme Accreditation
COR	Conservation of Resource
D	Omission Distance
EQA	External Qualification Agency
ER	Employee retention
ERR	Employee Retention rate
ETR	Employee Turnover Rate
$f2$	Effect size
HEPs	Higher education providers
HLs	Higher Learning institutions
HOC	Higher-order-constructs
HR	Human resource
HRM	Human resource management
HTMT	Heterotrait-monotrait
IIUM	International Islamic University Malaysia
IPTA	Institusi Pendidikan Tinggi Awam
IPTS	Institusi Pendidikan Tinggi Swasta
IQA	Internal Qualification Agency
IT	Information Technology
JE	Job Embeddedness

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JEon	On-the-Job Embeddedness
JEoff	Off-the-Job Embeddedness
JS	Job Satisfaction higher-order-constructs (HOC).
LAN	Lembaga Akreditasi Negara/National Accreditation Board
LOC	Lower-order-construct
MEB (HE)	Malaysia Education Blueprint 2015-2025 (Higher Education)
MMU	Universiti Multimedia
MQA	Malaysian Qualification Agency
MQF	Malaysian Qualifications Framework
MSU	Management and Science University
MVs	Manifest variables
OC	Organisational Commitment
PCWS	Perceived Co-worker Support
PHEIs	Private Higher Education Institutions
PLS-SEM	Partial Least Squares Structural Equation Modelling
POS	Perceived Organisational Support
PSPTN	Pelan Strategik Pengajian Tinggi Negara
PTPTN	Perbadanan Tabung Pendidikan Tinggi Nasional
$Q2$	Prediction relevance
QNR	Questionnaire
R	Reverse scored
$R2$	Coefficient of determination
SET	Social Exhange Theory
SM	Structural Model
SPSS	Statistical Package for the Social Science

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UCSI	University College Sedaya International
UiTM	Universiti Teknologi MARA
UKM	Universiti Kebangsaan Malaysia
UM	Universiti Malaya
UMP	Universiti Malaysia Pahang
UMS	Universiti Malaysia Sabah
UNiMAP	Universiti Malaysia Perlis
UNIMAS	Universiti Malaysia Sarawak
UNITEN	Universiti Tenaga Nasional
UPM	Universiti Putra Malaysia
UPSI	Universiti Pendidikan Sultan Idris
USM	Universiti Sains Malaysia
UTAR	Universiti Tunku Abdul Rahman
UTM	Universiti Teknologi Malaysia
UTP	Universiti Teknologi Petronas
UUM	Universiti Utara Malaysia
VIF	Variance Inflation Factor

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CHAPTER 1

INTRODUCTION

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1.1 Introduction

Employee Retention (ER) could be increased by taking the initiative to improve the employer's ability to attract and build a mutually positive long-term relationship with the employee. Retaining talented employees has always been a big challenge for managers and poses unprecedented challenges in today's competitive environment (Messmer, 2000). Likewise, in Malaysian private universities, they are also working at a very high level of competitiveness (Manogharan et al., 2018). It is very important for them to develop a more effective retention strategy to retain academic staff so that they can maintain the high quality of education, which can raise the university's ability to compete with their competitors. Hence, academic staff retention in Malaysian private universities should receive more attention. Numerous studies have been conducted on why people leave their organisations based on the traditional attitude model, which is

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under the old theory of turnover. Most of them have examined turnover with on-the-job factors such as job satisfaction and job commitment. While some employees are satisfied and committed to their job, when opportunities arise, they will still leave their organisation. This study aims to determine how to retain academic staff even when an opportunity arises. This chapter introduces the background of the present research and discusses the research problem, research objectives, and research questions. The chapter also briefly defines the key terms and discusses the significance of the study.

1.2 Background of the Study

In today's world, retaining personnel appears to be a major challenge for every company and organisation. Many firms are always struggling to retain talented employees (Maceda, 2017). Each talented employee possesses a different set of skills and knowledge that cannot be completely replaced by other people. According to Shethna (2017), 85% of a company's assets are the skills of its employees. All intangible assets, such as brands, intellectual property, trademarks, patents, and copyrights, are designed by humans. Therefore, the most valuable asset for an organisation is all the employees who are working for it. All employees play a very important role in contributing to the success of the organisation. Talented employees who have high capabilities will make significant contributions to the organisation in order to increase their competitive advantage. Having a high ER is vital to a successful business (Aman-Ullah et al., 2020).

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ER can be defined as the efforts or initiative in developing strategies by an organisation to support and avoid its employees resigning from the organisation. It is the ability of an organisation to encourage its employees to remain in the organisation for a longer period of time (Das, 2013). One of the most effective strategies to gain a competitive advantage is to retain talented employees who can make significant contributions to organisational performance. This is very important for the organisation to retain its success (Gabcanova, 2011; Aman-Ullah et al., 2020). Retaining employees can be measured using the ER rate (ERR) or Employee Turnover Rate (ETR). If an organisation has a high turnover rate, the ER rate is low, and vice versa. Therefore, in order to maintain a high ER, the organisation should maintain a low staff turnover rate. ER is one of the elements that affects the overall mobility of employees in an organisation; the other is employee turnover, which can be considered the other side of the same coin (Bernardino, 2022; Msengeti & Obwogi, 2014).

Higher education plays a key role in transforming and building a nation. Transforming Malaysia into a developed country requires higher education to produce a high-quality, knowledgeable, and well-rounded workforce in order to increase the nation's ability to compete especially in the global arena (Wan et al., 2018; Tan et al., 2020). One of the Malaysian government's long-term ambitions (vision) is to make Malaysia known for having *high quality tertiary education, excellent individuals, and a prosperous nation* (Ministry of Education Malaysia: Higher education, 2018). Besides, the Malaysian government also has the vision of transforming Malaysia into an educational center in the Asian region and aims to provide quality education in order to produce a high-quality workforce. Malaysian private universities are playing a vital

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role in supporting the Malaysian government (Financial Express, 2007; Manogharan et al., 2018).

The government of Malaysia acknowledges the importance of private higher institutions in producing a pool of highly qualified and skilled professionals (Chen & Su-Yen, 2016). In order to improve the quality of higher education in Malaysia, such as standards, lecturers, and infrastructure, the "National Strategic Higher Education Plan" (PSPTN) was set up by the Malaysian government in 2007. The performance and progress on PSPTN were reviewed comprehensively by the Ministry (Ministry of Education Malaysia, 2015). Besides, the Malaysian Education Blueprint 2015-2025 (Higher Education)/MEB (HE), which is to enhance the quality of higher education, was developed by the Ministry in 2013. This will prepare Malaysia to become a high-income nation. Furthermore, the national accreditation committee had been launched by the Ministry of Education. The quality assessment of private higher education institutions will be done by this committee to keep all the Malaysian private universities on their toes in terms of compliance and regulation (Richard, 2016; Sohail et al., 2003). Currently, Malaysia has 111 universities, which consist of 20 public universities, 47 private universities, 34 private university-colleges, and 10 foreign university branch campuses (StudyMalaysia.com, 2022a).

However, Malaysian private universities are facing some challenges because they do not receive any research grants, funding, or direct subsidiaries from any source. They sustain their operational costs normally by relying on corporate investment, alumni, and student funding (Ministry of Higher Education, 2011; Teh, 2014). Therefore, they are operating in a very competitive environment. They are facing a big

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challenge to retain their talented employees and ensure they can be retained even where there are other opportunities available (Manogharan et al., 2018). Aggressive promotional strategies need to be used to differentiate the institutions (Winter et al., 2000). They need to be proactive in maintaining high educational standards in order to gain competitive advantage (Altbach, 1996). Many private higher education institutions have shown their commitment to implementing high-quality practices by ensuring educational services are always maintained with high professionalism and teaching capability among academic staff. Academic staff are always dealing with students directly; they are considered to be involved in the core process of the university and play a very important role in determining the quality of private higher education institutions in order to gain a competitive advantage (Arokiasamy et al., 2011; Financial Express, 2007). Therefore, ER among academic staff plays a significant role in contributing to the high quality of education. In Malaysian private higher education institutions, the turnover rate of talented employees is surprisingly high for faculty heads, senior lecturers, and also new lecturers (Manogharan et al., 2018). According to the Department of Statistics Malaysia (2022), although the number of private institutions continues to increase at the moment, the total number of academic staff has dropped from 32,992 in 2010 to 28,570 in 2021. Therefore, it is crucial for private universities to determine the most useful technique for retaining academic staff even when other opportunities arise.

According to Smith et al. (2022) and Yang et al. (2011), JE has a significant direct effect on ER. It is further noted that the high turnover rate among academic staff might be caused by their low JE. Dawson and Abbott (2011) and Wahyudi et al. (2022) claimed that employee turnover could be reduced by hiring the right people and

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embedding them in the organisation. JE was introduced by Mitchell et al. (2001), and it emphasised why people stay rather than why people leave their organisations. It emphasised employees who do not change their current jobs, even when it might be advantageous to do so. Job Embeddedness (JE) comprises two distinct factors, traditionally known as work and non-work factors, whereby the work factor is synonymous with the on-the-job factor whereas the non-work factor is envisaged to be the off-the-job factor. In addition, there are three dimensions to each factor mentioned, namely fit, links, and sacrifice (Yao et al., 2004). JE is composed of the fit between an individual's values and their job as well as the surrounding environment in the community, the links an individual has with groups and activities in an organisation and community, and job-related and community losses (sacrifice) that would be incurred if an individual decides to leave his or her position (Mitchell et al., 2001; Snow 2002). That is to say, JE is one of the important factors that has a significant direct effect on ER.

For employees with a higher level of job embeddedness, it would be more difficult for them to leave, and they would be more willing to continue to stay in their organisation. Having said that, every individual is not only embedded with their current working organisation but also embedded with their life outside of work, and the higher the level of JE, the higher the retention of employees, and they would continue to stay in their current working organisation. JE is found to be positively related to ER (Mitchell et al., 2001). According to Holtom et al. (2020) and Tanova and Holtom (2008), JE can predict ER better than traditional constructs, e.g. job satisfaction and organisational commitment. Academic staff from Malaysian private universities might have a lower feeling of JE, which they might not be able to embed with their current

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working university as well as their life outside of work. Academic staff with a low level of organisational embeddedness and community embeddedness have a higher tendency to leave their university if there are any better opportunities. Therefore, increasing JE for both work and non-work aspects among academic staff is the next challenge for Malaysian private universities.

Additionally, Giosan (2003) found that by increasing organisational support, JE can be increased. JE can be increased if the employees perceive that the company accepts their interests as equally valuable as the company's (Otaye & Wong, 2014). Organisational support will make employees feel that they are valued and recognised. Thus, they would tend to show positive reactions and attitudes as well as be willing to put more effort into doing their tasks, in which they are more embedded (Rahimnia et al., 2021; Tsai et al., 2015). Besides, for employees who have a high level of trust and a good connection with their co-workers, they can be more embedded in their organisation, which is aligned with Social Exchange Theory (SET). When employees receive more emotional support from their co-workers, trust can be built among them. Then they will reciprocate through their JE (Karatepe, 2013; Self et al., 2020). According to Yang et al. (2011), the greater the fit, links, and sacrifices to their working and nonworking places (on-the-job factor and off-the-job factor), the more embedded the employees are in their organisation. The relationship between organisational factors and ER is mediated by JE, which is proposed by the JE theory (Mitchell et al., 2001). JE can be enhanced by receiving more support from the organisation as well as co-workers; this will lead to high ER. Therefore, JE plays a crucial mediating role in retaining employees.

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Many researchers studied the mediating factors that affect ER, where many of these factors are related to on-the-job factors, such as job satisfaction (Bharadwaj et al., 2022; Bhardwaj et al., 2021; Bufquin et al., 2017; Hassan et al., 2021; Sharif et al., 2021), organisational commitment (Agus & Selvaraj, 2020; Arasanmi & Krishna, 2019; Bufquin et al., 2017; D'Amato & Herzfeldt, 2008), psychological empowerment (Ratau, 2021), organisational identification (Bharadwaj et al., 2022), psychological contract (Nayak et al., 2021), motivation (Mata et al., 2021), employee engagement (Ekhsan et al., 2021), work engagement (Fernando & Nishanthi, 2021), and person–organisation fit (Yusliza et al., 2021). However, there is still a lack of studies conducted on the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities. This study is hoped to contribute to the Social Exchange Theory by examining the mediating role of JE, which consists of on-the-job and off-the-job factors. This study is interested in examining how perceived organisational support (POS) and perceived co-worker support (PCWS) can influence employee retention (ER) through job embeddedness (JE) among academic staff in Malaysian private universities. This study aims to determine how to retain academic staff even when other opportunities arise.

In order to maintain a high ER, it is never an easy task for any private university. There is a need to understand how talented academic staff can be retained more effectively. The university must know how talented academic staff can be highly embedded in the university and also in the community, so that they will remain in their university even if there are other opportunities available elsewhere. This is the very first step in addressing the problem, and the researcher is in the best position to offer alternatives or practical solutions to the problem. This study can help provide more

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useful methods to Malaysian universities and the Malaysian government on how to keep talented academic staff even when other opportunities are available elsewhere by emphasizing JE (on-the-job and off-the-job).

1.3 Statement of the Problems

The high achievement of any organisation depends on the contributions and high quality of performance of its employees (Manogharan1 et al., 2018). In today's world, "How to retain talented employees?" appears to be a major challenge for every company and organisation. Many firms are always struggling to retain talented employees. ER becomes a major headache for upper management (Maceda, 2017). Holtom et al. (2008) highlighted that the retention of high-quality employees is more important today than ever before. Besides, ER is a serious issue in human resource management (Bandura & Lyons, 2014). Malaysian private universities are also struggling with the issue of retaining academic staff (Manogharan et al., 2018). Therefore, there is a need for practitioners from Malaysian private universities to determine how to retain their academic staff even when there are other opportunities available.

1.3.1 POS and ER

According to Eisenberger et al. (1990) and Wayne et al. (1997), POS is negatively related to the intention to leave, and employees would be more willing to remain in

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their organisation. They are less likely to seek and accept jobs from other organisations if greater POS is provided where employers recognise their employees' contributions, value them, and care about their welfare (Eisenberger et al., 1990; Eisenberger et al., 1986; Shore & Wayne, 1993; Wayne et al., 1997). This is supported by Rhoades et al. (2001), who studied the relationship between POS and turnover behaviour. There are significant signs that they are negatively related. The norm of reciprocity shows that people tend to have strong feelings of obligation to help those who have provided support to them before (Gouldner, 1960). For those who have received high POS, they are more likely to feel obligated to "repay" their organisation through "continued participation" and retain their organisation (Eisenberger et al., 1990; Eisenberger et al., 1986; Shore & Wayne, 1993). The support received from management is one of the justifiable factors that affect ER (Kurdia et al., 2020).

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However, Bohassan and Muhammard (2021) reported different results. They investigated the effect of POS on ER among staff who were currently working at Manatat School in Jeddah, Saudi Arabia. The result showed that POS did not significantly affect ER. Most of the employees were not willing to stay for a long period of time in the current organisation. Even with the support of their organisation, they were still reluctant to invest in and retain it.

Previous studies on the relationship between POS and ER provided contradictory results. Hence, a clear conclusion on the relationship between POS and ER cannot be established. Thus, another potential intervening factor is anticipated to explain the different result. Therefore, this gap should be filled by this study.

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1.3.2 PCWS and ER

Huselid (1995) and Clercq, et al. (2020) found that supportive organisational practices as well as co-workers' support have a significant influence on employee turnover. In other words, an individual's intention to stay can be reciprocated by providing a supportive working environment and also receiving support from co-workers. People are more likely to stay with an organisation if they are able to get help from their colleagues when facing difficulties. A total of 80% of employees want to work in a better and more conducive work environment. It becomes important for the employer to provide a supportive work environment to cultivate high ER (Ghosh & Sahney, 2011; Guchait & Cho, 2010). A happy organisation can be built as employees' second home where they are happy with their working environment. This can keep all employees working with them for a long time (Suphaphun et al., 2014). Choy et al. (1993) found that if academic staff perceived a lack of support, they would put less effort into doing their work.

However, Mossholder et al. (2011) argued that there is no significant impact of co-workers' support on turnover or retention. This is supported by Chung et al. (2021), Loi et al. (2014), and Mutsuddi et al. (2020), who found that PCWS did not have a significant effect on the willingness of employees to stay/remain in their organisation. Due to the co-workers being at the same level in the organisation, the recognition and support received from colleagues did not significantly influence their turnover intention. Even if they obtained support from their co-workers, they still did not stay for a longer period of time in their organisation.

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The previous studies on the relationship between PCWS and ER provided different results. Hence, a clear conclusion on the relationship between PCWS and ER cannot be established, which leads to another potential intervening factor anticipated to explain the different result. Therefore, this is the gap to be explored and filled by this study, where the mediating factor should be examined to have a better understanding of the relationship between POS, PCWS, and ER.

1.3.3 JE as a Mediator between POS and PCWS and ER

Referring to the Social Exchange Theory, high POS can create a feeling of obligation to the organisation, where the employees tend to feel more obligated to support their organisational goals and willing to retain their organisation. Allen et al. (2003) concluded that POS plays an important role in the turnover process. However, Allen et al. (2003) argued that although there are some facts that show that POS is significantly related to turnover intention, there is evidence to suggest that these effects are mediated. Many models of turnover have identified that organisational commitment and job satisfaction mediate the relationship with withdrawal, and they are two of the most important constructs in turnover research (Hom & Griffeth, 1995).

Most turnover theories have found that people leave when they feel that they are not happy and satisfied with their work and that there are other job alternatives. This emphasises low job satisfaction, low commitment, and prevailing job alternatives dominating the voluntary turnover study (Ekhsan, 2019). The researchers' study of the traditional attitude-driven process and its component parts was extensive (Hom &

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Griffeth, 1995; Maertz & Campion, 1998). Job satisfaction and organisational commitment are the two attitudinal constructs most frequently studied by the researchers (Rodríguez-Fernández et al., 2021; Purwanto et al., 2021; Jaros, 1997).

However, job commitment (Allen et al., 2003; Albalawi et al., 2019; Arasanmi & Krishna, 2019) and job satisfaction (Allen et al., 2003; Li et al., 2020) were found to have mediated the relationship between POS and turnover. Thus, POS may affect turnover as a critical antecedent to commitment. The largest part of these relationships was accounted for by the path through POS and commitment. Similarly, Wayne et al. (1997) stated that POS might be expected to be linked to turnover and that their relationship is mediated by commitment. Besides, Rhoades et al. (2001) found evidence that commitment mediates the relationship between POS and turnover.

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The most interesting point here is that while some employees are happy, satisfied, and committed to their job, they will still leave their organisation when opportunities arise. In many cases, negative attitudes are simply not associated with leaving (Campion, 1991). Research from scientific journals indicates that work attitudes, such as organisational commitment and job satisfaction, only play a relatively minor role in preventing employees from leaving. These attitudinal variables control about 4-20 percent of the variance in turnover (Do, 2021; Griffeth et al., 2000; Hom & Griffeth, 1995).

Therefore, Maertz and Campion (1998) concluded that some other variables that are important in explaining and predicting turnover had been left out. Prasetyo et al. (2021) suggested that there is a need to further explore some other factors in reducing

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turnover. Mitchell et al. (2001) raised this question: "Why do people stay in their organisations and occupations even when other opportunities are available elsewhere?". The JE construct was developed by the researchers to get the answer to this interesting question. This new construct was introduced by Mitchell et al. (2001) to explain why, even when there are plentiful opportunities, people still do not change their jobs to other organisations. Mitchell et al. (2001) defined organisational embeddedness as the totality of forces, which include fit, links, and sacrifice, that keep people in their current employment. It embeds workers in their current employment even when there is an opportunity to change jobs. This new construct of JE emphasises people who do not change jobs, even when it might be advantageous to do so. It explicitly includes both on-the-job and off-the-job factors that influence retention (Mallol et al., 2007). March and Simon (1958) suggested that many off-the-job factors play an important role in determining why people stay or leave. Lee et al. (1999b) also found that many employees leave their organisations because of discernible precipitating events. For example, a spouse relocates or an unsolicited job offer is received. These events occur off the job. To retain staff even when other opportunities are available, the organisation should make its staff embed themselves in the organisation and also in the community (on and off-the-job factors).

However, these two attitudinal constructs (job satisfaction and job commitment) are on-the-job factors that may only control about 4-8 percent of the variance in turnover (Griffeth et al., 2000; Hom & Griffeth, 1995). In addition, Mitchell et al. (2001) pointed out that OC is concerned with organisational issues. Thus, half of the JE construct is simply not covered by OC. Therefore, JE is better than JC and JS at predicting turnover (Mitchell et al., 2001). This new theory of turnover and JE focused

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on why people stay rather than on how they leave. In particular, attention is drawn to the reasons people stay through their JE construct (Mitchell et al., 2001). Furthermore, Giosan (2003) did a study to identify the predictors of JE. The results showed that people who seemed to be more likely to become embedded were those who perceived that the organisation supported them. The possible ways to increase embeddedness are by increasing organisational support and co-worker support, which cannot be ignored.

1.3.4 Commentary on Research Gap

Social exchange theory is used to support the conceptual framework of this study. According to Ladd and Henry (2000), Blau developed the social exchange theory in 1964 as a general theory of social behaviour that is always used to study and understand social behaviour and relationships in the working organisation. The social exchange theory was originally developed to analyse human behaviour in relation to resource exchange. If the other party offers something that is good and useful to another party, the other party is obliged and takes immediate action with an equally favourable offer (Rhoades & Eisenberger, 2002; Ye et al., 2015). Once the employee has established the relationship of social exchange, a long-term relationship can be maintained by involving a socio-emotional benefits exchange (Cropanzano & Mitchell, 2005; Gouldner, 1960; Masterson et al., 2000).

Many researchers and scholars, such as Cook et al. (2013), Cropanzano et al. (2017), Lambe et al. (2001), Qi et al. (2021), Ward, C., and Berno, T. (2011), and Zafirovski, M. (2005), have commented on the social exchange theory. Day (1995)

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claimed that "some relational exchange arrangements are deliberately short lived." The social exchange theory does not clearly explain the development of an exchange relationship over a long period of time. Dwyer et al. (1987) pinpointed that the development process of a relationship proposed by the social exchange theory is less effective in explaining the nature of a long-term relationship exchange. Social exchange theory does not take into account opportunism, so its ability to explain long-term exchange relationship development is limited. The exchange partners have even managed to achieve a good and positive exchange relationship; however, this rule could be broken when there are other opportunities elsewhere. On the basis of social exchange theory, job satisfaction and organisational commitment are the most commonly tested constructs. Organisational commitment (Suárez-Albanchez et al., 2022; Tumwesigye, 2010) and job satisfaction (Ghasempour Ganji et al., 2021; Sharif et al., 2021) play an important mediating role in the relationship between POS and turnover intention, as well as PCWS and turnover intention (Guchait et al., 2014).

However, some researchers argued that there are some employees with a high level of job satisfaction and commitment to their work, but they will leave whenever possible (Astuti et al., 2022; Birnstiel, 2022; Mitchell et al., 2001). Birnstiel (2022), Lee and Mitchell (1994), and Permana (2022) claimed that many high turnover rates could not be clarified using a traditional model. The traditional model only includes work-related factors (on-the-job) (Irvine & Evans, 1995; Jaros, 1997; Yang et al., 2011). For non-work-related factors (off-the-job), this is an undiscovered aspect in the social exchange theory; thus, this served as a gap for this study to explore.

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In the social exchange theory, employee turnover intentions could be reduced and ER could be increased by providing more support to build positive exchange relationships. According to He et al. (2011) and Ladd and Henry (2000), the main support received by employees in the workplace is organisational support and co-worker support. Due to the contradictory results, a clear conclusion on the relationship between POS, PCWS, and ER has yet to be established. Thus, another potential intervening factor is anticipated to explain the different result. The relationship between POS, PCWS, and ER is mediated.

In addition, most studies focused on specifically examining the exchange relationship at the supervisor-member relationship rather than the co-worker exchange relationship. Tucker et al. (2008) argued that perceived co-workers' support is an important factor yet often neglected. The support received from co-workers has been less focused on in most studies. However, PCWS plays a key role in understanding social behaviour in an organisation. If they receive support and help from their co-workers when facing difficulties, this will make them feel that they are appreciated, empathised with, respected, and trusted, which causes them to have higher embeddedness (Eisenberger & Stinglhamber, 2011; Halbesleben & Wheeler, 2015; Singh et al., 2018).

Furthermore, the perceived role that co-workers' support and POS play in understanding employees' retention via JE has yet to be completely specified and established. Numerous studies only focused on why people leave their organisations and examined these two on-the-job factors, namely job satisfaction (Abdullah et al., 2021; Mumu et al., 2021; Pandey et al., 2021; Otu et al., 2021; Yousuf & Saqib, 2021)

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and organisational commitment (Abdullah et al., 2021; Otu et al., 2021). These two on-the-job factors are the two attitudinal constructs most frequently studied by the researchers.

Apart from this, a large number of studies had been conducted in the field of ER in various industries, such as the manufacturing industry in Malaysia (Ibrahim et al., 2021), banking industry in Indonesia (Permatasari & Zona, 2021), banking and telecom sector in Pakistan (Khan, 2021), technical and vocational training organisations (Sepahvand & Bagherzadeh Khodashahri, 2021), hotel industry in Indonesia (Saputra & Riana, 2021), telecommunication industry in Africa (Jacqueline & Nafula, 2021), banking industry in Nigeria (Abba & Babanmairam, 2021), manufacturing companies in Africa (Magaisa & Musundire, 2022), hospitality sector in India (Chawla, 2021), small-and-medium sized enterprises in Pakistan (Raziq et al., 2021), oil and gas industries in Oman (Al Habsi et al., 2021), fast food industry in the US (Umezurike, 2021), and aviation sector in Turkey (Abdullah & Kavraz, 2021). However, there is a lack of information, and little research has been done at private universities. Similarly, there is still a lack of information and knowledge on JE in the education sector, especially in Malaysia. Many scholars have done studies in Egypt (Elshaer & Azazz, 2022), Taiwan (Teng et al., 2021), China (Park, 2021; Wen et al., 2021), Turkey (Akgunduz & Sanli, 2017), Australia (Stewart & Wiener, 2021), Pakistan (Ali et al., 2021; Khalid et al., 2021), Iran (Rahimnia et al., 2021), Japan (Peltokorpi et al., 2022), and Ghana (Amoah et al., 2021). Studies on how POS and PCWS can influence employees' retention through JE have received less focus in the context of Malaysian private universities among academic staff. Furthermore, with a high turnover rate of academic staff in higher education private institutions, there is also increasing attention

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to studying ER in a Malaysian context (Fauziah & Kumaruzaman, 2009; Muniapan, 2007; Yusoff et al., 2021).

In such a way, these are the gaps to be explored and filled by this study, where the mediating factor should be examined to have a better understanding of the relationship between POS, PCWS, and ER. Understanding the relationship could help human resource practitioners from Malaysian private universities make significant improvements in strategizing their staff retention plan. Therefore, the main objective of this study is to fill the gap by examining how POS and PCWS can influence ER through JE among academic staff in Malaysian private universities. This study is intended to determine how to retain academic staff even when other opportunities arise.

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1.3.5 Issue in Malaysian Private Universities

In order to respond to market needs and demands as well as the extensive changes, the Malaysian Qualifications Agency (MQA) was set up by the Malaysian government in 2007. Its objective is to make sure higher education institutions can meet the international standard of quality in order to get recognition (Ministry of Higher Education, 2016). For private universities to maintain the high standard of quality and high achievement that is aligned with the Malaysian government's aims, the university should always be proactive to maintain the high quality of teaching and professionalism among academic staff because they are the core of the university (Arokiasamy et al., 2011; Financial Express, 2007). According to Fauziah and Kumaruzaman (2009), in

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order to be a world class higher education centre, one of the most important criteria is the ability to retain valued academic staff in their universities.

However, Malaysian private universities are operating in a very competitive environment in terms of quality, and they are struggling with the issue of keeping productive academic staff (Jayabalan et al., 2021; Manogharan et al., 2018). Academic staff in higher education institutions frequently experience a higher level of stress and greater burnout than non-academics, according to Mohamed et al. (2021). Many researchers have found that the level of job stress for lecturers in higher education ranges from middle to high (Donders et al., 2003; Jing, 2008; Leung et al., 2000; Manogharan et al., 2018; Yaakob et al., 2009). Due to their demanding jobs, academic staff members at universities are at risk for high levels of stress and burnout (Nene, 2020). Academic staff need to handle different kinds of students in teaching and supervising at the undergraduate and postgraduate levels (Azman et al., 2010; Mukosolu et al., 2015; Wieclaw et al., 2005). Moreover, the pressure on them also increases continuously due to their primary focus being not only on teaching but also research, publication, projects, grants, consultancy, and other elements such as administrative work and marketing, as well as community services (Azman et al., 2010; Manogharan et al., 2018; Mukosolu et al., 2015; National Higher Education Research Institute, n.d.). Their academic responsibilities include research, teaching, administrative support, and community service (Nene, 2020). In 2013, the annual turnover rate of industries was 13.2%. The turnover rate increased by 0.9%. However, staff turnover for Malaysian private universities is higher than 13.2% (Watson, 2013). According to human resource personnel at certain private universities, the turnover is about 18% (Ramasamy & Abbudullah, 2020). The shortage of academic staff in private

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universities is a critical issue and is at an alarming stage (Manogharan et al., 2018; Muniapan, 2007; Zakaria et al., 2014). Support from employees is essential for any organisation to succeed (Manogharan et al., 2018).

When an academic staff member decides to leave their university, it has an impact on the entire university, including the students, management team, support team, and other academic staff, because they must act quickly to fill the vacant position (Cable & Turban 2001). The burden must be shared among the remaining employees while the institution searches for the best replacement, if it chooses to take its time. The current workforce will feel pressure to leave the organisation as a result of this predicament, which will irritate and dissatisfy them. However, the poor selection of practices implemented by the management without sufficient time for evaluation may lead to inefficiencies, such as subpar performance in terms of profitability, sales, and growth, if the selected candidate is later found to be unable to carry out their duties and fit into the current work environment (Mabutu et al., 2022; Mat et al., 2022*).* The research output and institution's reputation are negatively affected due to the loss of talented academic staff. Therefore, it is very costly to do "re-recruitment" because it involves extra time and money to recruit, select, and provide training to new employees (Ansari & Bijalwan, 2017). Choosing between profitability and cost must be balanced in private higher education institutions (Manogharan et al., 2018). This retention issue would significantly affect the quality of education and also drastically affect the Malaysian government's aim to offer world class higher education centres.

In view of talented academic staff who are often hunted by competitors and will leave their university even if they are happy and satisfied when there are better job

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alternatives, the effort to retain talented academic staff must be prioritised to get more effective retention strategies (Holtom et al., 2006; Khalid & Nawab, 2018; Robyn & Du Preez, 2013; Thomas Lee et al., 2004).

1.4 Research Questions

Accordingly, the general and specific research questions for this study are as below:

General research questions: To what extent can POS and PCWS influence employees' retention through the mediating role of JE among academic staff in Malaysian private universities?

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Specific research questions:

i. Does POS have a direct effect on JE in Malaysian private universities?
ii. Does PCWS have a direct effect on JE in Malaysian private universities?
iii. Does POS have a direct effect on ER in Malaysian private universities?
iv. Does PCWS have a direct effect on ER in Malaysian private universities?
v. Does JE have a direct effect on ER in Malaysian private universities?
vi. Does JE mediate the direct effect between POS and ER in Malaysian private universities?
vii. Does JE mediate the direct effect between PCWS and ER in Malaysian private universities?

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1.5 Research Objectives

In an attempt to bridge the identified research gap, the objective of this research is to further evaluate how POS and PCWS are related to ER through the mediating role of JE among academic staff in Malaysian private universities. There are seven specific objectives for this study. They are as follows:

i. To determine if POS has a direct effect on JE in Malaysian private universities.
ii. To determine if PCWS has a direct effect on JE in Malaysian private universities.
iii. To determine if POS has a direct effect on ER in Malaysian private universities.
iv. To determine if PCWS has a direct effect on ER in Malaysian private universities.
v. To determine if JE has a direct effect on ER in Malaysian private universities.
vi. To examine if JE mediates the direct effect between POS and ER in Malaysian private universities.
vii. To examine if JE mediates the direct effect between PCWS and ER in Malaysian private universities.

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1.6 Definition of Key Terms

1.6.1 Private University

In this study, a private university can be defined based on the definition provided by "Higher education in Malaysia, 2020b" and "StudyMalaysia, 2022c". In this study, private universities are universities that are not government-funded universities. The government is not their main source of support. Undergraduate and graduate degree programmes are available at private universities in Malaysia, and these degrees can be awarded (Higher education in Malaysia, 2020b; StudyMalaysia, 2022c). A private university is a type of private higher education sector that is crucial to Malaysia's system of higher education. It is essential to the development of the country (Hanushek & Woessmann, 2020).

1.6.2 Academic Staff

The term "academic staff" refers to employees who are working in a university, and their primary responsibilities are related to the process of doing research and teaching (Atkin, 2016). This study's definition of academic staff is based on the Malaysian Qualifications Agency (2019). According to the Malaysian Qualifications Agency (2019), academic staff could be defined as "Personnel engaged by Higher Education Providers who are involved in teaching, training and supervision." For a university, the primary functions of research and teaching are of utmost significance. In this process,

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academic staff members have a significant impact on knowledge creation through research and dissemination through lectures.

1.6.3 Employee Retention (ER)

According to Akhtar et al. (2015), retention refers to the effort of an organisation to keep employees with positive assessments. They are usually involved in voluntary resignations. Otherwise stated, retention refers to a methodical attempt to develop and enhance the conditions of an environment that keeps workers motivated to work while putting in place policies and procedures that meet their various needs (Ghani et al., 2022). ER is a strategy where programmes of development and training are given to employees who subsequently become specialists in their work and dedicated to their employment, adding to the firm's benefit (Aruna & Anitha, 2015). The goal of ER is to maintain essential expertise within an organisation, but it may also be used to uncover ways to lower turnover and improve employee satisfaction rather than merely positioning them (Basnyat & Clarence Lao, 2019). In order to gain a competitive advantage, these groups of high performers need to be kept by employers; in other words, Cascio (2003) described retention as an initiative taken by an organisation to keep their employees from resigning from the organisation. Different organisations use different techniques to keep their employees. In this study, ER is used to measure the overall perception of success in retaining academic staff at Malaysian private universities. It is to measure the effort of the university to keep and retain academic staff with a positive assessment that involves voluntary resignation. In other words, it

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is to measure the initiative taken by the university to keep the academic staff and prevent them from resigning voluntarily from their current university.

1.6.4 Job Embeddedness (JE)

JE emphasises why people stay instead of why people leave their workplace (Afsar et al., 2018). According to Yao et al. (2004), JE is defined as the combined forces necessary to keep a person in their current job. JE consists of two dimensions, which are the organisational dimension (on-the-job) and the community dimension (off-the-job). For each of these dimensions, there are three sub-dimensions: fit, links, and sacrifice. Thus, JE is measured by evaluating the link, fit, and sacrifice. In this study, JE is a multidimensional construct to measure the perception of JE among academicians from Malaysian private universities, which comprises the dimensions of work and nonwork facets with three sub-dimensions known as fit, links, and sacrifices. In this study, from an organisational dimension (on-the-job) perspective, it is to measure the academic staff's perception of link and fit with their university, as well as what they would need to sacrifice if they left their university. In other words, it is to measure the extent of the academic staff's perceived compatibility and level of comfort with the setting within the university, in terms of whether their personal values, career goals, and future plans can be a good fit with the culture of the university. Besides, it measures the connection of the academic staff with their work activities and colleagues in the same university, as well as their perception of the psychological benefits or material costs that will be sacrificed if they leave their current university. However, from a community dimension (off-the-job) perspective, it is to measure the academic staff's

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perception of link and fit with their community, as well as what they would need to sacrifice if they left their current community. It means that the academic staff would consider the extent to which the community and surroundings are perceived to fit with their personal and individual values, as well as the connection between the academic staff and group activities in their current community. Apart from this, it also measures the perception of the academic staff on the benefits they received that would be forfeited if they resigned from their current university.

1.6.5 Perceived Organisational Support (POS)

POS refers to an individual's belief concerning the extent which their well-being is cared for and that their contributions are valued by the organisation. The feeling of obligation to their employing organisation can be created with a high level of POS (Eisenberger et al., 1990; Kurtessis et al., 2017). POS is when employees believe they can obtain support and help from the organisation whenever needed. POS is directly correlated with the simultaneous exchanges that take place within the organisation (Orpina et al., 2022). When their contributions and well-being are valued and cared for by their employing organisation, this will make them feel that they are obligated to repay their employer by having high engagement in activities that support their organisational goals (Eisenberger et al., 1990; Kurtessis et al., 2017). If the organisation does not provide good attention and support to their employees, they will probably be more unsatisfied and uncooperative because they feel that they are entitled to compensation and do not think that further efforts would result in future potential returns and rewards (Knapp et al., 2017). The level of POS reveals employees' true

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emotions about how much the company cares for and appreciates them (Arasanmi & Krishna, 2019). In this study, POS is used to measure the perception of support received by academicians from the top management of Malaysian private universities. It refers to the belief of the academic staff concerning to what extent their well-being and contribution are valued by the top management in their university. The high POS provided by the university can create a feeling of obligation to the university among all academic staff. When the university cares about and values the academic staff's contribution and well-being, they will feel highly obligated to repay the university by having a high level of involvement in activities such as teaching and research that support their university goals.

1.6.6 Perceived Co-worker Support (PCWS)

"Co-worker" is used to refer to peers in the workforce who are employed by the same organisation in order to record a social connection between them. Co-workers also typically share similar rank and status throughout the group work in the organisation (Kim et al., 2018a). Employees' ability to rely on their co-workers for assistance and support when necessary is referred to as co-worker support (Liao et al., 2004). According to Kim et al. (2017), PCWS refers to the co-worker exchange relationship where support is received from their colleagues in the workplace. The support given by peers, such as counselling, sharing information, taking over some tasks, caring for their needs, and listening to problems either work-related or non-work-related, is highly valued by employees (Kiazad et al., 2015; Meglich et al., 2016). When co-workers offer their support by expressing their care, giving counselling, sharing information, and

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helping colleagues who are in need, this can strengthen the team spirit in the workplace (Wilkinson et al., 2017). Employees who experience co-worker support probably feel obligated to show support by engaging in constructive, proactive, and seminal work activities (Chiaburu & Harrison, 2008). In this study, PCWS is used to measure the perception of support from peers received by academicians who are working in Malaysian private universities. This refers to the peer exchange relationship where the academic staff receive support from their colleagues, such as other academic staff and administrative staff from the faculty office at their university. Academic staff highly value the support received from their colleagues, such as sharing information about teaching and research, caring for their needs, listening patiently to any problems faced, giving advice, and helping those in need. This can strengthen the bond and team spirit at the university.

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1.7 Significance of Study

In the research on turnover, many organisational scholars were more focused on organisational commitment (Abdullah et al., 2021; Otu et al., 2021), job satisfaction (Abdullah et al., 2021; Mumu et al., 2021; Pandey et al., 2021; Otu et al., 2021; Yousuf & Saqib, 2021), human resource practices such as pay, promotion, and working conditions (Bhardwaj et al., 2021; Chawla & Singla, 2021; Mobley, 1982; Pettman, 1975), career development (Chawla & Singla, 2021; Boomer, 2009; Parmenter & Barnes, 2021), and superior-subordinate relationship (Parmenter & Barnes, 2021; Zenger et al., 2000). Hom and Griffeth (1995) claimed that organisational commitment and job satisfaction are two of the most important constructs in the research on turnover.

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However, Mitchell et al. (2001) developed a new construct, namely JE, to capture a more complete picture of turnover predictors. More recently, there has even been a growing body of JE research, although empirical studies on the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities is found to are still lacking and limited. There is still limited information and knowledge on JE in the education sector, especially in Malaysia. Many scholars have conducted studies in Egypt (Elshaer & Azazz, 2022), Taiwan (Teng et al., 2021), China (Park, 2021: Wen et al., 2021), Turkey (Akgunduz & Sanli, 2017), Australia (Stewart & Wiener, 2021), Pakistan (Ali et al., 2021; Khalid et al., 2021), Iran (Rahimnia et al., 2021), Japan (Peltokorpi et al., 2022), and Ghana (Amoah et al., 2021).

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This study would contribute to the existing literature on turnover in four ways. Firstly, by examining the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities, this study fills in the gap in the existing Social Exchange Theory. This study's breakthrough explores the unexplained aspects of the theory. A more comprehensive view of turnover predictors could be captured and understood. As such, this study would expand the knowledge of turnover in the literature review. Without studying JE, the prediction of turnover may not be explained and justified appropriately and clearly, especially in Malaysian private universities. Thus, the findings of this study would be crucial in contributing ideas for turnover to scholars and practitioners in Malaysia.

Secondly, upon completion and analysis of this study, the relationship between all the variables and the mediating role of JE was analysed and tested using

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Partial Least Squares Structural Equation Modelling (PLS-SEM). This study enables the researcher to test the effect of the independent variables on the dependent variable as well as the mediating role of a variable by using a new method of data analysis. PLS-SEM can be used to further evaluate and determine the relationship between the variables and the mediating role of each variable. This study is significant and can help to provide new insights of data analysis to researchers. This study has therefore added value to get new methodological views.

Thirdly, after the completion of this study, it can enhance earlier empirical research. This is because previous research only focused on workplace challenges (on-the-job factor) and the causes of employees leaving their organisations. This study primarily examined what motivates academic staff members to stay at their current university even when there are better possibilities available. It focuses more on academic staff members who remain in their current positions despite potential benefits. This study further examines the mediating effect of JE, which encompasses both on-the-job and off-the-job factors (Mitchell et al., 2001). Thus, this study can improve empirical research by providing a better understanding of the relationships between POS and ER, as well as PCWS and ER, among academic staff at Malaysian private universities.

Lastly, after this study has been completed, a clearer understanding of ER will be provided. This study can help provide new insights to practitioners who are looking for new methods to keep talented staff. This can help them make more thoughtful and effective decisions. Based on the findings of this study, the government of Malaysia can develop more appropriate systems and policies to further strengthen the practical

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culture in the education sector in Malaysia, especially for Malaysian private universities. The results of this study would provide them with a more appropriate guideline to draft more effective and efficient strategies to reduce turnover and keep academic staff for a longer period of time. To put it another way, this study would help practitioners or policymakers in Malaysian private universities address the issue of brain drain among academic staff.

1.8 Scope of study

This study is to examine the relationship between POS, PCWS, JE, and ER among academic staff in Malaysian private universities. At private universities in Malaysia, undergraduate and graduate degree programmes are offered, and these degrees can be awarded. The Malaysian government does not support private universities in Malaysia. Having said that, the government does not run, own, or provide institutional funding for private universities in Malaysia. They may impose higher fees than at public universities (Higher education in Malaysia, 2020b; StudyMalaysia, 2022c).

This study primarily focused on private universities in Malaysia, as they are crucial to Malaysia's system of higher education. It is a type of private higher education sector that is essential to the development of the country (Hanushek & Woessmann, 2020). According to Rajaendram (2020), the private higher education sector has made a significant contribution to Malaysia’s gross domestic product (GDP). Hanushek and Woessmann (2020) pinpointed that the creation of intellectual capital for a nation's development depends fundamentally on the private higher education industry. Chin

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(2019) claimed that Malaysia contributes significantly to the global need for higher education. Academic staff is crucial in setting the quality of private higher education institutions (Jawabri, 2017).

In relation to the matter of retaining academic staff, the private higher education sector has encountered numerous challenges and impediments that have limited their ability to advance (Manogharan et al., 2018). Therefore, this study mainly focused on ER among the academic staff in Malaysian private universities in order to maintain the quality of higher education institutions. This study only targeted full-time academic staff who are currently working as tutors, lecturers, senior lecturers, assistant professors, associate professors, professors, or senior professors in the top six private universities, namely Taylor's University, UCSI University, UTP, UNITEN, MMU, and UTAR. By benchmarking themselves against other universities, these top six Malaysian private universities at the Asian and global levels have played a proactive and significant role (Yaakob et. al., 2009). Part-time academics were not included in the scope of this study. In this study, the unit of analysis is individual full-time academic staff. In addition, the unit of observation is the same as the unit of analysis in this study. As such, data were collected from individual full-time academic staff who are currently working at the top six private universities, namely Taylor's University, UCSI University, UTP, UNITEN, MMU, and UTAR.

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1.9 Organisation of Chapters

There are five chapters in this thesis. Chapter 1 introduces the background of the study and discusses the problem statement, research objectives and research questions, definition of key terms, and significance of the study. Chapter 2 discusses the literature on the independent variable, mediating variable, and dependent variable in this study. The research gap, conceptual framework, and hypotheses are also discussed in this chapter. Chapter 3 discusses the research methodology for this study as well as the explanation of the method used. The next chapter reports the results of the data analysis, while Chapter 5 discusses the implications of the results and the direction for future research.

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1.10 Summary

This chapter introduced the background of this study and discussed the research problem, research questions, and research methodology. The chapter also briefly introduced the conceptual framework and hypotheses. The emergence of the new construct JE is an exciting and important growing area in the turnover model to explain how to retain staff even though other opportunities are available. This study targets academic staff at private universities in Malaysia. An adoption of Allen et al.'s (2003) model provided the conceptual framework for this study and hypothesis. Furthermore, this study also assists in the understanding of how POS and PCWS are related to ER through the mediating role of JE among academic staff in Malaysian private universities. The next chapter reviews the theoretical and empirical literature related to POS, PCWS,

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JE, and ER from various perspectives. It also discusses the research framework for this study and the development of the hypotheses.

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

This chapter highlights and reviews the literature on the key variables in this study. The conceptual framework of this study is adapted from the model by Allen et al. (2003) on ER. While Allen et al. (2003) emphasised the Traditional Model for turnover intention, the focus of this study places more emphasis on the New Model for turnover intention. Moreover, little research has been done on the New Turnover Model. This chapter comprises five main sections. The first section introduces the evolution of Malaysia's private higher education institutions. The second section is to review the underpinning theories that can be used to explain the framework of this study. The third section comprises an explanation of ER and the turnover model. The fourth section reviews the relationship between the independent variables with ER and the literature on JE as a

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mediator. The last section identifies the research gap and discusses the conceptual framework. The hypotheses are also discussed in the fourth section.

2.2 Higher Education Institutions in Malaysia

In Malaysia, operating higher education institutions that offer higher education are under the control of the Ministry of Higher Education (Mohamad Ishak et al., 2009). The Ministry of Higher Education was established on March 27, 2004, as a result of the Ministry of Education's restructuring, and it was a significant turning point in Malaysian history, particularly in the expansion and growth of the higher education sector. It is in charge of overseeing higher education in Malaysia and the activities of government agencies, such as the Malaysian Qualifications Agency, the National Higher Education Fund Corporation (Perbadanan Tabung Pendidikan Tinggi Nasional-PTPTN), and others. The Ministry of Higher Education is along the lines of the government's vision to build Malaysia into a center of excellent education (StudyMalaysia, 2022b).

Typically, Malaysian higher education institutions can be divided into public and private institutions. Public institutions are higher education institutions that receive government funding and fall under the jurisdiction of Malaysia's Education Ministry. The Malaysian government provides 90% of the funding for public universities, with student fees covering the remaining 10% (Higher education in Malaysia, 2020a). All public institutions can mainly be grouped into a few broad categories: public universities, public colleges, community colleges, and polytechnics. There are three

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main types of public universities that can be categorised as either research universities, comprehensive universities, or focused universities. Undergraduate, graduate, and occasionally foundation programmes for pre-university and diploma programmes are all offered by public universities for students preparing for higher education. However, certificate and diploma-level programmes are offered by community and polytechnics as well as public colleges (Education Malaysia Global Services, 2022). Under the terms of the Universities and University Colleges Act of 1971, public universities in Malaysia are self-managed and supported by the government. Due to the limited availability of first-degree programme slots, not every interested student could enrol in these institutions. This gave the Ministry of Higher Education hope that the mission would be complemented and supplemented by private higher education institutions. Malaysia now has 20 public universities, including five research universities, four comprehensive universities, and 11 focused universities (Higher education in Malaysia, 2020a).

In Malaysia, private higher education institutions (PHEIs) have developed several ownership models over the years; some of them are business models that prioritise profits, while others do not (Lee, 1999). According to Lee (2004), in order to mobilise and maximise both private and social resources for higher education, a variety of collaborations between the government, non-governmental organisations, the business sector, local communities, and religious organisations were formed. Typically, the manner of ownership, which has a direct impact on both the delivery and quality of educational programmes, determines the amount of capital required for the creation and management of the colleges. In an effort to combine their limited resources, PHEIs are collaborating increasingly frequently. One example is the merger of Penang's INTI International College and Disted-Stamford College. From pre-university through post-

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graduate level, some private institutions provide a wide range of programmes in numerous academic disciplines, while others focus on particular topics, such as medical sciences, arts and sciences, languages, music, and computer technology, among others. Instead of battling it out with other universities in the same field, the plan is to carve a niche for themselves. The private education industry can adapt more quickly to the shifting demands of the labour market by institutionally differentiating itself. According to the Department of Statistic Malaysia (2022), the number of students enrolled in public higher education institutions was 701,871 in 2021, whereas the number was 515,446 for PHEIs in the same year. This demonstrates that a significant portion of university graduates entering employment today received their higher education from the private sector in Malaysia.

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2.2.1 Background of Private Higher Education Institutions in Malaysia

Malaysian PHEIs are not government-funded. They are supported solely by tuition payments from students. They might charge more than at public universities. Private higher education institutions can mainly be grouped into two categories: a) Universities: private universities, private university colleges, and foreign university branch campuses; and b) Non-university: private colleges. Both undergraduate and graduate degree programmes are available at private universities, and these degrees may be awarded. Private universities have the authority to award these degrees. In comparison to private university colleges and private colleges, private universities frequently have larger campuses and student facilities. In addition to frequently being a part of a larger university, private university colleges typically offer pre-university and diploma

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programmes. They do not have full university status. Under specific subjects and fields, they can award degrees (EasyUni, 2022; StudyMalaysia, 2022a; Higher education in Malaysia, 2020b). For foreign-branch campus universities, the Malaysian government has invited foreign universities to set up their offshore campuses in Malaysia, and these universities are known as foreign university branch campuses. In addition to diplomas and foundation studies credentials, foreign-branch campus universities also issue degrees (undergraduate and graduate). Similar to the host universities, the requirements are the same. Compared to studying overseas, the tuition costs for students will be lower. Students will benefit from a significantly lower cost of living in Malaysia in addition to lower education expenses. Additionally, and this is more significant, students will receive the same credentials as those attending the main campus abroad (StudyMalaysia, 2018).

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For private colleges, both pre-university and diploma programmes are available and offered by them. Through a local or international partner university, several of these institutions can provide degree programmes, including twinning programmes (EasyUni, 2022). The private universities, private university colleges, private colleges, and foreign-branch campus universities in Malaysia are established according to the Private Higher Education Institutions Act of 1996, which offers the parameters or foundation for the growth of PHEIs in the nation. Due to collaboration agreements, it allows private universities, private university colleges, international branch campuses, and a select few private colleges to provide 3+0 degree programmes from foreign universities wholly in Malaysia. In view of the degree programmes that are available from private universities and the 3+0 degree programmes from foreign universities offered by private colleges, it has given students alternatives to obtaining education at reasonable

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costs instead of studying in universities in other countries. In addition to the "3+0" foreign university programme, collaborative arrangements are also available in the forms of "2+1," "2+2," or "3+1," which stands for "3 years in Malaysia and one year at the foreign host-university," among others (Higher education in Malaysia, 2020b). Currently, Malaysia has 50 private universities, 34 private university colleges, 104 private colleges, and 10 foreign-branch campus universities with origins in host campuses in Australia, China, the UK, and Ireland (AfterSchool, 2022; StudyMalaysia, 2022a; StudyMalaysia, 2018).

The ability of PHEIs to experiment and innovate with various study programmes will determine whether they can continue to exist and provide their clients with a wider range of options. The courses provided by PHEIs in Malaysia can be broadly divided into three categories: (i) internal courses; (ii) transnational courses; and (iii) courses leading to certifications from outside organisations (Lee, 1999). In Malaysia, there are numerous bachelor's degree options available from PHEIs in a range of subject areas, such as business, computer science, hospitality, medicine, and so on. There are three levels of degree: postgraduate, undergraduate, and pre-university. The cost of the degree would vary depending on the degree course and institution, as well as the level of study that a student wants to complete (Findcourse.com, 2023). Since many of the programmes were developed by institutions of higher learning or professional organisations abroad, the bulk of courses are delivered in English (Ravindran et al., 2022). Additionally, there is a sizable number of foreign students from the region's neighbouring nations, including China, Indonesia, Nigeria, Pakistan, Bangladesh, and Yemen (Haniya & Said 2022). According to Arokiasamy et al. (2011), when comparing administrative organisation and finance, private universities differ

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from public universities. The federal government and the public sector have complete control over any direct funding for public universities. From government enterprises to political parties in the current government alliances, private universities in Malaysia receive funding from a variety of sources. Private institutions are often supported by tuition fees from students (Teh, 2014).

2.2.2 The Evolution of Malaysian Private Higher Education

Malaysian private higher education has undergone extensive changes to cater to the needs of students (Siew & Sufean, 2013). In the 1960s, students who did not qualify and could not get into public universities continued their studies and obtained certificates from popular foreign institutions like the London Chamber of Commerce. However, in the 1990s, due to the very limited capacity of public universities, many qualified students were also unable to get into them. In addition, they could not afford to go overseas to study. When the number of this group of students continued to increase, private higher education reinvented itself in order to cater to those students (Adi Badiozaman, 2021; Chin, 2017).

Thereafter, according to Adi Badiozaman (2021), the Malaysian higher education system has undergone a lot of changes in government policy. The major restructuring of the higher education system during the 1990s was a significant global trend. Malaysia has seen a substantial development in higher education as a result of the constantly expanding and ever-growing social needs. The Malaysian government had also built a large number of new universities in addition to expanding the ones that

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already existed. There were 27 colleges for teacher training in 2002, in addition to six polytechnics, five university colleges, 11 public universities, and plans to establish a community-college throughout every single one of the "193 parliamentary districts" (Lee, 2004).

Over the last decade, there has been a significant growth in the number of students enrolling in Malaysia's tertiary education system. The total number of tertiary students enrolled in the public and private sectors increased from about 230,000 to about 385,000 between 1990 and 2000, which is more than double. The percentage of students aged 19 to 24 enrolling in universities increased from 2.9% to 8.2% between 1989 and 1999. During this time, private higher education also experienced tremendous growth. The number of private educational institutions more than doubled from 156 institutions in 1992 to 707 institutions in 2002. Private universities were nonexistent in 1995, but there were 12 by the year 2002. A total of 203,000 students, or 53% of all tertiary students, were enrolled in these private colleges in 2000, up from roughly 35,600 in 1990 (Tan, 2002). In 1997, Malaysia and other Asian countries faced an economic crisis. Therefore, all students were not encouraged to study overseas. The government of each country had planned innovative ways to encourage students to study within their own country (Sohail et al., 2003).

In the early 1980s, a global recession brought about a high rate of interest, low commodity prices, and a depreciation of the Malaysian currency. The government in Malaysia began to introduce and implement policies on privatisation. Privatisation was a strategy to rejuvenate the economy in Malaysia (Tan, 2002). The Malaysian government encouraged private colleges to develop their own qualifications, which can

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be validated by other universities from various countries, and also offered credit transfer programmes. Some colleges collaborate with foreign universities to offer twinning programmes where the degree courses can be taught partially in Malaysia. This helped discourage students from going overseas to study, as overseas education became too expensive during the global recession in the 1980s. However, the number of this group of students kept on growing, and they wanted more alternatives from private higher education (Chin, 2017; Tan, 2002).

Twinning programmes and credit transfer programmes remained popular in the 1990s. The two most common twinning programmes were "2+1" (2 years at the local private institution and 1 year at the partner university abroad) and "2+2". However, due to the financial crisis in 1997, many families could not afford to send their children for twinning programmes or to continue their studies abroad due to the reduction in the value of the ringgit in Malaysia (Lee, 2004). Therefore, the Malaysian Education Minister approved the 3 + 0 degree programmes, where students can obtain a foreign degree without studying in other countries. The availability of "3+0" programmes was limited to 12 private colleges. Besides, there were three branch campuses of international institutions (Monash University, Nottingham University, and Curtin University) that were allowed to offer 3 + 0 degree programmes in 1999. Hence, Malaysians could earn a foreign degree without leaving the country. The families were also given this option even if they could afford to send their children to study in other countries (Chin, 2017; Lee, 2004; Tan, 2002).

In order to encourage students to study in Malaysia, student loans (such as MyPhD, MyMaster, PTPTN, and others) are provided and available from the National

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Higher Education Funding Council and other sponsors (Fahmi, 2006). The total number of students enrolled in higher education in Malaysia had increased by 70% to 1.2 million students in 2014. The achievements of the higher education sector are impressive. For international students, Malaysia is one of the best destinations to continue their studies. There were a total of 87,249 foreign students studying in Malaysia in 2017 (Ministry of Education Malaysia: Higher Education, 2017). Therefore, the policy of opening up the education industry to private entities has been implemented by the Malaysian government. This policy increased the number of private entities (Kanji & Tambi, 1998). In order to grow and develop tertiary education, the private sector was encouraged to meet the needs of tertiary education (Richard, 2016; Sohail et al., 2003). However, private universities do not receive any research grants, funding, or direct subsidies from the government. In other words, there is no funding provided from the government to private universities, and they sustain their operational costs normally by relying on corporate investment, alumni, and students' funding (Fahmi, 2006; Teh, 2014). Since they also rely on students' funding to sustain themselves, they operate in a very competitive environment. Hence, it is no surprise that they need to compete with each other to attract more students, and their cost of tuition is relatively higher (Sohail et al., 2003; Teh, 2014). An aggressive promotional strategy needs to be used to differentiate the institutions (Winter et al., 2000). Each university and programme strives to set itself apart from the competition in order to satisfy student demand (Cheng & Chiang, 2019). They need to be proactive in maintaining high educational standards in order to gain a competitive advantage (Altbach, 1996). In order to respond to market needs and demands, extensive changes have been undergone by Malaysian private universities, which are more rapid compared to the public system. They are not funded

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by the government. In order to seek more funding, they are always seeking opportunities to serve the needs of businesses and the industry.

In the 2000s, there was an increase in private universities and private university colleges that offered their own degree qualifications. In the early years, the main challenge for the private universities was to provide high standards of quality education to establish a good reputation. Malaysian private universities needed to reinvent themselves to cater to and respond to the students' needs (Chin, 2017; Tan, 2002). Quality education of a higher standard has become an important issue to attract more students around the world. Many higher learning institutions have given their commitment to implement high-quality practices. This is aligned with the Malaysia Education Blueprint 2015-2025 (Higher Education)/MEB (HE) to enhance the quality of higher education. Furthermore, the national accreditation committee had been launched by the Ministry of Education. The quality assessment of private higher education institutions will be done by this committee to keep all the Malaysian private universities on their toes at the compliance and regulatory ends (Richard, 2016; Sohail et al., 2003).

Over the last few decades, Malaysia's education industry has experienced substantial growth and development due to the efforts of the Ministry of Education to expand Malaysia's education industry. One of the Malaysian government's long-term ambitions (vision) is to make Malaysia known as having *high-quality tertiary education, excellent individuals, and a prosperous nation* (Ministry of Education Malaysia: Higher education, 2018). The Malaysian government's long-term ambition (vision) is to make Malaysia a centre of education excellence (Kanji & Tambi, 1998). The vision of the

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Ministry of Higher Education, which was set up in 2004, was to make Malaysia a centre of education excellence (Muniapan, 2007). The Malaysian government set up a new Ministry of Higher Education and established the Malaysian Qualification Agency (MQA) in early 2004. The goal is to ensure PHEIs meet the international quality standards for getting recognition (El-Khawas et al., 1998; Fahmi, 2006; Muniapan, 2007; Siew & Sufean, 2013; Yahya, 2002).

2.2.3 Ensuring Quality Private Higher Education Institutions

The Malaysian government has developed creative strategies to raise the standards of higher education since the economic crisis in Asia in 1997, along with other nations in the area. Malaysia's government has established a relationship between economic growth and educational advancement, with the goal of making Malaysia a regional centre for learning. The approach taken to advance education has been to encourage the private sector to meet the demands of tertiary education (Arokiasamy et al., 2009). Therefore, the private higher education institutions in Malaysia should maintain high quality education in order to be a hub for knowledge production and a highly skilled worker producer (Higher education in Malaysia, 2020b). Due to the significant influence higher education providers (HEPs) have on a nation's social and economic growth, HEPs must put mechanisms in place to continuously enhance the quality of education in order to continue making a strong impact and maintain a strong contribution. By educating students for their main role and position in society after graduation, academic programmes are a crucial way that HEPs contribute to a nation's growth. Consequently, HEPs must oversee and evaluate the quality and effectiveness

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of academic programmes to make sure they can continue to fulfil the needs of stakeholders, uphold academic standards, and offer students a top-notch learning environment (Malaysian Qualifications Agency, 2014).

Since then, private institutions have been authorised to provide a wide range of courses. At the bachelor's degree level, they are allowed to collaborate with a local or international university to offer degree-granting courses (Arokiasamy et al., 2009). In order to achieve this, the National Accreditation Board (LAN) has been established by the Malaysian government to oversee and monitor activities related to all facets of education, including curriculum, infrastructure, and human resources, in order to regularise education and improve efficiency in PHEIs (Lembaga Akreditasi Negara, 1998). Since June 2007, the Malaysian Qualifications Agency (MQA) has assumed control of this organisation, which continues to perform the same duties (Arokiasamy et al., 2009). According to the Malaysian Qualifications Agency (2014), operationally, academic programmes must adhere to the requirements set forth in the discipline Program Standards, the Code of Practice for Programme Accreditation (COPPA), and the Malaysian Qualifications Agencies. These documents address standards at the institutional, educational, academic, governance, and quality assurance levels and are based on good worldwide practise in all disciplinary areas (Malaysian Qualifications Agency, 2014).

The Malaysian Qualifications Agency (MQA) is the Malaysian government agency in charge of regulating the implementation of educational programmes at Malaysian universities for PHEIs (Cheng & Chiang, 2019). The MQA was set up in accordance with the Malaysian Qualifications Agency Act 2007 (Act 679) to ensure the

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quality of higher education institutions in Malaysia. In other words, the Malaysian Qualifications Act of 2007 created a statutory entity known as the MQA, which has the mandated duty to accredit academic programmes provided by all higher educational institutions. This adds another level of assurance about the calibre of a course, particularly in terms of its subject matter and instructional materials, mode of delivery, and qualifications of the teaching personnel (Education Malaysia Global Services, 2022). The MQA makes certain that administrators of higher education offer high-quality instruction. Any institution that disregards the guidelines outlined in Act 555 will receive recommendations on how to strengthen and enhance their operations (Higher education in Malaysia, 2020b).

The MQA system can be divided into External QA (EQA) and Internal QA (IQA). For EQA, MQA will evaluate the operations and programmes of the institutions to make sure they are in compliance with the agreed standards. However, whether the institution wants to apply to undergo EQA is voluntary. At the same time, IQA is to ensure that the programmes, policies, and mechanisms of each institution can fulfil their own standards and objectives. This is to oversee and monitor private education practices so that students can receive quality education. This can help improve public confidence in Malaysian private higher education. Human capital can be developed with high-quality international standards. This is to gain international recognition and make Malaysia a centre of higher education (Siew & Sufean, 2013; Yaakob et al., 2009).

In addition, the COPPA, which was released in 2008, is one of the most significant of these. For higher education institutions, quality assurance auditors, MQA officers, policymakers, professional organisations, and other stakeholders involved in

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higher education, COPPA (2008) serves as a general standard. However, over the past ten years, higher education has seen quick and upsetting developments. The reforms that must be made in higher education to generate capable and innovative talent for the future economy are outlined in the 11th Malaysia Plan, the Malaysia Education Blueprint 2015–2025 (Higher Education), and Malaysian Higher Education 4.0 (MyHE 4.0). In reaction to and in acknowledgement of these modifications, MQA has updated the COPPA based upon reviews from HEPs, assessors, quality assurance professionals, regulators, and modifications to accreditation guidelines. The National Accreditation Board (Lembaga Akreditasi Negara, or LAN) was established in Malaysia in 1997 to oversee the quality of programmes provided by private HEPs. The Malaysian Qualifications Framework (MQF) was implemented to ensure private HEPs' programmes' and qualifications' level of quality by reorganising LAN as the MQA in 2007. Malaysian higher education institutions can enhance both their academic output and institutional efficacy by following a set of standards, guidelines, and codes of conduct that MQA has developed to ensure the quality of higher education institutions (Malaysian Qualifications Agency, 2019).

Malaysia's declaration of the quality of its credentials and how they relate to its educational system is known as the Malaysian Qualifications Framework (MQF). It is a quality assurance framework for higher education and the national benchmark for all qualifications awarded in the country. It is a tool that categorises qualifications in accordance with a set of standards that have been nationally authorised and compared to global best practises. These standards are approved and applied to all degrees granted by a recognised HEP. All credentials from higher education are integrated into the MQF. MQF was initially released in 2007, and its use became mandatory in 2011. The MQA

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amended the MQF after seven years of implementation to guarantee its validity and relevance in light of the dynamism of the domestic and global higher education systems. At the MQA Council Meeting in December 2017, the updated version, MQF 2nd Edition, was accepted. Additionally, it offers educational paths that methodically connect these credentials. The paths will allow each learner to advance within the framework of lifelong learning. In carrying out its duties, the MQA gradually moved Malaysia's higher education system away from a teacher-centred outcome approach and towards a learner-centred one. Beginning in 2011, the MQA concentrated on verifying that programmes complied with the MQF and helped HEPs improve their internal quality assurance procedures. In order to evaluate the degree of MQF compliance and the efficacy of internal quality assurance of the HEPs, the MQA started its first set of programme compliance evaluations in 2013 (Malaysian Qualifications Agency, 2021; Malaysian Qualifications Agency, 2019).

Besides that, in order to improve the quality of higher education in Malaysia, such as standards, lecturers, and infrastructure, the “National Strategic Higher Education Plan” (PSPTN) was set up by the Malaysian government in 2007. The Malaysian government’s aim is to build world-class higher education centres in Malaysia (“Two Plans,” 2010). Additionally, Malaysia aims to be a “developed country” by the year 2020, therefore producing highly competent graduates who can be world-class managers. Reaching the aforementioned target is the main objective of PHEIs (Muniapan, 2005). However, business and social landscapes are always reshaped dramatically by disruptive technologies, such as advanced robotics, the internet, and automated work. In order to prepare students to thrive in a complex and fast-changing future, the higher education system needs to fundamentally transform to meet higher

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learning institution standards (HLS). Therefore, the Malaysian Education Blueprint 2015-2025 (Higher Education)/MEB (HE) was developed by the Ministry in 2013. It will equip Malaysia to become a high-income nation. The performance and progress on PSPTN were reviewed comprehensively by the Ministry (Ministry of Education Malaysia, 2015).

2.3 Academic staff

According to Atkins (2016), the term "academic staff" refers to university employees whose primary responsibilities include doing research and teaching. The MQA (2019) defined academic staff as “Personnel engaged by Higher Education Providers who are involved in teaching, training and supervision.” Aldridge and Rowley (1998) claimed that academic staff can be characterised as professionals and administrators who perform tasks largely related to the teaching and learning process. Specifically, lecturing, research, supervision, and administration are the four core work duties of academic staff (Gopal, 2019). Higher education providers are supposed to conduct an open, transparent, and fair recruitment process for the best individuals to serve their programmes since academic staff quality is one of the most crucial factors in guaranteeing the quality of higher education (Malaysian Qualifications Agency, 2019). The biggest obstacle facing private institutions is delivering an education of the highest calibre while building a solid reputation. Private universities in Malaysia are required to reinvent themselves to serve and address the demands of students (Chin, 2017; Tan, 2002). It has become crucial for them to provide a higher-quality education in order to draw in more students from across the world. Numerous institutes of higher learning

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have pledged to put the best practises into action. To improve the standard of higher education, this is in line with the Malaysian Education Blueprint 2015–2025 (Higher Education)/MEB (HE). According to the MQA (2019), each programme needs to be properly qualified and have a suitable number of academic staff members working in a favourable environment that attracts capable individuals. In order to manage student assessments effectively, academic staff must have a sufficient level of autonomy.

The categories of academic staff roles can be adequately classified as full-time staff, part-time staff, and contractual appointments. A full-time appointment, also known as a permanent appointment that ends at retirement age, is a job that requires the academic staff member to put in the full 40 hours per week in accordance with the HEPs' standards. Academicians with full-time posts are required to invest a significant amount of their academic and professional efforts, as well as time, in achieving the objectives of the organisation, where doing so entails ongoing interest, loyalty, and a sense of primary responsibility. A full-time appointment has advantages that are not normally provided with a part-time or contractual appointment, such as annual leave, healthcare insurance, and salary increment subject to an annual performance evaluation (Izharuddin, 2018; Malaysian Qualifications Agency, 2019).

Part-time appointments are jobs that have some of the same responsibilities as full-time academic employees but with less work. In some cases, a responsibility towards another institution may occasionally arise from a part-time faculty appointment. It would be respectful to ask the other employer's permission before appointing someone to a part-time academic staff position who also has a full-time appointment with another employer. The employment shall be made on the basis of the contract

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conditions outlined in the letter of appointment if necessary for the HEPs' recruiting. There is no expectation of continued employment after the stated period of the contract, which may be renewed at the hiring HEPs' discretion. At the hiring authority's discretion, academic staff members who have just started their positions may be given a grace period before they can be terminated without cause. This time of employment is not regarded as a probationary phase (Baldwin, 2019; Malaysian Qualifications Agency, 2019).

2.3.1 Position of Academic Staff

In higher education institutions, the calibre of the academic staff is a crucial component of the quality of the teaching and learning process. Academic employees have been influential in consulting, teaching, and research across the globe (Fussy, 2018). According to the MQA (2019), an academic position can be classified into seven (7) categories, namely instructor, tutor, assistant lecturer, lecturer, senior lecturer, associate professor, and professor. Academic accomplishment and achievement are taken into account when appointing a professor, associate professor, senior lecturer, lecturer, or assistant lecturer (Mae Ho & Walter Wong, 2014).

For the positions of instructor, tutor, and assistant lecturer, the staff members participate in the teaching efforts of the academic unit to which they are assigned, and they typically also carry out administrative tasks that are mostly related to their teaching (Mae Ho & Walter Wong, 2014; Malaysian Qualifications Agency, 2019). Additionally, they are required to participate in some research investigations, offer non-academic

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services to the academic unit or institution, and engage in professional activities. The staff members are required to participate in activities that will advance and improve their research, teaching, and professional skills in the field or profession (Malaysian Qualifications Agency, 2019). It should be taken into consideration to have at least a bachelor's degree, a degree of extended professional, a graduate diploma relevant to the associated fields, or an equivalent qualification. The degree or certification must be from a HEP that the government recognises or an equivalent degree or certification (Hamid & Mohammad, 2018; Mae Ho & Walter Wong, 2014; Malaysian Qualifications Agency, 2019).

For the positions of lecturer and senior lecturer, they are involved in teaching at the undergraduate and postgraduate levels. All the lecturers and senior lecturers are expected to contribute to group activities at the institution to which they are affiliated and to carry out administrative tasks associated with their teaching. Besides, it is advised that they participate in research programmes, make contributions to publications, offer institution services like subject coordination, and engage in professional duties outside of their institution (Malaysian Qualifications Agency, 2019). In addition to other administrative roles, lecturers and assistant lecturers play a significant role in facilitating teaching and learning (Luwavi, 2019). The staff is expected to engage in scholarly endeavours that advance or improve teaching, professional competence related to his line of work, or discipline area of study (Malaysian Qualifications Agency, 2019). The lecturers must produce adequate research and teaching, but a senior lecturer must have the expertise and abilities to produce adequate research and teaching instruction at a higher level (Luwavi, 2019). To be taken into consideration is a master's degree for the positions of lecturer and

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senior lecturer, an acceptable higher qualification in any of the linked subjects or disciplinary areas recognised by the government, or any other qualification that is equal. A bachelor's degree and related job experience are the bare minimum requirements for academic staff members selected from the profession or industry to serve as lecturers. Additionally, after being appointed, he should receive whatever pedagogical training the HEP deems necessary (Mae Ho & Walter Wong, 2014; Malaysian Qualifications Agency, 2019).

For the position of associate professor, they are supposed to significantly contribute to educational activities. Additionally, they must be able to show that they have the capacity to maintain an active, highly productive research programme in their field of study. They can be considered prestigious in that they must have acquired, maintained, attained, upheld, and shown a thorough understanding of a field, the ability to advance knowledge in that area, and the capability to effectively convey and share the findings of academic endeavour with their colleagues and the profession (Mae Ho & Walter Wong, 2014). Furthermore, they should serve as a general leader for young academic personnel. Besides, they should build and support the collaboration between associate professors and the school management and be actively involved in the development of academic activities, such as assessment and coordination of the subjects or programmes relevant to their field or discipline. In addition to being actively involved in campus governance and collegial life, the staff is expected to make a significant contribution to community initiatives (Malaysian Qualifications Agency, 2019). It is advised that they obtain a PhD degree in one of the government-recognised relevant disciplines or fields. It is acceptable to evaluate any additional good-standing

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qualification that is equivalent (Mae Ho & Walter Wong, 2014; Malaysian Qualifications Agency, 2019).

A staff member will be appointed a professor in acknowledgment of their expertise in their field. A professor is expected to significantly contribute to research, teaching, administration, and other activities within his or her institution or multidisciplinary field. He is required to lead in developing a thriving research culture, fostering internationalisation, and making substantial contributions to the growth of his field or profession. In addition to providing leadership in all academic and professional roles, a professor must exhibit strong creativity, productivity, and understanding in the areas of teaching, research, and consulting. He or she is a superb researcher with sufficient expertise and is well-known in his or her field or specialty (Teferra & Altbach, 2004; Enders, 2001). He is also expected to be extremely imaginative and creative. They will make significant contributions to the administration and social life of the academic department and the institution. This requires good leadership skills, collaboration with other board members, creativity, entrepreneurship, collaboration, and good communication with the faculty and staff of the organisation, including student research teams and partners in higher education (Malaysian Qualifications Agency, 2019). A professor should obtain a PhD degree in one of the related subject areas that the government recognises or any other degree that is equivalent. Additionally, it is desirable to have a track record of academic performance of national or worldwide stature through exceptional and remarkable achievements, including academic excellence in teaching, research, creative work, and/or professional endeavours (Mae Ho & Walter Wong, 2014; Malaysian Qualifications Agency, 2019). All individuals assigned to the levels of assistant lecturer, lecturer, senior lecturer,

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associate professor, and professor are required to perform the responsibilities necessary for their position (Mae Ho & Walter Wong, 2014).

2.3.2 Work Duties of Academic Staff

Teaching, research, and service are the three basic categories that characterise the job of academic staff. There are a variety of tasks in those professions, including management, administration, and student counselling. The capacity to educate, do research, handle administrative tasks, and provide community activities are typical job components that they should embrace (Gopal, 2019; Taylor, 1999). Otherwise stated, the essential duties for academic staff are to assume and carry out teaching, research, and administrative responsibilities as agreed with the department head (Malaysian Qualifications Agency, 2019). Due to Malaysian universities use of the British system's framework, the main work duties of academic staff in Malaysia are separated into teaching, research, and administration. Malaysian private institutions need to understand these three fundamental tenets of the academics' function. The majority of academic literature from different nations focuses on the characteristics of teaching and research outputs. The importance of administrative work increases, with this category accounting for around 33.33% of the academic workload (Blaxter et al., 1998).

When performing tasks related to their position in the HEPs, full-time academic employees should allow a reasonable amount of time. With the approval of the department head, employees may accept outside consulting work, social work, or professional appointments as long as they do not interfere with the appointment activity

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and are in compliance with the Higher Education Providers policy (Malaysian Qualifications Agency, 2019). All academic staff members have a great deal of control regarding their timeframes, growth plans, and the connections they build with their colleagues and students. They exercise a great degree of autonomy in how they manage their time, workloads, priorities, personal development goals, and relationships with their co-workers and students (Rowley, 1996). Moreover, academic staff are encouraged to further study and may enrol in a higher level of degree according to the existing rules. Part-time or contractual staff will provide their services for a sufficient amount of time, including the time required to perform the job duties based on the appointment letter (Malaysian Qualifications Agency, 2019).

Research suggests that the most valuable asset for an organisation is not money or all the equipment in the office, but all the employees who are working for the organisation. Academic staff are primarily responsible for producing knowledge through research and sharing it through lectures in this process (Weerasinghe, 2017). Academic staff are always involved in implementing the academic curriculum, such as preparing teaching materials and conducting tutorials and lecture classes. For a university, teaching as well as learning are of utmost importance as its primary functions, and they are the two core roles of a university (Douglas et al., 2006). The overall quality of the university system would be highly dependent on the academic staff. There is a need for universities to manage their human assets well in order to achieve their main goals. Thus, employers need to encourage their talented employees to stay in the organisation for a longer time by making systematic efforts to have a positive working environment (Nnadi & Chinedu, 2019). Singh (2019) also highlighted

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that human resources determine the competitive advantage of the organisation that could be gained by a high ER.

2.4 Allen et al.'s (2003) Model on ER

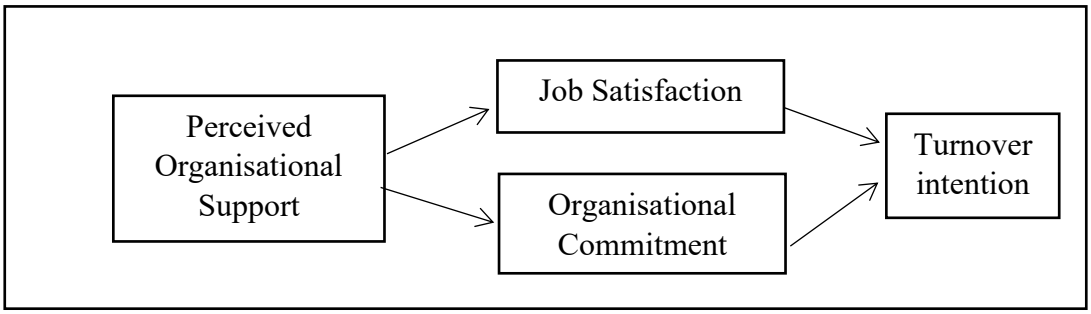


Figure 2.1. Model of Allen et al. (2003)

There are many studies that have been conducted on the relationship between human resource (HR) practices and ER. The human resource practices are inclusive of pay, promotion, working condition (Bhardwaj et al., 2021; Chawla & Singla, 2021; Mobley, 1982; Pettman, 1975), career development (Chawla & Singla, 2021; Boomer, 2009; Parmenter & Barnes, 2021), and superior-subordinate relationship (Parmenter & Barnes, 2021; Zenger et al., 2000). All these HR practices are designed by people in senior management positions. Supportive managers and supervisors are important in helping design supportive HR practices, such as being fair in giving rewards, providing high opportunities for growth, and encouraging a high level of participation in decision making. Allen et al. (2003) and Sharma et al. (2021) proposed that perceptions of supportive HR practices impact POS, which is related to withdrawal in a negative direction. Employee perceptions of supportive organisational HR practices, such as recognition of employees' contributions, involvement in decision-making, fairness of

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reward distribution, and growth opportunities, can contribute to POS development. The resignation of employees is mainly due to a lack of appreciation and support, low compensation, and a lack of opportunities for advancement. Furthermore, POS mediates the impact of these practices on the turnover process. Therefore, this study emphasises testing POS rather than other HR practices.

Allen et al.'s (2003) model of ER is illustrated in Figure 2.1. They have studied the relationship among HR practices, POS, and turnover, as well as the role of POS in the turnover process. They proposed that employee perceptions of supportive organisational HR practices, such as recognition of employees' contributions, involvement in decision-making, fairness of reward distribution, and growth opportunities, can contribute to POS development. Furthermore, POS mediates the impact of these practices on the turnover process. They have suggested that POS can positively relate to commitment and satisfaction. They are in turn negatively related to turnover intentions, which are positively related to actual turnover behaviour. This relationship is consistent with the model of a contemporary turnover process and research (Hom & Griffeth, 1995), but the role of POS requires empirical verification.

In this study, POS is positively expected to relate to organisational commitment and job satisfaction, and it mediates relationships with turnover. According to Hom and Griffeth (1995), in the research on turnover, organisational commitment and job satisfaction are two of the most important constructs. They play an important mediating role in the relationship between POS and turnover intention. Rhoades et al. (2001) provided longitudinal evidence that POS leads to commitment. Any complete turnover

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process model, therefore, would need POS to be included as an important antecedent of commitment.

The relationship between POS and withdraw is mediated. The major attitudinal responses (e.g. organisational commitment and job satisfaction) are influenced by them, which in turn influence intentions to leave. Subsequently, it leads to actual turnover behaviour (Mobley, 1977). In addition, commitment and satisfaction should be negatively related to intentions to quit, and turnover intentions should be positively related to turnover (Hom & Griffeth, 1995).

In Allen et al.'s (2003) model, they used two samples to test their conceptual framework using structural equation modelling. These two samples used the same procedures but at different points in time. Samples 1 and 2 were taken at two points and three points in time, respectively. In Sample 1, it included 264 salespeople who are working in the beauty and cosmetics field in the Southeastern United States. All data were obtained from 215 respondents (81%). A total of 96% of the respondents were female; most of them were white (78%) at an average age of 34 years and had an average tenure of 3.5 years with their organisations. About a year after the administration of the survey, they collected the data on turnover from the companies' records. Over 40% of the samples had left the organisation voluntarily within one year. There was a high turnover in sample 1. The individuals who had been terminated by the organisation were excluded from the analysis.

In Sample 2, it included 442 insurance agents from a large national insurance company. In the initial survey, 345 people responded (79%), and most of them were

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men (78%) and white (73%), with an average age of 30 years and an average tenure of 4.5 years with their organisations. In this sample, another attitudinal survey was conducted approximately six months after the survey date, which separated the measure of perceptions of HR practices from POS, commitment, and satisfaction. For the subsequent survey, 197 of the initial respondents (57%) provided follow-up data. About a year after the initial survey, the researcher collected the data on turnover from the records of the companies. The turnover in Sample 2 was lower (4%). This sample excluded three involuntarily terminated individuals (Allen et al. 2003).

Based on the findings, these two samples indicated that supportive HR practices can be consistently positively correlated with POS. Each practice was significantly related to organisational commitment, but they had a stronger correlation with POS and the mediating role of POS in relationships with commitment. These findings show that supportive HR practices will increase POS. It will lead to employees being affectively attached to the organisation as they perceive that their organisation supports and cares for them. The role of POS in the process of turnover can be understood in this study. In these two samples, the results show that POS is negatively correlated with intention of turnover. POS is also negatively correlated with the actual turnover in one sample. This is to support the idea that employees with greater POS are less willing to resign. However, commitment and satisfaction mediated the relationship between POS and withdrawal. Hence, POS may affect turnover as a critical antecedent to commitment (Allen et al. 2003).

The relationship between POS, job satisfaction, and commitment has attracted the attention of organisational behaviour scholars. Numerous researchers have further

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studied the model developed by Allen et al. (2003), such as Chiu et al. (2022), Kim et al. (2022a), Ladao et al. (2022), Yakut and Ergün (2022), and so on. Chiu et al. (2022) continued to study gig workers' perceptions of the platform quality that will impact how they view the fairness and support of the organisation, which in turn influences how affectively committed they feel. On top of that, Kim et al. (2022a) further investigated the impact of social distancing efforts (SDIs) on workers' POS, and as a consequence, it increased employees' satisfaction, effective organisational commitment, and organisational citizenship behaviour. Likewise, Ladao et al. (2022) conducted a study to further explore the mediating role of POS in the relationship between authentic leadership and intention to leave an organisation, where the leaders' perceived authentic traits translate to job satisfaction and organisational commitment. Additionally, further analysis was conducted by Yakut and Ergün (2022) by identifying the contribution of empowerment and POS to the impact of HRM on satisfaction among employees and their turnover intention.

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However, research from scientific journals indicates that work attitudes, such as organisational commitment and job satisfaction, only play a relatively minor role in preventing employees from leaving. The variation in turnover may only be controlled by these two attitude constructs to a degree of 4–20% (Do, 2021; Griffeth et al., 2000; Hom & Griffeth, 1995). Some employees will still leave their organisation when new opportunities arise, even though they are happy, committed, and satisfied with their work. Thus, in many circumstances, negative attitudes are unrelated to leaving (Campion, 1991).

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Therefore, Maertz and Campion (1998) concluded that many other significant variables had been left out in predicting turnover. There are now a variety of factors that have been empirically associated with retention that are not attitudes but are organisational in nature (Cohen & Bailey, 1997). Mitchell et al. (2001) asked this interesting question: "Why do people stay in their organisations and occupations even when other opportunities are available elsewhere?" These questions help the researchers develop the JE construct.

Even when there are opportunities, some people still do not want to change their organisation. The reason can be explained by a new construct known as JE. Mitchell et al. (2001) proposed and defined organisational embeddedness as the totality of forces, which include fit, links, and sacrifice, that keep employees in their employment. It embeds people in their current employment even when there is an opportunity to change their job to another organisation. This new construct of JE emphasises people who do not change jobs, even when it might be advantageous to do so.

The conceptual framework of this study is adapted from the model by Allen et al. (2003) on ER. This model is more focused on the Traditional Model for turnover intention, in which Lee et al. (1999a) and Mitchell et al. (2003) argue that it cannot explain many occurrences of turnover. There are now a variety of factors that have been empirically associated with retention that are not attitudes but are organisational in nature (Cohen & Bailey, 1997). That is to say that the model of Allen et al. (2003) has left out an important factor in explaining ER because it only covers on-the-job factors. The model lacks consideration of opportunism and undiscovered off-the-job factors. Thus, it has created a gap for this study to explore and extend the model by adding off-

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the-job factors to it. The conceptual framework of this study is adapted from the model by Allen et al. (2003) by extending said model, and the focus of this study places more emphasis on the New Model for turnover intention.

2.5 Underpinning Theories

This study sought to examine the relationship between POS, PCWS, JE, and ER among academic staff in Malaysian private universities. The POS, PCWS, JE, and ER relationships were taken into account in this study using the Social Exchange Theory (SET), JE Theory, and Conservation of Resources (COR) Theory to support and correlate them with one another. Therefore, SET, JE theory, and COR theory were used as the underpinning theories of this study to fulfil the goal of this study.

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2.5.1 Social Exchange Theory

According to Madison and Eva (2019), Blau's (1964) social exchange theory (SET) is widely used to study relationships in the workplace. In this research, the relationships between POS and JE, PCWS and JE, POS and ER, as well as PCWS and ER, were studied mainly based on SET. By using social exchange, people make comparisons between costs and benefits to consider whether a particular social relationship should be continued. Social exchange theory was originally developed for human behaviour analysis involving the exchange of resources. When the other party suggests something that is good and beneficial to another party, that party is obliged to respond with an

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equally favourable offer (Madison & Eva, 2019; Rhoades & Eisenberger, 2002; Ye et al., 2015). According to SET, people can establish different relationships of social exchange with different parties within an organisation, such as the organisation and co-workers. Once employees have established the relationship of social exchange, long-term relationships can be maintained by involving a socio-emotional benefits exchange (Cropanzano & Mitchell, 2005; Gouldner, 1960; Masterson et al., 2000). Even though Blau (1964) developed SET as a general social behaviour theory, it has been widely used as a framework to understand social behaviour in an organisation. According to He et al. (2011) and Aydın and Kalemci Tüzün (2019), the most important types of support received by employees in the workplace are organisational and co-worker support. Consequently, it is important in this study to examine the impact of POS and perceived co-worker support on ER via the mediating role of JE.

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Researchers generally understand POS as social exchanges between employees and organisations (Cropanzano & Mitchell, 2005; Li et al., 2022b). According to Eisenberger et al. (1990), perceived organisational support (POS) can be defined as an individual's belief in the extent to which the organisation values their well-being and contribution. When employers value and care for employees' contributions and interests, they will feel obligated to repay the employer by being more involved in supporting their organisational goals. Therefore, the feeling of obligation to the organisation can be developed at a high POS.

Referring to the Social Exchange Theory, a high POS can create a feeling of obligation to the organisation, where employees tend to feel more obligated to support their organisational goals. Organisations with higher levels of POS tend to have

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employees who are embedded more successfully. This demonstrates how an organisation's support fosters the development of a sense of JE. Higher levels of JE are likely to be present when employees receive more support from their organisation (Chang et al., 2013). The research supports the claim based on the SET that the support provided to employees by their organisation results in a positive perception of the entire system, and consequently, the employees would not leave their organisation (Akgunduz & Sanli, 2017). It would be expected that POS is negatively related to turnover. High POS may lead to low turnover. Rhoades et al. (2001) studied the relationship between POS and turnover behaviour. They are significantly negatively related. Based on SET, Arasanmi and Krishna (2019) found that ER is significantly affected by POS. Employees are more willing to stay in the organisation for a longer period of time when they receive more support from the organisation. The norm of reciprocity shows that people tend to have strong feelings of obligation to help those who have provided support to them before (Gouldner, 1960). For those who have received high POS, they are more likely to feel obligated to "repay" their organisation through "continued participation" and remain in the organisation (Eisenberger et al., 1990; Eisenberger et al., 1986; Shore & Wayne, 1993).

Furthermore, a co-worker is another important social exchange resource for employees in the workplace. It plays a vital role in understanding social behaviour in the organisation (Yusliza et al., 2021). According to Susskind et al. (2003), PCWS can be defined as "the extent to which employees believe their co-workers are willing to provide them with work-related assistance to aid in the execution of their service-based duties." Employees tend to establish strong bonds of support among their co-workers, which ultimately improves teamwork. In accordance with SET, employees that receive

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more support from their co-workers lead to favourable outcomes, such as high JE (Chang et al., 2013). As stated by SET, when individuals exchange more advantages of various kinds, their interdependence grows, they develop a sense of trust for one another, and their social bonds are strengthened. If they receive assistance and support from their co-workers when facing problems, they will feel that they are appreciated, empathised with, respected, and trusted, which causes them to feel obligated to "repay" their organisation by remaining in the organisation (Eisenberger & Stinglhamber, 2011; Halbesleben & Wheeler, 2015; Singh et al., 2018). Indeed, support from co-workers includes caring, empathy, and providing love, which are related to social-emotional support (Rousseau et al., 2009).

Depending on the previous research and given the vague results on the direct relationship between POS and ER as well as PCWS and ER, researchers are searching for factors that can mediate the relationship between the variables (Allen et al., 2003; Kmieciak, 2021). According to Thomas Lee et al. (2004), from the perspective of SET, most of the turnover theories found that people leave when they feel that they are not happy and unsatisfied with their work and there is an availability of job alternatives. This emphasises low job satisfaction, low commitment, and prevailing job alternatives dominating the voluntary turnover study. According to Hom and Griffeth (1995), organisational commitment and job satisfaction are two of the most important constructs in the research on turnover. In the SET, employees are more likely to be committed and satisfied when they receive support from their organisation and co-workers. Subsequently, employee turnover intentions can be reduced, and ER can be increased. They play an important mediating role in the relationship between POS and turnover intention, which are positively related to ER (Eisenberger et al., 1986, 1990;

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Gupta et al., 2016; Park et al., 2016; Torre-Ruiz et al., 2017; Yu & Frenkel, 2013), as well as PCWS and turnover intention, which are positively related to ER (Ghiselli et al., 2001; Guchait et al., 2014; Huang, 2003). The relationship between POS, PCWS, and ER is mediated.

Lee et al. (1999a) and Mitchell et al. (2003) argued that many occurrences of turnover cannot be explained by the traditional model. The traditional model makes the assumption that employees may judge the turnover anticipation rationally to be greater than in actuality. However, SET has been criticised by many research scholars. For instance, SET has not clearly explained the development of an exchange relationship over a long period of time. Day (1995) argued that "some relational exchange arrangements are deliberately short-lived." Dwyer et al. (1987) pinpointed that the relationship development process proposed by SET is not very effective in explaining the nature of a long-term relationship exchange. Social exchange theory lacks the consideration of opportunism, and it is also limited in its ability to explain the development of a long-term exchange relationship. Although exchange partners have achieved positive exchange relationships, relational governance can still be breached if there are any other opportunities available elsewhere. Based on SET, the most frequently tested attitudinal constructs are job satisfaction and organisational commitment. For instance, even though some employees feel satisfied and committed to their work, they will still leave their institution when opportunities arise. This model only covers on-the-job factors (Irvine & Evans, 1995; Jaros, 1997; Taboroši et al., 2022; Yang et al., 2011). Off-the-job factors are an unexplained aspect of SET, thus creating a gap for this study to explore.

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2.5.2 Job Embeddedness Theory

According to Holtom and Darabi (2018), "Job Embeddedness theory is a tool for improving employee retention." It has been used as the underpinning theory for this study to support the relationship between JE and ER among academic staff in Malaysian private universities. Afsar et al. (2018) claimed that JE is a type of preventative technique for retaining employees. According to Yao et al.'s (2004) study, the JE theory encompasses a wide range of psychological, financial, and social factors that have an impact on ER.

Over the past few years, research on employee turnover has focused on the significance of traditional constructs such as job satisfaction and organisational commitment. Many studies have shown that job satisfaction and organisational commitment can be significantly negatively correlated with turnover (Irvine & Evans, 1995; Jaros, 1997). As such, job satisfaction and organisational commitment were suggested to be used to predict leaving and help explain why people leave. However, job satisfaction and organisational commitment are insufficient to explain the reasons why people stay (Do, 2021; Yang et al., 2011). Actually, off-the-job factors also play a very important role in explaining why people stay. Therefore, the model of traditional attitude has overlooked off-the-job factors as a predictor of turnover (Hom & Kinicki, 2001; Kristof, 1996; Mitchell et al., 2001; Price, 2001).

As such, the understanding of the attitudes that lead to turnover is expanded. A new construct was developed by Mitchell et al. (2001) to capture a more comprehensive view of predictors of turnover. This new construct is known as JE. The JE Theory has

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been increasingly accepted as valuable in recent years as a framework to understand the decisions of volunteers (Rubenstein et al., 2020). It has been proven that it could be used to explain the variance more significantly in ER than the conventional constructs, such as job alternative, job satisfaction, and organisational commitment. JE is useful for the leader to keep their staff working in the organisation for a longer period of time (Holtom et al., 2020). Lately, research on ER has focused more on the significance of JE than traditional constructs (Bambacas & Kulik, 2013; Reitz, 2014). Many studies used JE to do research on voluntary turnover instead of involuntary turnover in the workplace, such as Holtom & O'Neill (2004), Holtom et al. (2006), Mashi et al. (2022), Mitchell et al. (2001), Peltokorpi (2022), Peltokorpi et al. (2022), and Smith et al. (2022).

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The central focus of JE is on how to keep people in an organisation instead of how to keep people from moving to a different organisation using the traditional model. Therefore, JE is aimed at ER rather than employee turnover (Holtom & O'Neill, 2004). According to Granovetter (1985) and Uzzi (1997), "embedded" in the sociological literature was used to explain the process of social relationships and the constraints of economic action. Their thoughts on social network constraints are comparable to their sense of stuckness.

However, the structure of the sociologist is much broader than their unit of analysis on the dependent variables. Sociologists concentrate on individuals, groups, organisations, and a variety of economic behaviours, while independent researchers focus on individualistic employees remaining in their jobs. The evaluation of "JE" had a large impact on ER (Afsar et al., 2018; Dechawatanapaisal, 2018; Sindhu et al., 2023;

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Vanitha, 2022). JE comprises contextual and perceptual forces that attach (tie) people to their working (organisation) and nonworking places (community) (Abubakar et al., 2022; Yao et al., 2004).

There are three dimensions of JE (fit, links, and sacrifice). Each of these dimensions is related to on-the-JE and off-the-JE. On-the-JE refers to how enmeshed a person is in the organisation where he or she works. On-the-JE sometimes also could be called organisation embeddedness (Harris et al., 2011). In other words, it describes the extent of an individual's enmeshment in the workplace. It exists in a work domain that is typically related to workplace factors. On-the-JE could be categorised into three sub-dimensions: fit-organisation, links-organisation, and sacrifice-organisation (Mitchell et al., 2001; Philip & Medina-Craven, 2022).

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On the other hand, off-the-JE refers to how entrenched a person is in his or her community (Mitchell & Lee, 2001). It exists in a nonwork domain that is frequently related to the environment outside the working place, where they have deep emotional feelings and bond with their family members, friends, neighbours, and participants in social events and other activities in the community. In other words, off-the-JE is to describe how enmeshed an individual is in a nonwork setting. Therefore, sometimes it could be known as community embeddedness (Feldman et al., 2012; Ng & Feldman, 2013; Zhang et al., 2012).

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2.5.2.1 Fit

Fit describes the extent of an individual's perceived compatibility and the level of comfort with the settings within and outside of work. One of the important ways for top management to reduce turnover among employees is to make sure that they can fit in well at work and in nonwork settings (Snow, 2002). According to Cable and Judge (1996), an individual's personal values, career goals, and future plans must be a good fit with their organisational culture as well as the demands of job knowledge, skills, and abilities in their immediate job. Besides, an individual will consider the extent to which the community and surrounding environment are a perceived fit. There is a higher likelihood that employees will be bound to the organisation if they feel their individual values are a good fit with the job.

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2.5.2.1.1 Fit-organisation

This refers to the extent to which the employee's career goal, personal value, and future plan align with the organisation. It is related to the employees' perceived compatibility and comfort level with the setting within the workplace, such as organisational culture, job abilities, job demand, job skills, job knowledge, and so on (Cable & Judge, 1996: Philip & Medina-Craven, 2022; Snow, 2002).

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2.5.2.1.2 Fit-communities

This refers to the extent to which an individual could "fit" in the environment outside the workplace. It is generally related to non-work factors, such as their perceived compatibility and comfort level with the communities. With a high level of fit-communities, an employee would have a better fit in the communities if compared to employees with a low level of fit-communities (Philip & Medina-Craven, 2022; Snow, 2002).

2.5.2.2 Link

Link refers to the connections an employee has with their work and nonwork groups and activities. This connection includes both formal and informal connections. The number of formal and informal connections with groups and activities in the organisation and community will affect their individual likelihood of staying in a job (Mitchell & Lee, 2001). According to Abelson (1987), he has done assessments on variables related to formal and informal links. He found that age groups, marital status, job tenure, and children requiring care are important factors that can influence an employee's likelihood of staying on the job. They are less likely to stay when they are younger, single, have less tenure, and do not have children requiring care. Mitchell and Lee (2001) suggested that the higher the number of links between the individual and the organisation and community, the more he or she is bound to the job.

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2.5.2.2.1 Links-organisation.

This refers to the individual's connection with their group and work activities. It comprises formal and informal connections between the employee and their work activities and colleagues in the same organisation. The number of connections might be different from one to another (Prestholdt et al., 1987, Zhang et al., 2019).

2.5.2.2.2 Link-communities

This refers to the individual's connection with members in the society. It describes the social connectivity that people have in their environment outside of the workplace. The connection with community members can be divided into formal and informal connections with the non-work physical surroundings that they live in (Holtom et al., 2020).

2.5.2.3 Sacrifice

Sacrifice is the individual's perception of the psychological benefits or material costs that will be forfeited if they leave their organisation and community. Job-related and community-related losses may be incurred when employees decide to leave their organisation (Mitchell & Lee, 2001). For example, the employees might have to give up pleasant perks, familiar and helpful colleagues, desirable compensation and benefits, and opportunities for promotion to instead suffer job-related losses. On the other hand,

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the potential community-related losses are familiar and helpful neighbours, an easy commute, a safe community environment, day care, elder care, and local club membership (Holtom & O'Neill, 2004). The more there is to give up when leaving, the stronger the employees bind themselves to the organisation, and the more difficult it is for them to leave the organisation (Mitchell & Lee, 2001).

2.5.2.3.1 Sacrifice-organisation

This refers to the perception of employees about the benefits that they receive, which will be lost if they resign from the current organisation. The benefits could be either psychological or material. If employees obtain more desirable benefits from the organisation, it would be harder for them to change jobs to other organisations because they do not want to lose those attractive benefits (Mitchell et al., 2001).

2.5.2.3.2 Sacrifice-community

This refers to the employee's perception of the benefits received from the community that have to be given up if they leave the local society. The benefits can be both psychological and material. It pertains to how employees worry about the challenges of disconnecting from the community (Dawley & Andrews, 2012; Treuren & Fein, 2018).

By using these six subscales (organisational fit, community fit, organisational connection, community link, organisational sacrifice, and community sacrifice), the

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original JE measure was constructed by Mitchell et al. (2001) Both perceptual and environmental elements were included in this original composite JE. However, according to Clinton et al. (2012), the original JE measure was lengthy and used a mixed-response format, which had inadequate statistical, practical, and validity properties. Also, the global items of the JE scale, which Crossley et al. (2007) constructed, had weak construct validity. Because of this, Clinton et al. (2012) constructed a new measure of JE to maintain the statistical and practical benefits of the global measure. This allows for a close reflection of the JE theory.

2.5.3 Conservation of Resources (COR) Theory

According to Bon and Shire (2022), the Conservation of Resources (COR) Theory has been extensively used to explain and analyse the behaviours of employees in a variety of organisational settings. It served as the underpinning theory for this study to support the relationship between JE and ER among academic staff in Malaysian private universities. The COR theory was proposed by Hobfoll (1989) as a new approach to conceptualising the relationship of stressor-strain. According to Hobfoll (1989), people become stressed out when their valuable resources are endangered or taken away. Based on the COR theory, each person is driven to obtain, keep the key resources, and continue to gain more resources in the future (Hobfoll, 2001). People who have access to resources due to their hard work and social position might be able to avoid losing resources and have a higher level of capability in acquiring future resources (Hobfoll, 1989).

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According to Hobfoll (1989), resources are defined as “those objects, personal characteristics, conditions, or energies that are valued by individuals.” The COR theory is based on two fundamental principles: the "primary loss principle" and the "resource investment principle." Based on the "primary loss principle", it is believed that gaining resources is less significant than losing them. In relation to the "resource investment principle", losing resources can be avoided by gaining more resources through investment. Consequently, resources are either of symbolic or instrumental worth to people.

Hobfoll (1989) claimed that it is derived that COR has four corollaries. The first corollary is that people with more resources have a higher chance of acquiring more resources, whereas those with fewer resources are more at risk of losing their resources. For the second corollary, initial losses of resources result in subsequent losses of resources. The third corollary is that initial gains in resources result in subsequent gains in resources. For the fourth corollary, after losing resources, people tend to take a defensive stance to preserve their other resources. Due to its negative prominence, "resource loss" is an important consideration in the COR theory. The corollary offers a proactive yet defensive strategy to avoid losing resources. It draws attention to the fact that stress is a response to objectively unpleasant situations rather than something that is perceived by an individual. Responding to stress involves an active process of resource exchange between people and the environment. Wahyudi et al. (2022) argued that resources have different values for different people depending on the situation and their experiences.

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Hobfoll and his collaborators have changed the COR theory multiple times since its 1989 publication (Hobfoll et al., 2018; Liao et al., 2022). Liao et al. (2022) claimed that after going through a number of significant revisions, the COR theory has evolved from a model of stressor-strain into a theory of motivation. Employee behaviours in a variety of organisational situations can be explained in part by the active process of how people work to gain, keep, and accumulate resources.

Liao et al. (2022) pinpointed that one of the organisational behaviour theories that has been used the most frequently over the last three decades is the conservation of resources (COR) theory. As a theory for comprehending the psychological and motivational processes of behaviour among employees, the COR theory has grown to be among the most popular theories. Numerous empirical research in the OB field examined the basic claims of the COR theory while focusing on various areas like workplace stress, work engagement, creativity, and leadership.

Recently, the COR theory was extensively utilised to examine the interpersonal interactions at the place of work, together with JE and turnover intention (Wahyudi et al., 2022). Zhang et al. (2019) took a resource-based approach to JE and made the claim that JE is a reflection of someone's resource position. Employees are motivated to have a favourable attitude towards their organisation based on the number of resources they have accumulated. Harris et al. (2011) and Mitchell et al. (2001) claimed that there are three dimensions of JE: fit (degree of comfort with the environment, both inside and outside of work), links (relationship with groups and activities both at work and outside of work), and sacrifice (losses if a person leaves a company or community). Employees benefit more from the organisation's valuable resources when there is greater

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embeddedness. These are crucial resources that influence an employee's decision to remain with or quit the company.

According to the COR theory, there are two possible reasons why a person would want to leave their organisation and resign voluntarily. The first reason is because of the destruction of resources in the organisation, which lacks the resources internally. The second reason is that employees have a strong desire to get better resources externally from another organisation. These are the two main reasons that may contribute to the decision to leave the organisation (Zhang et al., 2019). Job embedding results from the accumulation of individual resources within the organisation (Halbesleben & Wheeler, 2008). For employees with a high level of JE, they might have obtained valuable resources and become more defensive to protect all their resources. This is because their resources are special and hard to acquire from another organisation (Kiazad et al., 2015). Therefore, in the COR theory, a high level of job embeddedness might produce favourable results, such as staying instead of leaving the organisation (Hobfoll, 2001; Wahyudi et al., 2022; Zia et al., 2022).

2.6 Turnover Model

2.6.1 The Evolution of the Turnover Model

The issue of organisational staff turnover has been the subject of several studies over the past 60 years. Since the latter part of the 1970s and the start of the 1980s, this

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turnover has assumed a major place in organisational behaviour management theory and practise. Porter and Steer (1973) as well as Spencer and Steers (1981) observed a difference when comparing leavers with poor and high performances. They examined both high and low levels of performance, placed emphasis on how well employees execute their jobs as a factor in turnover, and looked at ways to make organisations more competitive. These research models' construction uses characteristics of leavers' and retainers' performance levels, background factors that affect their participation and performance decisions, and the organisational performance that results as a result of turnover as the keys to understanding employee turnover behaviours (Allen & Griffeth, 1999; Dalton & Todor, 1982; Dess & Jason, 2001).

Numerous significant works of literature on employee turnover date back to the 20th century. The Journal of Applied Psychology was the first publication on turnover research during the second decade of the 20th century. It is said that turnover research began in 1917. The formative years were the 1920s through the 1960s. There have been several research done on retention and turnover, including studies on job changing, suggested solutions by guidance, reports on the patterns of occupational turnover, and examinations of the relationships between psychological factors and turnover. The turnover model by March and Simon was published in the 1950s. Many scholars continued to explore turnover antecedents in the 1960s. However, the 1970s are recognised as the foundational decade (Hom et al., 2017; Walker, 1929).

Mobley (1977) and Price and Mueller (1981) first presented the revolutionary employee turnover model. The model of intermediate linkages was developed by Mobley and published in 1977 (Hom et al., 2017; Walker, 1929). To begin with,

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Mobley (1977) created a straightforward model by illustrating how decisions regarding employee turnover went through several phases of decision-making, from assessing the existing employment to quitting the job. Steel (2002) provided a more thorough explanation of the job search procedure and went into further depth about the job search procedure that was indicated in Mobley's first model. A key conceptual model was later established by Mobley that took into account organisational, individual, and economic-labour market variables that impacted and affected employee turnover via other intermediary factors (Mobley et al., 1979).

Furthermore, the 1980s are regarded as the "theory of testing" decade. In 1981, Price and Mueller released and published their model of a complex causal test, which included determinants and intervening variables (Hom et al., 2017; Walker, 1929). Mobley concentrated on the decision-making process surrounding employee turnover, but the studies by Price and Mueller (1981) and Price (2001) widened the scope of the factors influencing turnover to include kinship duty and professionalism. Additionally, in 1983, Rusbult and Farrell proposed and tested an investing model. The 1990s are often known as the "unfolding models" decade (Hom et al., 2017; Walker, 1929). There is a high level of complexity in voluntary turnover. It is tricky. Employees leave for a variety of reasons, many of which have nothing to do with their management, their work, or even the organisation (Lee et al., 1996). In order to better understand voluntary turnover, many researchers have looked at other predictors and reasons for voluntary turnover (White, 2022). Lee and Mitchell (1994) provided additional insight into later research when they claimed that the unfolding model might account for numerous routes that could explain decisions regarding employee turnover. The theory of “unfolding models” was proposed by Lee and Mitchell in 1994 (Hom et al., 2017;

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Walker, 1929). According to the model, leaving a job can happen along a number of pathways, depending on a number of factors, including if a shock happened, whether other employment options were investigated and analysed, whether the person was unsatisfied, and more (Lee & Mitchell, 1994). A shock is a work-related occurrence that is so upsetting that the employee is unable to ignore it. It might be anticipated or unexpected, favourable or unfavourable, or neutral, but it must differ from the employee's usual condition (Lee & Mitchell, 1994). The company's strategy changing, a career drastically changing, getting married, or having a child are a few examples of shock (White, 2022).

Lee et al. (1996) used a qualitative investigation to support this paradigm. The study's findings showed that one of the four approaches might account for the majority of reasons individuals leave their employment and occupations. According to Harman et al. (2007), in accordance with the image theory, evaluating employment alternatives entails contrasting shocks with values, trajectories, and strategic pictures. Value images are crucial concepts or values associated with work. People have objectives that direct their conduct at work, called trajectory images.

Beach and Mitchell (1987) claimed that as a person moves closer to their objectives, these actions may be planned more carefully as they are consecutive. These objectives may be more concrete, like obtaining employment or acquiring a new skill, or more nebulous, like being content or successful. The actions that a person feels will lead to their strategic images. The person will determine which is preferred and make a decision by contrasting these images of the present job and potential employment (White, 2022).

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A new theory of JE was developed in a more recent study by Mitchell et al. (2001) to provide an explanation for why individuals remained in their occupations and employment. According to Mitchell et al. (2001), employee turnover is influenced by the length of employment for those who exhibit high degrees of "fit", "link", and "sacrifice." Other studies, such as Robinson et al. (2014), supported this idea, and it was developed into a new construct called "work embeddedness with family embeddedness" (Ramesh and Gelfand, 2010). The retention and turnover research for the 21st century began in the 2000s and is still going on now, focusing on the trends of turnover (Hom et al., 2017; Walker, 1929).

2.6.2 Employee Turnover Definition

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In view of organisational behaviour and human resource management, the turnover of a classical employee is the employee's rotation in the labour market between firms, jobs, and occupations, as well as between states of unemployment and employment (Abassi & Hollman, 2000). Employees leaving their position and company result in turnover (Chhinzer, 2021). Numerous definitions of employee turnover can be found in the literature. Employee turnover can be defined in various ways. Employee turnover, according to Mayhew (2019), is the process through which new hires replace the leaving employees.

The turnover rate is commonly computed by dividing the total number of persons in the group of interest by the number of terminations (White, 2022). Price (1977) defined turnover as the ratio of the number of employees who resigned during

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the period divided by the average number of employees working in the organisation. Managers often consider turnover to be the entire process of filling a vacancy. Every time there is a vacancy, whether voluntarily or involuntarily, a new employee can be hired and trained. This term is also often used in efforts to measure employee relationships within an organisation when they leave, for whatever reason. That is to say, when one person quits their position, new hires replace them; this is known as employee turnover (Azami et al., 2016). Li and Jones (2013) suggested combining the turnover rate with additional metrics, including the rate of instability, which accounts for both external and internal turnovers, and the typical duration of service for voluntary departures.

2.6.3 Voluntary and Involuntary Turnover

Employee turnover is classified as internal when they remain with the company but change positions, and external when they leave the company for another (White, 2022). This implies that when employees leave one company to work for another, this is referred to as an external turnover. When they remain with the company but change positions, it is referred to as an internal turnover. Studies differ in their inclusion and exclusion of both kinds (Li & Jones, 2013).

Furthermore, according to Chhinzer (2021), voluntary turnover and involuntary turnover are two forms of turnover. When a worker quits their job voluntarily, the company experiences voluntary turnover. When an employer releases their worker and lets them go without their consent, this is known as involuntary turnover (Mansa, 2021).

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During the process of voluntary turnover, an employee chooses to quit their job with the company, whereas during the process of involuntary turnover, the company chooses to terminate an employee from their organisation (Chhinzer, 2021). Employees do not leave their jobs voluntarily; instead, accidents or even deaths are to blame. When a worker is forced to quit their job due to circumstances like retirement or redundancy, this is referred to as involuntary turnover. Involuntary turnover is not a result of the employee but rather of events like accidents or even deaths (Pavlović, 2018).

According to Maertz and Campion (1998), employee turnover refers to the practise of workers quitting and changing their jobs voluntarily, where "voluntariness" can be defined as "instances wherein management agrees that the employee had the physical opportunity to continue employment with the company at the time of termination." In many studies on ER, many scholars and practitioners have been attracted by research on the voluntary model. Research on turnover has focused on voluntary turnover to assist firms in retaining top performers and lowering turnover costs since organisations choose to fire workers in the involuntary turnover process but lose people they prefer to keep in the voluntary turnover process (White, 2022). This word is frequently and widely used in a variety of research**,** although the definition may not apply to all studies of employee turnover because the data may include involuntary turnover.

In order to better understand turnover, researchers have looked at it from a range of angles at varying levels, such as how individuals decide whether to leave a company or the organisational procedures that affect turnover rates in the human resources department (White, 2022). The process of voluntary turnover has been examined by

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researchers in an effort to better understand and lower turnover and its associated costs. Dissatisfaction and how simple it is to locate new employment have typically been the main topics of research on the causes of voluntary turnover (Harman et al., 2007; Lee et al., 1999a; Mitchell et al., 2001). If the employees who are highly valued in the voluntary model as human capital cannot be retained by an organisation, this can lead to serious losses and difficulties (Das, 2013). Assessment of work happiness and the development of measures to reduce turnover have become widespread practices for years since businesses may more readily impact employee job satisfaction (Mitchell et al., 2001).

Talented employees are often the key human capital of an organisation. Their retention rate has a significant influence on an organisation's competitive advantage (Baporikar, 2021). Although there is a slender correlation between work satisfaction and turnover, the quantity and variety of job options have varying degrees of influence (Lee et al., 1999a). The intricacy of individuals' decisions to quit their employment is overlooked by the attention placed on job dissatisfaction and job alternatives (Harman et al., 2007). Analysing the apparent loss of an organisation’s human capital will allow the management to identify the factors that an organisation can carry out to promote and keep talented employees and improve organisational performance (Allen & Griffeth, 1999; Dalton et al., 1982; Lee et al., 2004). Employee turnover is multifaceted, and many of the reasons why people leave their jobs have little to do with their managers, jobs, or organisations (Lee et al., 1996). As a result, academics have looked at additional risk factors and justifications for voluntary turnover (White, 2022). There is a high level of complexity in voluntary turnover. It is tricky. Employees leave for a variety of reasons, many of which have nothing to do with their management, their

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work, or even the organisation (Lee et al., 1996). In order to better understand voluntary turnover, many researchers have looked at other predictors and reasons for voluntary turnover (White, 2022).

2.7 Employee Retention (ER)

There are various ways to define the term employee retention (ER). Basically, ER is the ability of the organisation to choose and keep its employees as well as to maintain a mutually favourable relationship. The organisation needs to retain employees with high job performance and a high level of contribution to the success of the organisation (Aman-Ullah et al., 2020; Das, 2013). Cascio (2003) claimed that ER is the employer's determination to keep staff who make significant contributions to the organisation. It is the effort of the organisation to retain employees with positive reviews.

According to Egan et al. (2004) and George (2015), ER is measuring the intention level to stay in the organisation. It is the opposite of intentional turnover. ER can also be defined as the ability of the employer to attract and build a mutually positive long-term relationship with the employee. ER is very important for the organisation to gain a competitive advantage. The organisation would always say turnover is bad and unacceptable because it would be very costly for the employer to do recruitment and provide training to new employees (Degbey et al., 2021). The primary objective of ER is to prevent a loss of human capital due to replacement that involves high costs and is time-consuming, which might have a major negative impact on the overall organisational performance (Molimi, 2014; Vishwa & Sharma, 2022). ER can be

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assessed using the ER rate (ERR) or Employee Turnover Rate (ETR). Employee turnover is the other side of the same coin (Bernardino, 2022; Msengeti & Obwogi, 2014). Therefore, if the organisation can keep a low employee turnover, it can keep a high ER (Msengeti & Obwogi, 2014). According to Maertz and Campion (1998), "*relatively less turnover research has focused specifically on how an employee decides to remain with an organization and what determines this attachment…retention processes should be studied along with quitting processes*". According to Hausknecht et. al. (2019), employees' retention strategies refer to practices that HR uses to keep valued employees and prevent them from resigning. In this study, ER is used to measure the overall perception of success in retaining academic staff at Malaysian private universities.

Many researchers are more interested in the volunteer model in ER. If talented staff resign and leave the organisation voluntarily and the employer fails to retain them, this could cause a critical and significant loss to the organisation. This is due to the fact that human assets with special knowledge and skills are important for an organisation and would affect the organisation's ability to compete with their competitors (Das, 2013; Irabor & Okolie, 2019; Tadesse, 2018). In this study, there is more interest in the volunteer model in ER among academic staff in Malaysian private universities. Employers who fail to retain talented employees may have many reasons. In the study by Kyndt et al., they examined some of the main reasons that lead to ER. They emphasised the elements from both personal and organisational perspectives. They found that organisational elements such as employee stimulation and appreciation, as well as the pressure of workload, were the main reasons why they were unable to keep their staff. ER was also significantly influenced by personal characteristics such as

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education level, seniority, skills of leadership, and attitude towards learning. However, the reasons for each resignation might be different from one another. For example, some staff cannot be retained because of a lack of job satisfaction and trust, but for other staff, it may be because of a high workload, an ineffective system and policy, and so on (Ngotngamwong, 2020). Therefore, it is crucial for employers to develop the best strategies for ER in order to obtain mutual gain (win-win) for both parties (employer and employee). Employees do not need to take risks to change jobs, and employers could gain a competitive advantage by retaining talented employees who could help improve the overall productivity of the organisation (Azeez, 2017, Dutta & Banerjee, 2014; Irabor & Okolie, 2019).

When a company experiences significant levels of voluntary turnover that result in low ER, it could not be beneficial and may not be good for the organisation. When there is a high rate of voluntary employee turnover, the morale and confidence of the present employees suffer, which can occasionally result in low production, and thus, a company tends to lose. Both businesses and leaving employees incur costs as a result of turnover. People who leave a company often have significant contacts and expertise. There are expenses related to recruiting them, such as paying for temporary staff, selection expenses, and training expenses, if the firm decides to hire a replacement (Mitchell et al., 2001).

Studies attempt to calculate the turnover cost of businesses. According to Yang et al. (2012), the estimated cost is around double the employee's yearly wage. Regardless of their decision to quit, the leaving employee may endure stress, uncertainty, and financial loss (Mitchell et al., 2001). Brandt et al. (2016) claimed that

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because of the process of terminating an employee and recruiting a replacement, as well as the associated costs (both financial and non-financial), employee turnover is one of the leading reasons for significant losses in corporate revenue. Indirect costs associated with turnover include loss of skills, knowledge, expertise and experience, a high rate of mistakes, and the quality of the goods or services provided, in addition to direct expenses like lost revenue.

Once a post is filled, the new employee needs time to attain their maximum levels of production. A small group of clinical nursing directors calculated that it takes rookie nurses 14 weeks to attain 90 percent productivity, whereas experienced nurses require only six weeks to do so (Jones, 2005). Intangible, tangible costs, and loss of social relationships are some of the costs that Long et al. (2012) identified as being related to employee turnover. Before a replacement employee starts working, expenses associated with the turnover include advertising and recruitment, filling the position, and hiring; however, costs associated with new hire productivity, orientation, and termination come into play after a replacement employee starts working (Jones, 2005).

Various studies have been carried out to focus more on the reasons for leaving the current organisation based on the traditional model under the old turnover theory. Over half a century, many researchers have emphasised and concentrated on these three main on-the-job factors: job satisfaction, organisational commitment, and job alternatives, as the key sources of ER. Employees with a low level of job satisfaction and organisational commitment have more potential to quit their company (Ekhsan, 2019; Nawaz & Pangil, 2016). However, the off-the-job factor, which is outside the

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setting of the work environment (community), has been overlooked in previous studies (Holtom & Inderrieden, 2006).

Therefore, Mitchell et al. (2001) addressed this exciting question: "Even when employees have a better job alternative in another place, what are the reasons for continuing their employment with their current organisation?" This question could be answered with the JE construct. Mitchell et al. (2001) proposed this new construct to provide reasons why people still do not change jobs even when there are numerous opportunities. This new construct, JE, could provide a more comprehensive view of voluntary turnover compared to the old construct (Kiazad et al., 2015).

In terms of integrative theory concerning employees' retention management, there were theories as early as Barnard's (1997) research that reported from the organisational society perspective, personal psychology perspective, as well as economic interest interaction perspective, and which made discussions about the determining factors such as individual goals, desirability, impetus, and other available opportunities that can be perceived for people to join certain collaborative organisations. The theory of organisational inducement effectiveness is for attracting employees and keeping their willingness to contribute to the organisation, maintaining social structure in organisations, and realising the organisation's target. Based on Barnard's research, the organisation provides material and non-material incentives as well as social integration relations with their employees. This plays a significant determinant role in an organisation's operational effectiveness and also in its socially collaborative system.

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2.8 Perceived Organisational Support (POS)

In conjunction with Eisenberger et al. (1986), Hossin et al. (2021) stated that Perceived Organisational Support (POS) reflects the general perception of employees that the employer values and recognises their contribution as well as cares about their welfare. In excess of 70 studies on POS, including its causes and effects, were reviewed by Rhoades and Eisenberger (2002). In addition to Eisenberger et al. (1986), as stated in SET, employees tend to place a higher value on the support from voluntary activities of the organisation, such as promotion and good pay, than on external restrictions such as labour disputes or government regulations (Blau, 1964; Cotterell et al., 1992; Eisenberger et al., 1997). In accordance with Eisenberger et al. (1986), Salau (2022) stated that employees tend to feel obligated and behave favourably towards their employer if they feel that their employer cares about their welfare and is willing to support them when circumstances are challenging, as claimed by SET. Therefore, the organisation has a significant impact on how its people behave (Chouchane & St-Jean, 2022).

A high level of POS might foster a sense of responsibility towards their employer. That is to say, POS can cause one to feel obligated (Eisenberger et al., 1990; Kurtessis et al., 2017; Salau, 2022). In the analysis by Eisenberger et al. (1986), they found that the main cause of POS is positive rewards, which include material and symbolic ones. However, the main effects of POS are organisational commitment, effort at work, absenteeism, and affective attachment. By offering more POS, Eisenberger et al. (1986) argued that absenteeism could be lowered and employee affective attachment levels could be raised. Employees' exchanged ideologies to

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moderate how POS and absence are related. The organisational commitment theories have been expanded and integrated by Eisenberger et al. (1986) into a social exchange approach. Salau (2022) argued that if employees do not see any support and appropriate care from their organisation, they may be driven to respond by withdrawing from work. They do not believe that further effort will produce a possible future of return and benefits (Knapp et al., 2017). Employees' actual feelings and emotions about how much the organisation cares for and values them are shown by the degree of POS. The good feelings and emotions are provoked by POS (Arasanmi & Krishna, 2019; Sindhura, 2022)**.** Supervisors are in charge of overseeing and evaluating the performance of their employees and serve as the organisation's representatives or agents. Therefore, employees would perceive the positive or negative attitude of supervisors towards their employees as a reflection and indication of the support received from their organisation (Ardagh, 2022; Eisenberger et al., 1986). He et al. (2011) and Aydın and Kalemci Tüzün (2019) argued that POS is one of the most important types of support offered to employees in the workplace. Thus, it is vital to examine the impact of POS in this study.

2.9 Perceived Co-worker Support (PCWS)

The organisational social context is composed of its co-workers, who are a key element of every organisation. All people who work in a specific workplace environment are thought to experience support from their co-workers (Hammer et al., 2004; Kim et al., 2018b). As stated by Kim et al. (2018a), the term "co-worker" is used to refer to colleagues in the workforce who work for the same organisation. When working in groups inside the company, co-workers frequently have a similar rank and status.

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Additionally, the term "co-worker" could be used to indicate the social relations and connections among co-workers.

By reason of the fact that most employees' time is spent with co-workers, they serve as the main source of social support in the workplace (James, 2019). Based on the latest research, job learning is greatly facilitated by co-workers' assistance and support (Chou & Walker-Price, 2018). Support received from co-workers is a crucial variable in determining turnover intention. Along with SET, employees who receive more support from their co-workers see a working environment with many opportunities for learning. Thereby, they will be inclined to repay that support by staying with the company (Clercq et al. 2020; Self and Gordon 2019; Xu et al. 2018). In addition to offering mentoring, co-workers can provide support by providing task guidance as well as a friendly and positive work atmosphere. Workplace colleagues, in particular, play an important role in providing critical information to cope with uncertain circumstances (James, 2019). Having connections and interactions with colleagues provides them with a variety of experiences (Bulińska-Stangrecka & Bagieńska, 2021). While some co-workers could be very helpful and always provide positive support, others might have a negative impact on an employee's psychological well-being (Dimmock & Gerken, 2018).

In line with Hammer et al. (2004), social norms that prioritise collaboration and support from co-workers, as well as reciprocal respect and trust, ought to foster a work environment with little interpersonal conflict, and subsequently, be adversely associated with health issues. In the study by Hammer et al., based on the Karawek model, they concentrated more on the norms of social interaction. According to the

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Karasek model, social support includes receiving support and assistance from and acceptance from their co-workers. Social exchange theory states that workers who often interact with one another will create bonds in return. Employees will therefore actively support one another at work. Employees who enjoy supportive interactions at work are more likely to feel connected and reciprocate this behaviour (Self et al., 2020). Therefore, co-worker support plays a crucial role in maintaining a healthy and positive workplace environment as well as in fostering good relationships among employees (Khairuddin et al., 2021). Consistent with the study of Hammer et al. (2014), their findings demonstrate that social norms make important contributions to the psychological workplace environment, which is typically described by the level of social support, such as co-worker support, that an individual experiences.

He et al. (2011) and Aydın and Kalemci Tüzün (2019) pinpointed that one of the most significant forms of support that employees receive at work is co-worker support. Support from co-workers is a critical factor in predicting one's intention to leave one's job. Besides, Dimmock and Gerken (2018) found that co-workers' influence can be considered a common problem among workers. Thus, Hammer et al. (2014) claimed that increased emphasis should be given to inter-social interaction, including co-worker support. It is essential for comprehending how employees behave socially in a workplace. However, it is often overlooked and neglected (Tucker et al., 2008). Therefore, in this study, it is vital to examine the impact of perceived co-worker support.

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2.10 Hypotheses Development

2.10.1 The Relationship between POS and JE

Social Exchange Theory (SET) can be used to explain how JE is influenced by POS. The foundation of SET is the possibility of emotional attachment between employers and employees. The SET states that employees' favourable feelings about their organisations and occupations rise when they feel that their needs are being met and supported by their organisation. Furthermore, research demonstrates the idea of "being embedded in work" (Akgündüz & Cin, 2015; Takawira et al., 2014), where employees who feel that they are valued and supported tend to show a positive attitude and become more embedded (Akgunduz & Sanli, 2017; Chang et al., 2013). A significant favourable impact of POS on the JE of hotel employees was identified by Akgunduz and Sanli (2017). Akgunduz et al. (2022) also suggested that JE, which mostly refers to contextual and environmental elements (Abubakar et al., 2022), may be impacted by POS. Employees with high JE receive more support at work (Qian et al. 2022). According to Orpina et al. (2022), POS would be closely tied to the concurrent exchanges occurring within the organisation. The level of POS indicates the employees' actual feelings about how much the organisation cares for and values them (Arasanmi & Krishna, 2019).

Based on SET, when the organisation supports, values, and cares for the employees' contributions and well-being, they will feel obliged to repay the organisation by being highly embedded in activities (Akgunduz & Sanli, 2017; Chang

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et al., 2013; Eisenberger et al., 1990; Kurtessis et al., 2017; Rahimnia et al., 2021). Management support would encourage employees to invest more time and money. They would put more effort into performing their tasks (Eisenberger et al., 2020; Rahimnia et al., 2021; Tsai et al., 2015). Giosan (2003) conducted a study to identify the predictors of JE. The study used two samples of employees. For the first sample, there were a total of 172 full-time employees who were working in various and different organisations, while a second sample consisted of a total of 129 full-time employees who were working in the same organisation. The results showed that people who seem to be more likely to become embedded are those who perceive that the organisation supports them. One of the possible ways to increase embeddedness is by increasing organisational support. Employees consider the support received from their supervisor to be a sort of organisational support (AlHashmi et al., 2019). When supervisors provide more support, employees tend to be under an obligation to return it (Eva et al., 2019) and believe that the organisation values them and treats them fairly (Hayunintyas et al., 2018). With greater POS, the individual may try to change their behaviours to better suit the environment or by changing their personal priorities or work values, so that they will become more embedded in their organisation (Akgunduz & Sanli, 2017; Chang et al., 2013; Rahimnia et al., 2021). In other words, if academic staff feel that they are supported by the university, they will have a better attitude towards their work, and the level of their JE will increase to show their appreciation. Therefore, it is expected that POS has a significant relationship with JE.

H1: There is a significant impact of POS on JE

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2.10.2 The Relationship between PCWS and JE

Perceived co-worker support (PCWS), according to Yusliza et al. (2021), is another crucial social exchange resource for comprehending social behaviour in organisations. The relationship between perceived co-worker support (PCWS) and JE can be supported by SET. Perceived co-worker support refers to a co-worker exchange situation in which support is given by co-workers who are both employed by the same organisation and who typically hold similar positions of authority and status (Kim et al., 2017; Kim et al., 2018a). According to SET, employees that receive greater support from their peers experience positive results, such as a high JE. Employees frequently form close friendships and strong relationships with their co-workers, which enhances teamwork in the long run. When people exchange more benefits of all types, their dependency increases, they come to trust one another, and their social ties are strengthened, leading to a higher level of JE (Chang et al., 2013).

According to Rahimnia et al. (2021) and Tews et al. (2013), co-worker support can be seen as a significant factor that affects and impacts JE. Employees with high JE and high links receive more support from their co-workers (Qian et al., 2022). Employees are better able to handle organisational issues when they have the support of their co-workers (Singh et al., 2019). The support of co-workers can be obtained through their co-workers' supportive behaviour, such as caring, encouraging, and taking care of their peers' well-being. If employees have a favourable perception of their co-workers' support, they will obtain a stronger feeling of empathy, mutual respect, and mutual trust. Then, employees will become more enmeshed, which leads to a greater JE (Beehr et al., 2000; Chiaburu & Harrison, 2008; Eisenberger & Stinglhamber,

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2011; Halbesleben & Wheeler, 2015; Rhoades & Eisenberger, 2002; Singh et al., 2018). Some studies found that the greater the perceived support of co-workers in the workplace environment, the greater the JE in self-employees (Karatepe, 2016; Self et al., 2020; Self & Gordon, 2019). Academic staff working in universities are under pressure to achieve high recognition internationally. They are required to put more effort into publication, research grants, teaching, supervising students, and administrative duties (Mukosolu et al., 2015). If they can receive more support from their co-workers, such as care and encouragement from their co-workers, this can help to reduce their stress levels because they can actively look for peers to socialise with them (Cooke et al., 2019; Tews, et al., 2018). Then, the academic staff will become more enmeshed, which will lead to a greater JE.

H2: There is a significant impact of PCWS on JE

2.10.3 The relationship between POS and ER

Previous studies on the relationship between POS and ER provided contradictory results. There are some researchers (Arasanmi & Krishna, 2019; Eisenberger et al., 1990; Eisenberger et al., 1986; Khan et al., 2021; Kundu & Lata, 2017; Shore & Wayne, 1993; Wayne et al., 1997; Yusliza et al., 2021; Zan et al., 2021) who found that ER can be increased by providing more support from the organisation. POS has a significant effect on ER. According to Hrebiniak (1974), POS is a contextual factor that influences the obligations felt by an employee to achieve the goals of the organisation and foster a more positive attitude towards the organisation. Employees have a different

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perception of organisational support. Employees with high POS may differ from employees with low POS. With high POS, employees tend to incorporate their membership in organisational and status roles into their self-identity. Therefore, they have a positive emotional connection with the organisation. Eisenberger et al. (2001) claimed that employees with low POS feel less obligated to their organisation. If employees perceive that they can receive more support from their organisation, they tend to be better able to handle and manage any work-related issues (Chen and Wu, 2020). In addition, if the employees perceive that the organisation supports and cares for their well-being and accepts their interests as valuable as the company's, this can increase their level of happiness, and they will be more willing to stay/remain in their organisation (Takawira et al., 2014).

However, a study conducted by Bohassan and Muhammard (2021) had differing findings in the relationship between POS and ER. They found that POS is not significantly related to ER. The main objective of their paper was to examine the impact of POS on ER among staff who were working at the Manarat School in Jeddah, Saudi Arabia. A total of 95 staff were randomly selected from the Manarat School in Jeddah as their respondents. Most of them did not feel like spending time with their current organisation. They were unwilling to work long-term even though the organisation was concerned with their welfare and ready to improve staff performance and capacity, take care of them, and so on. But they still refused to invest more energy in their current organisation, even after receiving support from it. Hence, due to the contradictory findings, this gap can be filled up by this study by proposing that there is a significant impact of POS on ER, according to the justification in the next section.

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With SET, it is feasible to explain how the POS affects ER. According to Blau (1964), SET is based on people supporting and helping one another and expecting certain returns from others thereafter. In accordance with SET, employees who believe their needs are fulfilled by their organisation are more likely to consider staying, as they have good feelings about both their work and the organisation. That is to say, employees would behave favourably towards their organisations if they perceived organisational support as being high. Therefore, POS is positively related to ER.

With a high level of POS, employees would be less likely to seek and accept jobs from other organisations. If greater POS is given and employers recognise their employees' contributions, value them, and care for their welfare, the greater the employees' contribution to their work attendance (Chen & Wu, 2020; Takawira et al., 2014; Wayne et al., 1997). Referring to SET, high POS can create a feeling of obligation to the organisation, and employees tend to feel more obligated to support their organisational goals. It would be expected that POS is negatively related to turnover. A high POS may lead to low turnover (Chen & Wu, 2020; Eisenberger et al., 2001; Ladao et al., 2022; Lai et al., 2022; Prasanna et al., 2022; Suárez-Albanchez et al., 2022).

Zan et al. (2021) studied the relationship between POS and ER. They are significantly positively related. The norm of reciprocity shows that people tend to have strong feelings of obligation to help those who have previously provided support to them (Gouldner, 1960). For those who have received high POS, they are more likely to feel obligated to repay their organisation through continued participation (Eisenberger et al., 2001; Shore & Wayne, 1993). Allen et al. (2003) concluded that "POS plays an important role in the turnover process."

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Employee retention by providing a supportive working environment from the management is very important. With a high turnover rate of academic staff in higher education private institutions, there is also increasing attention to studying ER in a Malaysian context (Fauziah & Kumaruzaman, 2009; Kurdia et al., 2020; Muniapan, 2007). Muniapan (2007) found that a "high rate of academic staff turnover in almost all private institutions of higher learning is due to lack of support from top management." Choy et al. (1993) found that if academic staff perceived a lack of support from their institution, they would put less effort into their work. Chawsithiwong (2007) and Kurdia et al. (2020) concluded that talented employees can be retained by providing a supportive working environment to make sure they will stay in the organisation for a longer period of time. Bergiel et al. (2009) and Zan et al. (2021) also indicated that support, such as recognition and feedback to employees, is positively related to valuable employee retention. Thus, it is expected that POS has a significant relationship with ER.

H3: There is a significant impact of POS on ER

2.10.4 The Relationship between PCWS and ER

Previous studies did not provide a definite conclusion about the relationship between PCWSs and ER. Numerous studies have found that PCWS plays an important role and has a significant impact on ER (Moynihan & Pandey, 2007; Rust et al., 1996; Yusliza et al., 2021). PCWS is the degree to which employees are supported and able to build a good interpersonal relationship with colleagues (Kim et al., 2017). Co-workers can

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offer advice and support by sharing their knowledge and feelings openly with their peers. It has a positive impact on connection and a sense of belonging. With a strong connection and sense of belonging, it can reduce the level of anger and frustration among employees towards the organisation (Eisenberger et al., 1990; Miller, 1992; Wongsuwan, 2020). Co-workers can provide support and encouragement by helping other colleagues at the workplace and sharing knowledge and expertise (Eisenberger et al., 2001; Perry-Smith, 2006; Scott & Bruce, 1994). Maintaining good relationships among co-workers can build motivation and trust between people and reduce stress levels (Bamel et al., 2013; Yusoff, 2012; Clercq et al., 2020; Delmas & Pekovic, 2018). Employees think differently because they express different ideas from different perspectives. As a result, employees seem to have communities to share with colleagues their actual feelings to reduce stress (Hochschild, 1983).

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This can increase the level of happiness and they will be more willing to stay/remain in their organisation. Thus, good interaction with co-workers in the organisation is a resource that helps employees stay/remain in the organisation and is viewed as an attractive factor that reduces the desire to quit (Yusliza et al., 2021). This is supported by Chiaburu and Harrison (2008) and Chung et al. (2021), who found that co-workers' support was negatively related to the intention to quit. Therefore, PCWS was found to be a factor that influences ER (George, 2015; Kanchana & Jayathilaka, 2023; Thompson & Prottas, 2006).

However, some researchers reported contradictory findings in the relationship between PCWS and ER. A few studies had been conducted and the results turned out that PCWS did not have a significant effect on turnover intention. In other words,

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PCWS did not significantly influence the willingness of employees to stay/remain in their organisation. The impact of gaining recognition, support, and praise from peers is less than that of supervisors because co-workers are all from the same level in the organisation. Therefore, the support received from co-workers might not be similar to the support from the organisation (Chung et al., 2021; Loi et al., 2014; Mutsuddi et al., 2020; Ng & Sorensen, 2008). This is supported by Mossholder et al. (2011), who reported that co-workers' support did not have a significant impact on turnover/retention. Hence, given the inconclusive findings, this gap is to be filled up by this study by proposing that there is a significant impact of PCWS on ER based on the justification in the following section.

Social Exchange Theory (SET) was deployed to justify the relationship between PCWS and ER among academic staff in Malaysian private universities. In SET, "co-worker support" is another crucial social exchange resource for workers. It is crucial for comprehending social behaviour in organisations (Yusliza et al., 2021). As claimed by SET, workers often and are very likely to have the same attitude of reciprocity as their co-workers in the organisation. For example, if the co-worker always offers help and support by sharing their feelings and experiences with their peers, this can build social bonds and trust among employees as well as improve the effectiveness of teamwork. Thus, they are very likely to consider continuing to stay in their organisation. Additionally, if employees feel that their co-workers support them strongly, this makes them feel compelled to "repay" their organisation. They would behave favourably towards their organisation by staying with it (Blau, 1964; Eisenberger & Stinglhamber, 2011; Halbesleben & Wheeler, 2015; Singh et al., 2018).

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The support of co-workers can be received through their co-workers' behaviour of caring, encouraging, and taking care of their peers' well-being (Beehr et al., 2000; Chiaburu & Harrison, 2008; Rhoades & Eisenberger, 2002). Open communication and support from co-workers can build a sense of belonging and a strong teamwork environment. The connectivity among the co-workers can be increased by sharing feelings and supporting each other. This can lead to high interpersonal trust, motivation, and inspiration among co-workers (Bamel et al., 2013; Yusoff, 2012; McMillan, 1976; Miller, 1992). Besides, if they constantly receive a lot of support from co-workers, this can help them obtain new knowledge and skills regarding the task so that they can deal with it better (Massenberg et al., 2015; Uddin et al., 2021). Several studies have highlighted that the non-supportive behaviour of co-workers can lead to strong feelings of upset and displeasure in an organisation (Eisenberger et al., 1990). The university's academic staff are expected to work harder to increase the university's ranking and get high recognition. They are working in a stressful environment (Mukosolu et al., 2015). The level of stress and job burnout can be reduced if sympathy and guidance are always given to them by their co-workers (e.g. Bruan & Peus, 2018; Kossek & Lautsch, 2018). Past studies revealed that employees with a good sense of belonging, interaction, and connectivity due to strong PCWS will have a high tendency to stay in the organisation for a longer time (Cooke et al., 2019; Flint et al., 2013; Moynihan & Pandey, 2007; Rust et al., 1996). Thus, it is expected that PCWS has a significant relationship with ER.

H4: There is a significant impact of PCWS on ER

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2.10.5 The Relationship between JE and ER

Mitchell et al. (2001) discovered JE as a new construct to predict employee retention. They found that JE is positively related to ER because employees who are embedded have higher retention if compared with those who are not embedded. The reasons why people stay can be better explained by JE than job satisfaction or organisational commitment. This is because JE can capture a more comprehensive view of the predictor for turnover. JE explicitly includes both on-the-job and off-the-job factors that influence staying. For each on-the-job and off-the-job factor, there are three sub-dimensions classified as fit, link, and sacrifice (Harris et al., 2011; Mallol et al., 2007; Mitchell et al., 2001). Therewith, the link, fit, and sacrifice are used to evaluate JE. The JE theory proposed measuring employees' perceptions of their fit and connection to their current organisation (on-the-job) and community (off-the-job), as well as what they would have to sacrifice if they left. Based on the JE theory, if an employee feels like they can fit and connect effectively with their organisation and community but feels that they need to sacrifice more benefits if they leave, they would be more embedded, which leads to a high ER (Mitchell et al., 2001). Holtom et al. (2020) and Tanova and Holtom (2008) suggested that JE is a better predictor of retention if compared with the other variables and traditional constructs, such as job satisfaction, organisational commitment, personal characteristics, job alternatives, desirability and ease of movement, and withdrawal behaviours.

Along with the JE theory, the relationship between JE and ER can also be justified by the Conservation of Resources (COR) theory in this study. The COR theory is a theory to figure out and understand the worker's decision to stay with the company

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or leave voluntarily (Zhang et al., 2019). Based on the COR theory, people are constantly searching for resources to help them achieve their objectives (Hobfoll, 2001). When there is an increased level of JE, employees get more from the organisation's valued resources, such as they can fit well and link well with work and nonwork activities. Employees tend to be more defensive and protect all of their resources because they might only be able to obtain them from their current organisation. Thus, they might continue to stay in their organisation in order to preserve existing resources (Kiazad et al., 2015; Mitchell et al., 2001; Qian et al., 2022). Therefore, JE has an impact on a worker's decision to stay with the company.

According to recent studies done by Coetzer et al. (2019), Huning et al. (2020), Sindhu et al. (2023), and Vanitha (2022), they found that JE and ER are consistently correlated. JE can increase the rate of ER. Abubakar et al. (2022) claimed that JE basically refers to contextual factors as well as environmental factors that affect ER. Employees who are deeply embedded tend to continue to stay in their organisation. In addition, the results of the studies by Afsar et al. (2018) and Ferreira and Martinez (2017) show that JE is negatively related to intent to leave as well as voluntary turnover and increased ER. Dechawatanapaisal (2018), Jiang et al. (2012), Yang et al. (2011), and Zhang et al. (2019) also found that JE significantly affects turnover intention. It is more important to explain the reasons why people stay compared to job attitudes and job alternatives.

Arici et al. (2023) and March and Simon (1958) claimed that many off-the-job factors are important determinants of why people stay or leave. Lee et al. (1999b) also found that many employees leave their organisation due to off-the-job factors such as a

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spouse's relocation or an unsolicited job offer. To retain staff despite external opportunities, the organisation should make its staff embedded in the organisation and also in the community (on- and off-the-job factors).

However, these two attitudinal constructs (job satisfaction and job commitment) are on-the-job factors that may only control about 4-20 percent of the variance in turnover (Do, 2021; Griffeth et al., 2000; Hom & Griffeth, 1995). In addition, Mitchell et al. (2001) pointed out that organisational commitment (OC) is concerned with organisational issues. Thus, half of the JE construct is simply not covered by OC. Therefore, JE is better than job commitment and job satisfaction to predict turnover (Holtom et al., 2020; Mitchell et al., 2001). This new theory of turnover, JE, is focused on why people stay rather than how they leave. In particular, attention is drawn to the reasons people stay through their JE construct (Mitchell et al., 2001).

Therefore, it is expected that JE has a significant relationship with ER.

H5: There is a significant impact of JE on ER

2.10.6 Mediating Variable – JE

There are many studies that have been conducted on the relationship between human resource (HR) practices and ER. Human resource practices are inclusive of pay, promotion, working conditions (Bhardwaj et al., 2021; Chawla & Singla, 2021; Mobley, 1982; Pettman, 1975), career development (Chawla & Singla, 2021; Boomer, 2009; Parmenter & Barnes, 2021), and superior-subordinate relationship (Parmenter &

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Barnes, 2021; Zenger et al., 2000). All these HR practices are designed by people in senior management positions. Supportive managers and supervisors are important in helping design a supportive HR practice, such as being fair in giving rewards, providing high opportunities for growth, and having a high level of participation in decision-making. Allen et al. (2003) and Sharma et al. (2021) proposed that perceptions of supportive HR practices impact POS, which is related to withdrawal in a negative direction. Employee perceptions of supportive organisational HR practices, such as recognition of employees' contributions, involvement in decision-making, fairness of reward distribution, and growth opportunities, can contribute to POS development. The resignation of employees is mainly due to a lack of appreciation and support, low compensation, and a lack of opportunities for advancement. Hence, POS mediates the impact of these practices on the turnover process.

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Some past studies have investigated the relationship between POS and ER (e.g. Arasanmi & Krishna, 2019; Eisenberger et al., 1990; Eisenberger et al., 1986; Khan et al., 2021; Kundu & Lata, 2017; Shore & Wayne, 1993; Wayne et al., 1997; Yusliza et al., 2021; Zan et al., 2021). They have found that POS plays an important role and has a significant impact on ER. However, Bohassan and Muhammard (2021) discovered different results in the relationship between POS and ER. They found that POS has an insignificant relationship with ER.

Several previous studies found that PCWS has a significant effect on ER (e.g. Chiaburu & Harrison, 2008; Chung et al., 2021; George, 2015; Moynihan & Pandey, 2007; Rust et al., 1996; Thompson & Prottas, 2006; Yusliza et al., 2021). However, some studies reported that PCWS did not play a vital role and had an insignificant

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impact on ER (e.g. Chung et al., 2021; Loi et al., 2014; Mossholder et al., 2011; Mutsuddi et al., 2020). Due to the contradicting findings, the relationships between POS and ER as well as PCWS and ER, are unpredictable. Thus, other potential mediating factors may explain such contradictory findings. In other words, the relationship between POS, PCWS, and retention may be mediated.

According to Cakar and Yildiz (2009) and Muse and Stamper (2007), POS can be positively related to commitment and satisfaction. In the study by Allen et al. (2003), they are in turn negatively related to turnover intentions, which are positively related to ER. They will mediate relationships through turnover. This relationship is consistent with the model of contemporary turnover process and research (Hom & Griffeth, 1995), but the role of POS requires empirical verification.

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Besides POS, according to Macias-Velasquez (2021) and Cancela et al. (2022), job satisfaction and commitment will also be affected by PCWS. PCWS is expected to relate to job satisfaction and organisational commitment. If employees can get more support from their co-workers and have somebody sympathise with problems that occur in the workplace (Hochschild, 1983), it can help to increase the level of job satisfaction and organisational commitment as well as reduce the turnover intention among the employees.

Numerous studies have been carried out on the mediating variables in the study of ER. Many of the mediating variables are on-the-job factors, such as job satisfaction (Bharadwaj et al., 2022; Bhardwaj et al., 2021; Bufquin et al., 2017; Hassan et al., 2021; Sharif et al., 2021), organisational commitment (Agus & Selvaraj, 2020; Arasanmi &

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Krishna, 2019; Bufquin et al., 2017; D'Amato & Herzfeldt, 2008), psychological empowerment (Ratau, 2021), organisational identification (Bharadwaj et al., 2022), psychological contract (Nayak et al., 2021), motivation (Mata et al., 2021), employee engagement (Ekhsan et al., 2021), work engagement (Fernando & Nishanthi, 2021), and person–organisation fit (Yusliza et al., 2021). Table 2.1 shows the summary of the mediating variables from the ER literature review.

Nonetheless, in the research on turnover, organisational commitment and job satisfaction are two of the most important constructs (Alzubi, 2018; Guzeller & Celiker, 2019; Hom and Griffeth, 1995; Silva, 2022; Shaju & Subhashini, 2017). They play an important mediating role in the relationship between POS and turnover intention, which are positively related to ER (Eisenberger et al., 1986, 1990; Gupta et al., 2016; Park et al., 2016; Torre-Ruiz et al., 2017; Yu & Frenkel, 2013), as well as PCWS and turnover intention, which are positively related to ER (Bufquin et al., 2017; Ghiselli et al., 2001; Guchait et al., 2014; Huang, 2003). The relationship between POS, PCWS, and ER is mediated. The major attitudinal responses (e.g. organisational commitment and job satisfaction) are influenced by them, which in turn influence the intentions to stay. Subsequently, it leads to actual turnover behaviour (Bufquin et al., 2017; Guchait et al., 2014; Huang, 2003; Mobley, 1977; Torre-Ruiz et al., 2017). In addition, commitment and satisfaction should be negatively related to intentions to quit and turnover intentions should be positively related to turnover (Hom & Griffeth, 1995). Therefore, employees with greater POS and PCWS will be less willing to resign. However, commitment and satisfaction mediate the relationship between POS, PCWS, and withdrawal. Hence, POS and PCWS may affect turnover as a critical antecedent to commitment and satisfaction.

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However, these two attitudinal constructs (job satisfaction and job commitment) are on-the-job factors that may only control about 4-20% of the variance in turnover (Do, 2021; Griffeth et al., 2000; Hom & Griffeth, 1995). Research from scientific journals indicate that work attitudes, such as organisational commitment and job satisfaction, only play a relatively minor role in preventing employees from leaving. Only 4-20% of the variance in turnover is controlled by these attitude-related factors (Do, 2021; Griffeth et al., 2000; Hom & Griffeth, 1995). Some employees will still leave their organisation when new opportunities arise, even though they are happy, committed, and satisfied with their work. Thus, in many circumstances, negative attitudes are unrelated to leaving (Campion, 1991).

Therefore, Maertz and Campion (1998) concluded that many other significant variables have been left out in predicting turnover. There are now a variety of factors that have been empirically associated with retention that are not attitudes but organisational in nature (Cohen & Bailey, 1997). Mitchell et al. (2001) asked this interesting question: “Why do people stay in their organisations and occupations even when other opportunities are available elsewhere?” These questions help the researchers develop the JE construct.

Even when there are opportunities, some people still do not want to change their organisation. The reason can be explained by a new construct known as JE. Mitchell et al. (2001) proposed and defined organisational embeddedness as the totality of forces which include fit, links, and sacrifice that keep employees in their employment. It embeds people in their current employment even when there is an opportunity to change

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their job to another organisation. This new construct of JE emphasises people who do not change jobs even when it might be advantageous to do so.

Table 2.1

Summary of the Mediating Variables in the ER Literature Review

Mediating variables	Authors	Target population	Industry/sector/organisation and country	Findings
Job satisfaction	Bharadwaj et al. (2022)	Employees	IT organizations, India	Job satisfaction mediated the relationship between ER and employer branding
	Bufquin et al. (2017)	Employees of casual dining restaurants.	Restaurant units located in the Southeast and Midwest, US	Job satisfaction mediated the relationships between co-workers' perceived warmth and competence and employees' turnover intentions.
	Hassan et al. (2021)	Generation Y employees	Private sectors, Bangladeshi	Servant leadership, management initiatives, soft-HRM, and work-life balance positive related significantly

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Table 2.1 (continued)

				with retention among Generation Y employees. Job satisfaction mediated the relationship between these retention factors and retention positively among Generation Y.
	Sharif et al. (2021)	Nurses	Public hospitals, Iran	Job satisfaction mediated the negative relationship between organisational support and turnover intention.
Organisational commitment	Agus & Selvaraj (2020)	Nurses	Private hospitals, Malaysia.	Employee commitment partially mediates the relationship between quality of work life and the intention to stay.
	Arasanmi & Krishna (2019)	Employees of a local council	Government agency, New Zealand.	Organisational commitment mediated the relationship between organisational support and ER.

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Table 2.1 (continued)

	Bufquin et al. (2017)	Employees of casual dining restaurants	Restaurant units located in the Southeast and Midwest, US	Organisational commitment mediated the relationships between co-workers' perceived warmth and competence and employees' turnover intentions.
	D'Amato & Herzfeldt (2008)	Managers	Managerial generations, Europe	Organisational commitment mediated the relationship between learning orientation and intention to stay.
Psychological empowerment	Ratau (2021)	Nurses	Public hospitals in Vhembe District Municipality.	Psychological empowerment mediates the relationship between employee POS and nurses' retention.
Organisational identification	Bharadwaj et al. (2022)	Employees	IT organizations, India	Organisational identification mediated the relationship between ER and employer branding.

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Table 2.1 (continued)

Psychological contract	Nayak et al. (2021)	Employees	IT sector, North India	Psychological contract mediated the relationship between knowledge contract and ER.
Motivation	Mata et al. (2021)	Staff	Higher education institutes, Pakistan's different cities	Motivation significantly mediates the relationship between non-monetary factors and ER.
Employee engagement	Ekhsan, Badrianti & Aeni (2021)	Employees	Electronics company in the East Jakarta Industrial Park Cikarang Industrial Estate.	Employee engagement mediated the relationship between employer branding and employee retention.
Work engagement	Fernando & Nishanthi (2021)	Executive-level employees	Insurance industry, Sri Lankan	Work engagement mediated partially the relationship between total reward perceptions and ER.

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Table 2.1 (continued)

Person-organisation fit	Yusliza et al. (2021)	Academic staff.	Public universities, Malaysian	Person–organisation fit mediated the relationship between supportive work environment and ER.

2.10.6.1 The mediating role of JE in the relationship between POS and ER

Allen et al. (2003), Chen and Wu (2020), Ladao et al. (2022), Lai et al. (2022), Prasanna et al. (2022), and Suárez-Albanchez et al. (2022) found that although there are some facts that show POS is significantly related to turnover intention, there is evidence to suggest that these effects are mediated. Allen et al. (2003) found that commitment and satisfaction mediated the relationship between POS and withdrawal. Similarly, Arasanmi and Krishna (2019) and Wayne et al. (1997) stated that POS might be expected to be linked to turnover and that their relationship is mediated by commitment. Besides, Rhoades et al. (2001) also found evidence that "commitment mediates the relationship between POS and turnover." Since POS and commitment are related to each other conceptually and empirically, and commitment is a major antecedent in turnover models, the role organisational commitment plays in the literature of turnover and POS is very important (Tett & Meyer, 1993).

However, Griffeth et al. (2000) conducted an analysis that shows only a 3.6% variance of actual turnover behaviours can be interpreted by the mediating attitude

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variables, such as job satisfaction and organisational commitment. Besides, only 12% of actual turnover behaviour could be interpreted by the withdrawal tendency. It is the most direct mediating variable in turnover behaviour. However, job satisfaction and organisational commitment are not sufficient to explain the reasons why people stay (Do, 2021; Yang et al., 2011). Actually, "off-the-job" factors also play a very important role in explaining why people stay. Therefore, the model of traditional attitude has overlooked "off-the-job" factors as a predictor of turnover (Hom & Kinicki, 2001; Kristof, 1996; Mitchell et al., 2001; Price, 2001).

As such, the understanding of the attitudes that lead to turnover is expanded. A new construct was developed by Mitchell et al. (2001) to capture a more comprehensive view of predictors of turnover. This new construct is known as "JE". The central focus of "JE" is on "how to keep people in an organisation" instead of "how to keep people from moving to a different organisation" in a traditional model. Therefore, "JE" is aimed at "ER" rather than "Employee Turnover" (Holtom & O'Neill, 2004).

In some recent studies, JE's role as a mediator was empirically investigated (Chan et al., 2019). JE intervenes in the relationship between POS and ER, which can be justified by the Social Exchange Theory (SET), JE Theory, and Conservation of Resources (COR) Theory. In relation to SET, employees would feel obligated to repay an organisation by being deeply embedded in its activities if the organisation values, supports, and cares about their welfare and contributions. If employees feel that they have more POS, they will adapt their value of work, priorities, and behaviours to meet the environment and become more embedded in the activities. Thereupon, SET can be applied to justify and explain how POS may impact JE. (Akgunduz & Sanli, 2017;

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Chang et al., 2013; Eisenberger et al., 1990; Kurtessis et al., 2017). In conjunction with the JE Theory and COR Theory, recent research by Afsar et al. (2018), Coetzer et al. (2019), Dechawatanapaisal (2018), Huning et al. (2020), Sindhu et al. (2023), Vanitha (2022), and Zhang et al. (2019) revealed a consistent relationship between JE and ER. JE can boost the rate of ER. On the basis of the JE theory, an employee will be more embedded, which promotes high ER, if they believe they can successfully fit into and connect with their organisation and community and believe they would have to sacrifice more benefits if they left (Mitchell et al., 2001). The COR Theory claimed that when JE is higher, employees benefit more from the organisation's valuable resources and are more defensive to protect their existing resources by remaining with their company (Kiazad et al., 2015; Mitchell et al., 2001; Qian et al., 2022). By having greater support from the organisation, JE can be improved, which will result in a high ER. The support provided by the university can help academic staff from private universities become more embedded, which will ensure that they continue to work with the university even when faced with difficult tasks or challenges in teaching, supervising, obtaining research grants, publishing, or dealing with nonwork-related issues. Hence, JE is a key mediating factor in the relationship between POS and ER among academic staff in Malaysian private universities.

Therefore, it is expected that the relationship between POS and ER is mediated by JE.

H6: JE mediates the relationship between POS and ER

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2.10.6.2 The mediating role of JE in the relationship between PCWS and ER

Job embeddedness (JE) mediates the relationship between organisational factors and ER, which is proposed by the JE theory (Mitchell et al., 2001). When employees are facing some challenging tasks or difficulties, the high quality of interpersonal relationships among co-workers enables them to help each other and ensure the employees can still remain alongside the organisation (Tews et al., 2013). When employees perceive that their co-workers care about and support their needs, they will feel happy and are more likely to be embedded. The close relationship with co-workers and support from co-workers can help to increase the trust level among them, and then they can be more embedded. They will reciprocate through their JE (Giosan, 2003; Takawira et al., 2014). According to Dechawatanapaisal (2017), employees who are less embedded in their job tend to influence peers at work to consider quitting. JE is expected to have a mediation function for the influence of co-workers' support on turnover intention. A study has been conducted on how perceived co-workers' support can reduce the employee's desire to quit work with the mediation analysis of JE (Self et al., 2020).

Social Exchange Theory (SET), JE Theory, and Conservation of Resources (COR) Theory can be used to explain and justify the mediation role of JE in the relationship between PCWS and ER. Rahimnia et al. (2021) and Tews et al. (2013) claimed that co-worker support can be viewed as a significant factor in determining and impacting JE. As reported by SET, employees who experience high levels of perceived co-worker support are more likely to develop strong bonds with their co-workers over time, which ultimately improves collaboration. People become more dependent on one

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another and develop a sense of mutual trust. Employees would feel obligated to return by altering their behaviour and becoming more embedded (Chang et al., 2013; Self et al., 2020; Self & Gordon, 2019). JE strongly influences turnover intention, according to Coetzer et al. (2019), Huning et al. (2020), Sindhu et al. (2023), Vanitha (2022), and Zhang et al. (2019). In conformity with the JE Theory, an employee will be more embedded and exhibit high ER if they believe they can effectively fit and link with their organisation and community and that leaving would require them to sacrifice more rewards (Mitchell et al., 2001). As stated in the COR Theory, when job embeddedness is higher, employees benefit more from the organisation's valuable resources, are more defensive, and continue to work for that organisation in order to protect their existing resources (Kiazad et al., 2015; Mitchell et al., 2001; Qian et al., 2022).

JE can be enhanced by receiving more support from their co-workers, and therefore, it will lead to high ER. When academic staff from private universities are facing some challenging tasks or difficulties in publication, research grant, teaching, supervising, or nonwork-related issues, the close interpersonal relationships among co-workers and support from their co-workers can increase their job embeddedness, and therefore, it will ensure the academic staff will still stay alongside the university. Thus, JE plays a crucial mediating role in retaining academic staff at Malaysian private universities.

Therefore, it is expected that the relationship between PCWS and ER is mediated by JE.

H7: JE mediates the relationship between PCWS and ER

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2.11 Conceptual Framework for the Study

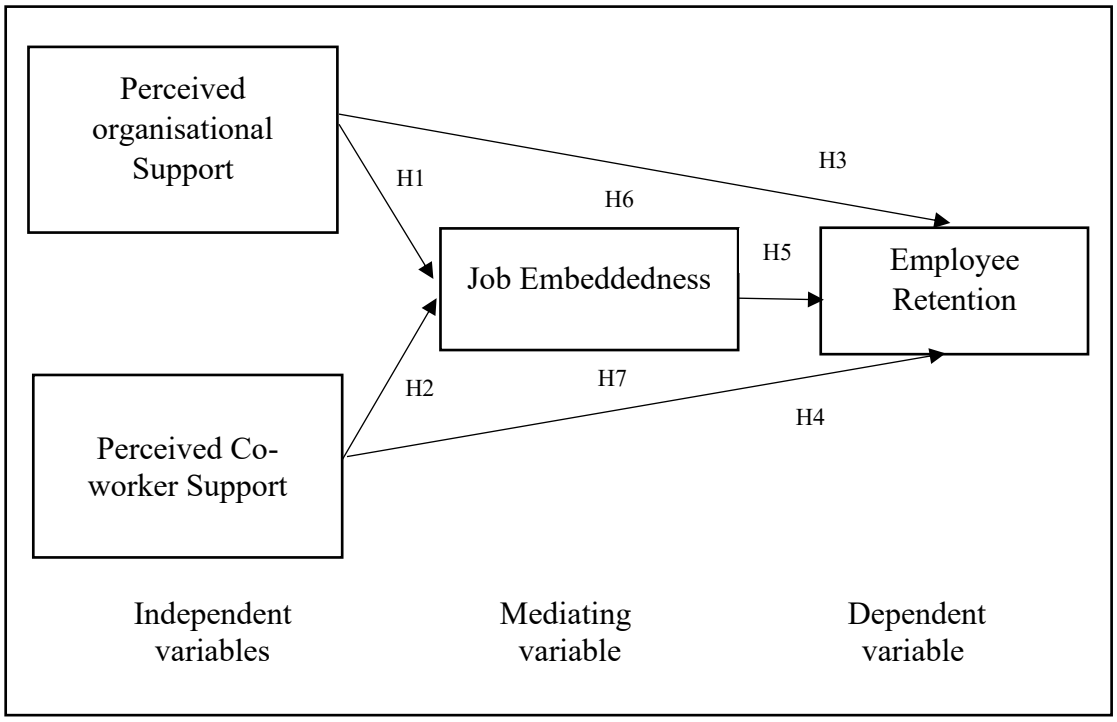


Figure 2.2. Conceptual Framework for this Study

The adoption of Allen et al.'s (2003) model as the proposed conceptual framework for this study is identified in Figure 2.2, where the hypotheses for the study are also identified. Allen et al. (2003) are interested in the impact of POS on turnover intention through two traditional attitudinal constructs, namely job satisfaction and job commitment. These two attitudinal constructs only cover on-the-job factors.

As can be seen, however, the proposed conceptual framework for this study (Figure 2.2) essentially suggests that POS and PCWSs (PCWS) have an impact on ER through the mediating variable of JE (the new theory of turnover). It not only covers on-the-job factors but also covers off-the-job factors. Therefore, JE is better than job commitment and job satisfaction to predict turnover (Mitchell et al., 2001). This new

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theory of turnover, JE, focused on why people stay rather than on how they leave. In particular, attention is drawn to the reasons people stay through their JE construct (Mitchell et al. 2001).

The Social Exchange Theory (SET), JE Theory, and Conservation of Resources (COR) Theory are used in this study to support and connect the relationships between the POS, PCWS, JE, and ER variables. SET is one of the major theoretical perspectives in the field of social psychology (Blau, 1964; Emerson, 1976; Homans, 1961). Homans (1961) defined social exchange as the exchange of activity, tangible or intangible, more or less rewarding or costly, between at least two parties. Social exchange involves social interactions that lead to a sense of obligation (Emerson, 1976). Relations between two parties could be generated through mutual reinforcement. For example, my behaviour will reinforce your behaviour, and your behaviour will also reinforce my behaviour (Homans, 1961).

According to Ladd and Henry (2000), the SET is often used to understand social behaviour in organisations. Many studies have mainly focused on the exchange relationship between supervisor and employee rather than among co-workers. Tucker et al. (2008) argued that perceived co-worker support is a significant factor, but it is often overlooked and neglected. For most of the studies, little attention has been paid to the support received from the co-workers. However, PCWS also plays a crucial role in understanding the social behaviour of employees in an organisation.

As explained by Molm (1994) and Salau (2022), this reciprocal interdependence is one of the focus points in the SET. According to Eisenberger et al. (1986), there is

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one type of social exchange called POS. This is referring to the exchanges between an employee and his/her organisation. They developed the concept of POS to explain the development of employee commitment to an organisation. Adopting a social exchange framework, high POS levels create a sense of obligation, where employees do not only feel that they must keep a high commitment to their organisation but also feel the obligation to return the favour by having behaviour that supports the organisational goals. This means that workers seek a balance in exchanging relationships with the organisation by involving themselves in attitudes and behaviours that match the employer's commitment to them as individuals. The theory of social exchange provides the dominant theoretical basis for POS.

Meyer and Herscovitch (2001) proposed that commitment is a force that binds an individual to a course of action relevant to one or more targets. However, SET leaves out critical variables. It fails to capture the totality of forces that keep people in their current employment. Many of the employees who are satisfied and committed to their job will still leave their organisation when opportunities exist. It cannot explain why people stay in their organisations and occupations even when other opportunities are available elsewhere. In many cases, negative attitudes are simply not associated with leaving (Campion, 1991).

Therefore, the SET model fails to highlight off-the-job factors and does not give enough explanation of the reasons why people stay in their organisation. These off-the-job factors and non-attitudinal variables seem to be more and more important to explain why people stay even when it might be advantageous to do otherwise. From a theoretical point of view, the study has contributed to the existing body of knowledge.

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Since SET only studies on-the-job factors and is not sufficient to explain why people stay even when it might be advantageous to leave, this study is an expanded Model of Social Exchange Theory. In this study, an off-the-job factor has been added to the Model of Social Exchange Theory by using a new construct, namely JE. The JE theory is a means of boosting ER (Holtom & Darabi, 2018), which supports the relationship between JE and ER in this study. Apart from the JE theory, the conservation of resources (COR) theory could also be used to explain the relationship between JE and ER. Based on the COR theory, employees always achieve their goals by searching for valuable resources (Hobfoll, 2001). Otherwise stated, employees usually find useful resources to help them reach their objectives. Employees would gain greater resources as a consequence of a high level of JE, where they can deal well with work-related and nonwork-related activities. Thereby, they would decide to stay in their current organisation in order to avoid losing those valuable resources (Kiazad et al., 2015; Mitchell et al., 2001; Qian et al., 2022; Wahyudi et al., 2022). Hence, this study better predicts ER through JE, which has yet to be completed. It is able to provide a clearer understanding and explanation of why people stay even when it might be advantageous to move on.

2.12 Summary

This chapter reviewed the literature on the role perceived organisational support (POS) and PCWSs (PCWS) play in understanding ER from a new theory of turnover perspective. The traditional and new models of turnover were highlighted in this chapter. Allen et al.'s (2003) model was identified as a relevant guide for this study. The interest

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of this study is to evaluate how perceived organisational support (POS) and PCWSs (PCWS) are related to employee retention through the mediating role of JE among academic staff in Malaysian private universities. The lack of empirical research in the area of how POS and PCWS can influence ER through JE was identified as a gap in this study. The adaption of the model by Allen et al. (2003) was used in this study, and the hypotheses associated with the proposed conceptual framework and research questions were detailed. In the next chapter, the research design and process to be employed in examining the hypotheses are explained.

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CHAPTER 3

RESEARCH METHODOLOGY

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3.1 Introduction

As discussed in Chapter 2, this study is to evaluate how POS and PCWS are related to ER through the mediating role of JE among academic staff in Malaysian private universities. There has been little research done on understanding ER from the new theory of turnover perspective. This was identified as a gap in this study. In this chapter, an explanation of research methodology, research designs, and the process used in examining the hypotheses is provided. In addition, this chapter also explains population sample size determination, technique of data collection, sampling method, and survey questionnaire. Besides, the discussion also includes the statistical analysis for this study.

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3.2 Research Philosophy

Research philosophy is a set of the researcher's beliefs, principles, values, and assumptions that guide the researcher's study approach and method (Khatri, 2020). Philosophy encompasses general theoretical concepts, cognitive processes, viewpoints, and self-awareness (Spirkin, 1983). In the field of research, philosophy is also referred to as paradigms (Saunders et al., 2019). Hence, the paradigm of research can also be thought of as the research philosophy, which serves as the foundation of theories to be used in research. In 1962, the term "paradigm" was initially introduced by Thomas Kuhn, an American philosopher, within the context of research to refer to a particular philosophical mode of thinking. The research paradigm is merely the philosophical foundation for the study (Khatri, 2020). Typically, two basic philosophical approaches or paradigms exist: positivism and interpretivism (Junjie & Yingxin, 2022). Positivism is a natural scientist's philosophical system and involves utilising an observable common reality to generate generalisations resembling laws (Saunders et al., 2019). Positivism subscribes to the principles of natural science and requires logical connections to exist for all objects, in addition to identifying logical connections and providing scientific justification using logical methods (Ryan, 2018). Positivism relies on generalisability and objectivity as two key assumptions (Abu-Alhaija, 2019).

Positivism relies on the scientific method and supposes the existence of a scientific reality that may be investigated through an empirical and quantitative approach to examine hypotheses (Cuthbertson et al., 2020). The researcher who adheres to positivist beliefs may form hypotheses by utilising pre-existing theories. These claims offer possible and speculative justification that could be examined and verified,

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either completely or partially, resulting in the formation of new theories that can subsequently be tested by future researchers (Saunders et al., 2019). Positivism is characterised as a quantitative philosophy that emphasises empirical, conventional, and experimental methods of research (Muchanga, 2020). Positivists frequently employ a deductive methodology. Otherwise stated, the positivist approach to research is what typically underpins the deductive method (Saunders et al., 2019). Positivists believe that reality can be measured, quantified, and studied using statistical methods (Cuthbertson et al., 2020). Positivism places a strong emphasis on empirical evidence and measurable results (Ali et al., 2022).

However, a philosophy of subjectivism known as interpretivism highlights the fact that humans are unique because of their physical features by emphasizing their capacity to create meaning. Interpretivists investigate to develop new insights and deeper analysis into the realities of organisations (Saunders et al., 2019). The researcher who adheres to interpretivist beliefs may use the experiences, viewpoints, stories, and words of specific participants as quotes within the interpretivist framework to highlight and show diverse perspectives and voices (Petty et al., 2012). It means that understanding the significance, experiences, and viewpoints of the people and organisations being researched is a key component of the interpretivism method in the social sciences (Panya & Nyarwath, 2022). Interpretivism is grounded in both "symbolic interactionism" and "phenomenology". It believes that there are no facts that are independent of values or theories and that an object's essence depends on how others perceive it (Weber & Henderson, 2012). Interpretivists adopt an empirical approach and aim to integrate the research participants' and their own self-interpretations into their study (Saunders et al., 2019).

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Instead of testing pre-existing theories and hypotheses, the aim is to learn the viewpoints and lived experiences of the individuals under investigation. Interpretivist research frequently utilises qualitative techniques to acquire a comprehensive understanding of the phenomena under study (Alam, 2012). In order to achieve a deeper understanding, this paradigm encourages researchers to gain knowledge and explore diverse interpretations of a specific social environment in order to attain a greater depth of understanding (Chen, 1996). It makes the assumption that the nature of reality is shaped by social constructs and subjectivity, making it impossible to study it neutrally and objectively (Cuthbertson et al., 2020; Panya & Nyarwath, 2022). Qualitative methods explore how individuals make subjective sense of the world as well as the diverse methods by which language, imagery, and cultural objects construct reality in particular settings (Dhobi, 2022). Qualitative researchers rely on data to construct their theoretical presumptions and research areas by utilising inductive reasoning techniques (Abu-Alhaija, 2019). Researchers who practise interpretivism employ inductive reasoning techniques (Saunders et al., 2019). They figure out specialised patterns, topics, and classifications using the data they have collected (Petty et al., 2012).

In this study, the result is measurable (a decrease in ER) and it relies on observation (POS, PCWS, and JE) based on empirical data to analyse the phenomenon. In order to assure objectivity and reduce bias, positivism as a philosophical framework was used in this study. A structured research approach was used to gather information from a sample of 481 academic staff members currently employed by a private university in Malaysia. This study is characterised by a quantitative technique in which statistical analysis was used to collect and analyse data. This study did not utilise qualitative techniques to acquire a deeper insight into the phenomena under study. The

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statistical analysis was conducted using the SPSS software and PLS-SEM to test the hypotheses and quantify the effects of POS, PCWS, and JE on ER. The data analysis in this study involved deductive reasoning to identify patterns and generalise findings from the data on how POS and PCWS are related to ER through mediating the role of JE among academic staff in Malaysian private universities. This study did not involve the direct observation of current events; therefore, it can be categorised as deductive in its approach instead of inductive.

Generally, this study adopted the philosophy of positivism instead of interpretivism due to the strong emphasis placed on empirical data, objectivity, measurable results, a structured research approach, a deductive approach, and quantitative data processing methods.

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3.3 Research Design

According to Baran (2022), research design is a blueprint that helps guide a study in data collection and analysis. It serves as a master plan for a study that shows the connection between the empirical data, research questions, and research objectives (Zikmund, 2013). Researchers use research design as a tool to guide them through the process of selecting data retrieval tools and samples, collecting data, and analysing the results. The validity of the research will be low if the design is not good (Sarwono, 2022). An appropriate research design should be explored once the researcher has chosen the precise issue to be addressed and has operationalized the variables and research questions into a clear, quantifiable hypothesis (Kaufman & Kaufman, 2022).

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Varied research goals have different implications for research design, and research design is influenced by the study aim, which might be exploratory, descriptive, or causal research. Each category of research has a distinct function and can only be utilised in specific ways **(**Koski, 2022). Exploratory research is used to explain unclear circumstances or uncover ideas that might lead to new business ventures. It is not meant to be used to make a decision based on conclusive evidence. It is not an end in and of itself in this sense, and researchers normally do this type of study with the full assumption that additional research will be required to offer more definitive proof (Zikmund et al., 2013). In exploratory research, qualitative research methods are used since in-depth studies are necessary with little need for generalizable scientific results. The most common data collection techniques are interviews, observations, and document reviews (Kaya & Bayram, 2021).

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A descriptive research aims to disclose the characteristics of a situation, event, or phenomenon that has been observed (Sahin & Mete, 2021; Zikmund et al., 2013). This sort of study involves situations in which the researcher is only an observer who does not influence the study's variables (Lin, 1976). Descriptive research may not be designed to prove a hypothesis or demonstrate a causal link, but it may be used to make broad conclusions. As a result, descriptive research can use both quantitative and qualitative methods (Casula et al., 2021). It answers the questions of when, who, where, what, how, and why. It is carried out with a thorough awareness of the situation under consideration (Zikmund et al., 2013). When the goal is to produce unambiguous and generalizable conclusions, quantitative approaches are applied. However, when the goal is to investigate the depth of an issue, qualitative techniques are utilised (Kaya & Bayram, 2021).

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Causal research is designed to identify the relationship between the variables in a situation. This makes it possible to draw causal conclusions and determines whether or not there are any cause-and-effect links. When something creates an effect, it indicates that it causes it to occur; the effect is the result (Zikmund et al., 2013). Otherwise stated, in causal research, which examines the cause-and-effect relationships between variables, it is determined to what extent the independent variable(s) has/have an impact on the dependent variable. An effect is what happens as a result of something else; it is referred to as a cause. In causal research, the researchers often have great knowledge of the observed occurrences and are able to foresee with reasonable certainty the cause-and-effect linkages that would be put to the test (Sekaran & Bougie, 2019; Zikmund et al., 2013). It all starts with a hypothesis. The researcher makes an attempt to prove the hypotheses. This type of research incorporates all aspects of quantitative research methodology (Kaya & Bayram, 2021).

In this study, causal research is the most favourable approach to adopt, based on the main objective of this study, which is to look at the cause-and-effect relationship between the variables POS, PCWS, JE, and ER. It is determined to what extent the independent variables (POS, PCWS, and JE) have an impact on the dependent variable (ER). Alternatively, its purpose is to examine if the variables POS, PCWS, and JE have a substantial impact on ER among academic staff in Malaysian private universities. There are seven hypotheses that have been formulated and tested in this study. According to Kaya and Bayram (2021), the quantitative approach serves as the most suitable type of research in causal research. Furthermore, since a large number of academic staff in Malaysian private universities were involved in this study, the quantitative approach served as the most appropriate tool to study a large population.

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For a quantitative approach, quantitative measurement in the form of numeric rating scales and quantitative analysis in the form of applied statistical processes are both required (Sekaran & Bougie, 2019). In this study, empirical evaluations, including numerical measurement and statistical analysis, were used to address research objectives. Various statistical methods were used to examine all of the quantitative data related to the hypotheses in this study. Otherwise stated, this statistical conclusion would allow a statistical examination of the claimed links between independent factors and dependent variables. According to Sarwono (2022), research design, particularly in quantitative research, is a technique in studies that relies on a researcher deciding the success or failure of the research being conducted. In this study, the qualitative approach was not appropriate to be adopted as all the data were not numerical but rather written, visual, or oral in nature. Small samples were used and it involved a wide range of questions to interpret the results subjectively (Sekaran & Bougie, 2019).

Besides, the intention of this study is to understand ER from the new theory of turnover perspective. The general objective of this study is to further evaluate how POS and PCWS are related to ER through the mediating role of JE among academic staff in Malaysian private universities. This study is to investigate the correlation between POS, PCWS, JE, and ER. Therefore, based on the above aim, hypothesis testing was chosen as the most appropriate research design for this study. This is a deductive, empirical study that used a survey method in an attempt to examine how POS and PCWS are related to ER through the mediating role of JE among academic staff in Malaysian private universities.

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In research, both inductive and deductive techniques are frequently utilised. Deductive reasoning occurs when a general theory is applied to a specific situation. However, inductive reasoning is a process in which we notice specific facts and draw broad generalisations from them (Sekaran & Bougie, 2019). A deductive approach is used to resolve problems by involving a large number of participants and applying statistical techniques to recognise overall patterns in the relations between processes (Adar, 2016; Nueman, 2003). Imagination, patience, and discipline are required at the planning and design stages. Furthermore, it also involves precisely measured statistical analysis and verifiable truths (Davies & Hughes, 2014; Cavana et al., 2001). As this study did not entail direct observation of ongoing occurrences, it is deductive in nature and a quantitative methodology using the survey method (questionnaire) was employed.

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The questionnaire is one of the most significant methods for data collection in quantitative research; consequently, researchers must be able to create questionnaires properly (Sarwono, 2022). This study adopts the survey method (questionnaire) and focuses on the understanding of the current retention trend in a contemporary setting. The present researcher has no control over the events. The research question of this study is "To what extent can POS and Perceived Co-worker Support (PCWS) influence ER through the mediating role of JE among academic staff in Malaysian private universities?" The survey method is one of the techniques for data collection. Researchers can collect data by asking questions to respondents who are able to provide the desired information. A set of questionnaires is designed by the researcher. All the respondents have been asked to answer the questions accordingly ("Management study guide," n.d.). In this study, the questionnaires were distributed to develop a broad empirical view of POS, PCWS, JE, and ER in order to explain the relationship between

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all variables that are involved in this study. A survey method (questionnaire) is relatively quick and inexpensive if compared to other methods such as conducting experiments and case studies (Wang, 2021). Therefore, the survey method is the most appropriate for this study.

A cross-sectional study was used in this study due to the nature of the research. Being a cross-sectional study, any associations between variables are necessarily time-bound, and data collection will only be done at one point in time (Sekaran & Bougie, 2019). All variables are assessed at the same time in cross-sectional research. However, variables are assessed at two or more points in time in longitudinal research (van de Coevering et al., 2021). It was difficult to employ a longitudinal study in this study because the questionnaire did not clearly ask respondents to declare their name, other personal identification, or other sensitive information that most respondents are hesitant to provide to researchers. A longitudinal study is excellent for research that aims to look at changes in behaviour or the impact of particular factors before and after adoption. However, the respondents in this study were only asked about their impressions of POS, PCWS, JE, and ER at one specified time without any comparison before and after. The summary of the research design is shown in Table 3.1.

Table 3.1

Summary of Research Design

	Adopted in this study
Research category	Causal research
Research procedure	Hypothesis testing
Research approach	Quantitative research

(continued)

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Table 3.1 (continued)

Research technique	Deductive reasoning
Survey method	Questionnaire
Types of research	Cross-sectional study

3.4 Population and Sampling Design

According to Sekaran and Bougie (2019), "population refers to the entire group of people, events, or things of interest that the researchers wish to investigate." In this study, the target population consisted of full-time academic staff at Malaysian private universities. However, only full-time academic staff currently working in the top Malaysian private universities at the Asian and global levels were targeted in this study. This is because these top Malaysian private universities at Asian and global levels have taken a proactive and important role in benchmarking themselves with other universities (García-Holgado & García-Peñalvo, 2022; Yaakob et al., 2009). Thereupon, individual full-time academic staff members in this study served as the study's unit of analysis. Moreover, the unit of analysis in this study is the same as the unit of observation. Data had been collected from individual full-time academic staff members who were employed at the top six private universities, namely Taylor's University, UCSI University, UTP, UNITEN, MMU, and UTAR.

According to Mysumber (2021), there are top 400 universities from Asian countries that have been on the list of QS World University Rankings (2021-2022). The rating and ranking are made by assessing the performance of the universities with the use of indicators and criteria based on the percentage of the report of the survey that

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they have conducted. The university rankings best listed are based on selection criteria such as the contribution of project papers (citation impact), reputation for academic excellence, and a reputation that has career graduates, faculty, and teaching facilities. Table 3.2 shows a list of the top 20 universities (Malaysian public universities and Malaysian private universities) that are Malaysia-listed for the years 2021-2022 based on the publication's annual ranking of universities published by QS World University Rankings (Mysumber, 2021).

Table 3.2

Ranking of the Top 20 Universities in Malaysia 2021-2022

University	Malaysia Ranking	Asia Ranking 2021 (2022)	World Ranking 2021 (2022)	Category
Universiti Malaya (UM)	1	9 (8)	59 (65)	Public university
Universiti Putra Malaysia (UPM)	2	28 (27)	132 (143)	Public university
Universiti Kebangsaan Malaysia (UKM)	3	35 (33)	141(144)	Public university
Universiti Sains Malaysia (USM)	4	34 (35)	142 (147)	Public university
Universiti Teknologi Malaysia (UTM)	5	39 (38)	187 (191)	Public university

(continued)

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Table 3.2 (continued)

Taylor's University	6	89 (53)	379 (332)	Private University
UCSI University	7	105 (77)	391 (347)	Private University
Universiti Teknologi Petronas (UTP)	8	70 (72)	439 (414)	Private University
Universiti Utara Malaysia (UUM)	9	107 (98)	531-540 (511-520)	Public university
Management and Science University (MSU)	10	139 (147)	551-560 (601-650)	Private University
International Islamic University Malaysia (IIUM)	11	123 (123)	601-650 (651-700)	Public university
Universiti Teknologi MARA (UiTM)	12	108 (105)	651-700 (651-700)	Public university
Sunway University	13	172 (121)	701-750 (651-700)	Private University
Universiti Tenaga Nasional (UNITEN)	14	168 (144)	701-750 (751-800)	Private University
Universiti Malaysia Pahang (UMP)	15	133 (129)	751-800 (801-1000)	Public university
Multimedia University	16	190 (189)	801-1000 (1001-1200)	Private University

(continued)

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Table 3.2 (continued)

Universiti Malaysia Sarawak (UNIMAS)	17	251-260 (227)	801-1000 (1001-1200)	Public university
Universiti Tunku Abdul Rahman (UTAR)	18	157 (167)	801-1000(801-1000)	Private University
Universiti Malaysia Perlis (UniMAP)	19	207 (251 – 260)	801-1000 (801-1000)	Public university
Universiti Malaysia Sabah (UMS)	20	210 (227)	801-1000 (1001-1200)	Public university

Based on Table 3.2, a total of eight private universities made the list: Taylor's University, UCSI University, UTP, UNITEN, MMU, UTAR, MSU, and Sunway University. The sampling frame of full-time academic staff can be obtained from their official websites (staff directory), except for Management and Science University (MSU) and Sunway University. The researcher of this study called and emailed the Human Resource Department to get the sampling frame of their full-time academic staff. However, they refused to provide any information in order to avoid an invasion of privacy or a breach of confidentiality.

Therefore, the researcher of this study only included full-time academic staff who were currently working as tutors, lecturers, senior lecturers, assistant professors, associate professors, professors, or senior professors in six private universities, namely Taylor's University, UCSI University, UTP, UNITEN, MMU, and UTAR, while excluding these two private universities: Management and Science University (MSU)

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and Sunway University. The population for this study was formed from only these six top Malaysian private universities. In addition, this population excluded part-timers (academicians) from this study. According to the official website (staff directory) of each private university, the total numbers of full-time academic staff for each of these six private universities are shown in Table 3.3.

Table 3.3

Total Number of Full Time Academic Staff

No	List of universities	Number of full time academic staff
1	Universiti Teknologi Petronas (UTP)	313
2	Taylor's University	471
3	Universiti Multimedia (MMU)	736
4	UCSI University	327
5	Universiti Tenaga Nasional (UNITEN)	553
6	Universiti Tunku Abdul Rahman (UTAR)	1288
	Total	3688

Based on Table 3.3, the total number of full-time academic staff is 3,688. The samples for this study were selected using the stratified proportionate random sampling technique. This technique is the most efficient and all subgroups are sufficiently sampled (Sekaran, 2019).

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According to Sekaran (2019), population elements form the sample. Generally, the bigger the sample size, the results will be more accurate. Based on the sample size Table of Krejcie and Morgan (1970), the minimum sample size for this study is 351 at the level of 3,688 as determined by the formula (see Appendix A). As a rule of thumb, a sample size between 30 and 500 is effective for most surveys. They are valid when utilising random sampling procedures to select a sample (Ross, 2004). Therefore, the sample size of this study has been inflated to the maximum number of 500. This is because the low response rate needs to be taken into consideration. Many respondents do not participate and return the questionnaire to the researcher (National research council, 2013). Therefore, the sample size of 500 was finally determined and selected in order to get the most responses possible from the respondents.

Sampling design can be divided into probability and nonprobability sampling. In probability sampling, every element has a known chance of being selected as a sample. However, nonprobability sampling is where the element may not have a known chance of being selected as a sample. Probability sampling can be used to increase the representativeness of the whole population. If generalisability is not critical and important to the study, nonprobability sampling can be used (Sekaran, 2019). In this study, the stratified sampling technique, which is under probability sampling, was used to select the samples from the population.

According to Zikmund et al. (2013), in a stratified sampling technique, a subsample is drawn from each stratum using basic random sampling. A stratified sample is selected using either proportionately stratified sampling or disproportionately stratified sampling. For proportionately stratified sampling, the population size of each

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stratum is proportional to the number of sample units obtained from each stratum. However, for disproportionately stratified sampling, analytical considerations are used to determine the sample size for each stratum.

In this study, the stratified proportionate random sampling technique, which is under probability sampling, was used and adopted because the respondents were easily accessible. Besides that, the sampling frame was also available for six private universities. It was obtained from the staff directory on the websites of all the respective private universities. The stratified proportionate random sampling technique could help increase generalisability and reduce random sampling errors (Zikmund, 2013).

With the stratified proportionate random sampling technique, the whole population will be divided into subgroups (called strata). Each stratum must be sampled for stratified sampling, which is different from cluster sampling. Not all strata must be sampled for cluster sampling (Etikan & Bala, 2017). Therefore, estimate precision is expected to suffer as a result of cluster sampling (Aßmann et al., 2011). According to Zikmund et al. (2013), the stratified proportionate random sampling approach may aid in improving estimate precision and lowering random sampling errors.

In this study, probability samples were drawn randomly from each stratum using a “Random Number Generator”. Each of these six top Malaysian private universities, namely UTP, Taylor's University, MMU, UCSI University, and UNITEN, represents a stratum. By using the stratified proportionate random sampling technique in this study, the total number of respondents to be drawn is proportionate to the total number of full-

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time academic staff who are currently working in each private university, as shown in Table 3.4:

Table 3.4

Total Number of Sample from Each Stratum

No.	List of universities	Number of full time academic staff	% of elements stratum	Targeted sample	Inflated sample size
1	Universiti Teknologi Petronas (UTP)	313	8.49	30	40
2	Taylor's University	471	12.77	45	65
3	Universiti Multimedia (MMU)	736	19.96	70	100
4	UCSI University	327	8.87	31	45
5	Universiti Tenaga Nasional (UNITEN)	553	14.99	53	75
6	Universiti Tunku Abdul Rahman (UTAR)	1288	34.92	122	175
	Total	**3688**	**100**	**351**	**500**

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3.5 Instrument (Questionnaires)

This section describes the research instrument used in this study. The survey research method was used in this study. This study used self-administered questionnaires (see Appendix B). Questionnaires appear to be the most common method used by many researchers because they are the best research tool. It is a preformulated, written set of questions to which respondents provide their own answers (Sekaran & Bougie, 2019). By using a questionnaire to collect data, it can help researchers administer the questions easily, interpret the data easily, and also provide valuable cognitive information for analysis. Besides, self-administered questionnaires can help to save cost and time (Cavana et al., 2001; Einola & Alvesson, 2021). In this study, the questionnaire solely employed the English language. English is the language of instruction in Malaysian private universities (Ravindran et al., 2022). The academic staff members who participated in this study at least have a bachelor's degree, and they are always involved in research and teaching that uses the English language. Therefore, they should be able to understand the English used in the questionnaire. In addition, the seven-point Likert scale was used for all the constructs in this study, as the items have been shown to be more accurate, easier to use, and better reflect the true evaluation of the respondents. Symonds (1924) was the first to claim that reliability is optimised with the seven-point Likert scale (Colman et al., 1997). Studies have shown that Likert's data becomes less accurate when the scale is below five points or above seven points. (Johns, 2010). Therefore, a self-administered questionnaire and the seven-point Likert scale were used in this study to obtain data on the respondents' perceptions of POS, PCWS, JE, and ER. The questionnaire for this study consisted of the following five sections.

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3.5.1 Section A: Perceived Organisational Support

Perceived organisational support (POS) in this study is an independent variable. In this study, POS was measured using an 8-item scale (shortened version), which was adapted based on the greater factor loadings in the study by Eisenberger et al. (1986) instead of the full version (36 items). This shortened version of the POS scale was utilised in the research conducted by Eisenberger et al. (1999) and Rhoades and Eisenberger (2002). Prior research has consistently shown "high internal reliability and unidimensionality of the survey of POS" in its full and shortened versions (Eisenberger et al., 1990; Shore & Tetrick, 1991). Besides, many studies have been conducted using the shortened version of the POS measurement and they found high reliability for this variable (Dawley et al., 2014; Eisenberger et al., 2002; Shanock & Eisenberger, 2006; Stinglhamber & Vandenberghe, 2003; Wayne et al., 1997; Wong & Wong, 2017). In addition to this, Chillakuri and Vanka (2022), Kim et al. (2022b), Mathumbu and Dodd (2013), and Smit et al. (2015) have obtained the respective Cronbach's alpha values of 0.86, 0.88, 0.71, and 0.89, which is higher than the cut-off value of 0.70 (Nunally, 1978) in their study. According to Rhoades and Eisenberger (2002), "the original scale is unidimensional and has high internal reliability, the use of a shorter version does not appear problematic." Therefore, the shortened version of the 8-item measurement for POS developed by Eisenberger et al. (1986) is a suitable measurement instrument and was adapted in this study. All items were measured on the seven-point Likert scale (1=strongly disagree to 7=strongly agree). Due to the fact that the respondents in this study were academic staff working in Malaysian private universities, the term "organisation" has been changed to "university" in the POS measurement. Table 3.5 shows the items of POS that were adapted in this study.

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Table 3.5

The Items of POS

No	Measurement items	Source
1	This university values my contribution to its well-being.	Adapted from Eisenberger et al., (1986)
2	This university appreciates any extra effort from me.	
3	This university wants to know if I have any complaints.	
4	This university really cares about my well-being.	
5	If I did the best job possible, this university would be sure to notice.	
6	This university cares about my general satisfaction at work.	
7	This university shows a lot of concern for me.	
8	This university takes pride in my accomplishments at work.	

3.5.2 Section B: Perceived Co-worker Support

In this study, the second independent variable is perceived co-worker support (PCWS). PCWS was measured by the items developed by Hammer et al. (2004). In the study by Hammer et al. (2004), they obtained a Cronbach's alpha value of 0.83 for PCWS, which

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is higher than the cut-off value of 0.70 (Nunally, 1978). There were five items adopted to measure PCWS in this study, as shown in Table 3.6. All five items were rated on a seven-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). The higher the value, the greater the support received from co-workers.

Table 3.6

The Items of PCWS

No	Measurement items	Source
1	I receive help and support from my co-workers.	Adopted from Hammer et al. (2004)
2	I feel I am accepted in my work group.	
3	My co-workers are understanding if I have a bad day.	
4	My co-workers back me up when I need it.	
5	I feel comfortable with my co-workers.	

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3.5.3 Section C: Job Embeddedness

In this study, job embeddedness (JE), as the mediating variable, was measured using a new measure of JE that was developed by Clinton et al. (2012). This new measure of JE consists of 12 items that can overcome the shortcomings of the JE measurement developed by Mitchell et al. (2001) and the global items of the JE scale developed by Crossley et al. (2007). Mitchell et al. (2001) developed the original measure of JE (48 items) and shorter forms (21 items) of the original measure, which include six subscales:

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organisational fit, community fit, organisational link, community link, organisational sacrifice, and community sacrifice. However, Clinton et al. (2012) argued that they are lengthy and have a mixed-response format, as well as being weak in terms of statistical, practical, and validity. Mitchell et al. (2001) also claimed that the original composite JE has many limitations and they encourage future researchers to make improvements to the measurement of JE. This original composite JE comprises both perceptual and contextual items. It relates to the psychological field. This composite may omit some important areas or include some areas that are not relevant. Therefore, this measurement becomes inadequate for estimating a summary evaluation. Besides, there are some items that may cause the respondents to avoid answering them. In addition, the composite JE scale has reflective and formative items (Clinton et al., 2012; Mitchell, 2001).

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Nevertheless, the formative measure of JE is not appropriate in a statistical analysis. The use of various response formats might result in statistical artifacts (Crossley et al., 2007; Harvey et al., 1985; Ironson et al., 1989; MacKenzie et al., 2005). In order to overcome the limitations of the original scale, global items of the JE scale were developed by Crossley et al. (2007). Even though this measure can overcome the limitations of the original scale, it does not measure the JE directly and identify the dimensions of links, fit, and sacrifice clearly. It offers weak construct validity. Hence, there was a need for Clinton et al. (2012) to develop a new measure of JE (12 items) in order to keep the statistical and practical benefits of the global measure. This new measure of JE has good reliability and validity. In the study by Clinton et al. (2012), the new measures of both on-the-job and off-the-JE have strong internal reliability at 0.90 and 0.82, respectively. Both values are higher than the cut-off value of 0.70

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(Nunally, 1978). Clinton et al. (2012) claimed that the theory of JE could be closely reflected by this new measure. It covers both aspects of on-the-job and off-the-JE and also maintains a sufficient level of conciseness to make it easy to use. Therefore, this study adapted the JE measurement from Clinton et al. (2012). Respondents were asked to rate the items from 1 (strongly disagree) to 7 (strongly agree). The mean score of all the items is the score for JE. The term "organisation" in the new JE measurement was changed to "university" because the respondents in this study were academic staff members employed by private universities in Malaysia. Table 3.7 shows the 12 items of the new JE measurement in this study.

Table 3.7

The Items of JE

No	Measurement items	Source
1	[The university] provides me with a way of life that suits me. - Fit-Organisation	Adapted from Clinton et al. (2012)
2	Overall, I fit very well in [the university]. - Fit-Organisation	
3	My closest friends are in [the university]. - Link-Organisation	
4	Overall, I have strong ties with people throughout [the university]. - Link-Organisation	
5	I would miss the excitement that this job brings if I left. - Sacrifice-Organisation	

(continued)

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Table 3.7 (continued)

6	There would be many things about [university] life that I would be sad to lose if I left. - Sacrifice-Organisation
7	The area where I am based right now is suitable for my family and friends. - Fit-Community
8	There is plenty to keep me happy off duty around here. - Fit-Community
9	Even if I decide to leave [the university] I would still live in the area where I am based at the moment. - Link-Community
10	My family/partner has strong ties around the community where I am currently based. - Link-Community
11	Leaving the area where I am currently based would mean many personal and/or family sacrifices. - Sacrifice-Community
12	I would be very sad to leave the general community where I am based right now. - Sacrifice-Community

3.5.4 Section D: Employees Retention

In this study, employee retention (ER) was measured by 11 items that were adopted from Kyndt et al. (2009). The respondents were asked if they intend to keep working for their current company, if they intend to look within the company when they would like to change jobs or functions, whether employees believe that they have good career prospects within the company, and if they are motivated in their jobs. Sample items

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included “I foresee a future for myself within this company” or “It doesn’t matter if I work for this company or another, as long as I have work.” There were four negative items, which are items 8, 9, 10, and 11. The rest were positive items. For the negative items, the scoring was reversed. The items were formed on a seven-point Likert scale, where respondents indicated the extent to which each item describes how strongly they agree or disagree with the statements provided (Hytter, 2007; Stone & Liyanearachchi, 2006; Whitt, 2006). In the study by Kyndt et al. (2009), they obtained a Cronbach’s alpha value of 0.91 for ER, which is higher than the cut-off value of 0.70 (Nunally, 1978). The term "company" has been replaced in the ER measurement with "university" because the respondents in this study were academic staff members employed by private universities in Malaysia. Table 3.8 shows the items of ER adapted in this study.

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Table 3.8

The Items of ER

No	Measurement items	Source
1	Within this university my work gives me satisfaction.	Adapted from Kyndt et al. (2009)
2	If I wanted to do another job or function, I would look first at the possibilities within this university.	
3	I see a future for myself within this university.	
4	It doesn’t matter if I’m working for this university or another, as long as I have work.	

(continued)

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Table 3.8 (continued)

5	If it were up to me, I will definitely be working for this university for the next five years.
6	The work I'm doing is very important to me.
7	I love working for this university.
8	I'm planning on working for another university within a period of three years. R
9	If I could start over again, I would choose to work for another university. R
10	If I received an attractive job offer from another university, I would take the job. R
11	I have checked out a job in another university previously. R

3.5.5 Section E: Demographic Profile

This section was used to collect the respondents' demographic information. In this section, there were a total of seven questions pertaining to gender, age, ethnicity, marital status, highest education completed, total number of years in the institution, current position, and name and location of the current university. The respondents were asked to place a "tick" or fill in the blank for each of the questions.

3.6 Data Collection Methods and Procedures

Basically, primary and secondary data are the two major categories of data. Primary data could be defined as first-hand data in which the data is gathered directly from the

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respondents of the current project. However, secondary data is the data gathered prior to the current project by other researchers (D'Alberto & Raggi, 2021). In this study, primary data was used in data collection to answer the research hypotheses and research objectives. There are seven hypotheses, seven research questions, and seven research objectives in this study. The purpose of gathering first-hand data from the respondents for this study is to generate data that can be used to answer the research problem. It would be possible to analyse the proposed relationship between POS, PCWS, JE (independent variables), and ER (dependent variable) by transforming raw data into useful information. Besides, the mediator role (JE) in the relationship between POS, PCWS, and ER is also included in this study.

Furthermore, a quantitative survey method was used by disseminating a questionnaire with 36 items to academic staff at private universities in Malaysia. The data could be collected by distributing hard copies of the questionnaire personally or by sending an online questionnaire via email. However, as the country is affected by the COVID-19 pandemic and it is crucial to practise social distancing, online questionnaires were distributed via email rather than handled personally. The sampling frame and email address of full-time academic staff had been obtained from each university's official website (staff directory).

In order to boost the efficiency of the data collection process, a research assistant with some working experience at a research firm was hired to assist in the data collection. The entire population was separated into six subgroups (called strata: UTP, Taylor's University, MMU, UCSI University, UNITEN, and UTAR) using stratified proportionate random sampling procedures. The data collection procedure started by

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dividing the whole population into six strata. Each of the six top Malaysian private universities, namely UTP, Taylor's University, MMU, UCSI University, and UNITEN, represents a stratum. The next step was to determine the sample size for each stratum by calculating a proportionate stratification. In other words, the total number of respondents to be drawn from each stratum had to be calculated, and the number should be proportionate to the total number of full-time academic staff currently working in each private university. Subsequently, subsamples from each stratum were chosen at random using a "Random Number Generator". The last step was to send the online questionnaire to the respondents. An invitation for respondents to participate in this study was sent out by email. They were invited to provide their views by anonymously completing the attached online questionnaire.

Several tactics were used in this study in order to boost the response rate. First, a personalised email was sent to each respondent in this study because personalised emails can help respondents feel important and respected. Second, in order to receive more responses from respondents, the online questionnaire was sent out at the best time. As a general rule, if the online survey is sent on a Monday, there is a high probability to receive a higher response rate, while those sent on a Friday have a high probability of receiving the lowest response rate (Sviridenko, 2022). Therefore, the online surveys for this study were sent out through email on a Monday.

As the low response rate needs to be taken into consideration, a follow-up email also plays as crucial a role as the online survey itself. It is also necessary to send a follow-up email as a gentle reminder to the respondents who neglected the first request for feedback. The respondents might be interested in expressing their opinions after the

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follow-up email. As a result, a follow-up email was sent to the respondents on a Monday, a few weeks after submitting the online questionnaire, in order to prompt them to complete the online survey and increase the response rate in this study. The questionnaire's effectiveness is gauged by its response rate. A low response rate indicates untrustworthiness and low credibility in the data gathered. As a result, reminders and follow-up questionnaires are effective techniques for raising the response rate to questionnaires (Babbie, 2010; Randsborg, 2021).

While collecting data, the respondents were briefed about the main purpose of this study on the cover page of the questionnaire, and anonymity was ensured where the data would only be used in aggregate terms and no identity would be disclosed at any stage. Additionally, it is also important to ensure that the respondents understand the survey language very well. Although Malay is the country's official language, English is still used as the language of teaching in Malaysian private universities. In this study, the respondents were academic staff with at least a bachelor's degree and actively involved in teaching duties, indicating that they were able to fully and completely understand the terms used in the online questionnaire.

3.7 Ethical Consideration

According to William (2000), all human subject research must be reviewed by an independent ethics committee to evaluate whether the planned study constitutes an unacceptable danger to the respondents or the researchers. This can ensure that the highest ethical standards are followed. The respondent's right to privacy should always

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be maintained and respected, as should any legal data protection regulations. The goal of research ethics is to protect human rights from unethical acts.

In this study, before doing the data collection, the application for ethical clearance and informed consent letter were sent to the Human Ethics Committee from UPSI. The approval of ethical clearance and an informed consent letter had been obtained before collecting the data. On request from the respondents, the ethical clearance approval letter would be delivered to them. Besides, in order to ensure that this study is carried out in a responsible and ethical manner, the respondents' participation in this study is entirely voluntary and there will be no disadvantage if they decide not to complete the attached anonymous questionnaire. Respondents can withdraw at any time without penalty. They can refuse to answer any question at any time if they feel uncomfortable. All the information collected was strictly confidential and stored securely. Once the information was analysed and this study was completed, all data was destroyed. No identifying information such as name, contact number, or email address was collected. At no time would any individual be identified in any reports resulting from this study. No one would be able to identify the respondents and their answers. Their responses were kept confidential and remain anonymous. There will be no information that can be accessed by anyone except the present researcher. All obtained information would not be released to anyone without the respondent's consent. Information provided in this study will only be used for academic and publication purposes. If any respondent decides to complete the anonymous questionnaire, they can just click on "Agree", and this would be taken as their voluntary agreement and as formal consent to participate in this study. However, if the respondents do not wish to participate in this study, they can decline to participate by

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clicking on “Disagree”. This is to ensure that this study was carried out responsibly and ethically.

3.8 Pre-test and Pilot Study

3.8.1 Pre-test

Before using the survey questionnaire to collect data for the full study, it is important to do a pre-test of the questionnaire. A pre-test can help to determine the problems of the questionnaire concerning question format, wording, sequences, item relevancy, and grammatical errors that might lead to biased answers (Zikmund et al., 2013). The expert-driven pre-testing was done by inviting three academic staff from Malaysian private universities to analyse and provide feedback on the questionnaires' content. Likewise, three academic staff from Malaysian public universities were also involved in the expert-driven pre-testing and they were asked to review the survey questionnaire for this study and give their comments. The details of these experts are kept anonymous so that they can express themselves without fear. They were given a few weeks to review and give their comments regarding the questionnaire. They provided their feedback, which was acknowledged and considered for the possibility of inappropriate wording and a lack of clarity in statements. For example, “My institution” had been changed to “This university” for items 1, 2, 3, 4, 6, and 9, as well as “….I fit very well….” changed to “….I fit in very well” for item 2 that was used to measure the construct of JE, as shown in Table 3.9 below. This can help to improve the

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appropriateness of the wording and keep it free of grammatical mistakes. In addition, the statement "Note: (R) indicates the item is reverse scored" was also removed from the questionnaire in order to minimise the problem of bias.

For item 5 "If it were up to me, I will definitely be working for this university for the next five years" and item 8 "I'm planning on working for another university within a period of three years", which were used to measure the construct of ER, there was an expert reviewer who suggested changing these statements to "If it were up to me, I will definitely be working for this university for a longer period of time" and "I'm planning on working for another university in the near future", respectively. However, some reviewers suggested not changing in order to avoid ambiguity, as proposed by Zikmund et al. (2013). According to Zikmund et al. (2013), there are some guidelines that could be used in designing an effective questionnaire to help avoid the most frequent errors. The questions should not be too general, but they need to be as specific and precise as possible. This could help reduce the ambiguity. For "…. a longer period of time" and "….in the near future" as proposed by one of the reviewers, they could be interpreted in a variety of ways. Different respondents could interpret these phrases differently. To many people, it could mean different things. This suggestion might make items 5 and 8 unclear and ambiguous because they are overly generic or general. They may be unclear and interpreted differently by different respondents. Thus, the original statements for items 5 and 8 were adopted in this study in order to avoid any issue of ambiguity by using more specific terms and sentences and making it clear to all the respondents, such as "…..for the next five years" for item 5 and "….within a period of three years" for item 8, under the ER construct. Based on the feedback and comments provided by the experts, the revision of the questions is shown in Tables 3.9 and 3.10.

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The final, revised version of the questionnaire is in Appendix B. There were a total of 50 respondents who took part in the pilot test of the revised questions.

Table 3.9

The Revision for the Items of JE

Item no.	Items (before amendment)	Items (after amendment)
1.	My institution provides me with a way of life that suits me.	This university provides me with a way of life that suits me.
2.	Overall, I fit very well in my institution.	Overall, I fit in very well in this university.
3.	My closest friends are in my institution.	My closest friends are in this university.
4.	Overall, I have strong ties with people throughout my institution.	Overall, I have strong ties with people throughout this university.
5.	There would be many things about my institution life that I would be sad to lose if I left.	There would be many things about this university life that I would be sad to lose if I left.
6.	Even if I decide to leave my institution, I would still live in the area where I am based at the moment.	Even if I decide to leave this university, I would still live in the area where I am based at the moment.
7.	Note: (R) indicates the item is reverse scored.	Removed from questionnaire

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Table 3.10

The Revision for the Items of ER

No.	Items	Comments
1.	If it were up to me, I will definitely be working for this university for the next five years.	Suggestion: … for a longer period of time. Adopted original question in order to avoid ambiguity
2.	I'm planning on working for another university within a period of three years.	Suggestion: … in the near future. Adopted original question in order to avoid ambiguity

3.8.2 Pilot Study

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A pilot survey serves as a test run for the survey questionnaire. It is a small-scale project to ensure the reliability of the questionnaire. A pilot study is crucial to be conducted before collecting data for the entire study. The key reason for conducting a pilot study is to identify any problems with the survey questionnaire. It is important to make sure that the survey questionnaire is biased-free, contains proper questions that are pertinent to the organisation, and is worded in the clearest possible way (Srinivasan & Lohith, 2017; Zikmund et al., 2013). The pilot study sample should be 10% of the sample size for the full study (Connelly, 2008; Treece & Treece, 1982). For this study, the online questionnaire in Google Forms was distributed to about 100 respondents. However, there were only 50 respondents who participated in the pilot study. Based on the sample size of 500 for the full study, this number (50) is considered acceptable (10% of the sample projected). These 50 respondents only participated in the pilot study and were

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not included in the full study. According to Srinivasan and Lohith (2017) and Zikmund et al. (2013), the pilot study needs to be carried out before using the questionnaire in the full study in order to ensure the reliability of the questionnaire.

A reliability test is used to test the internal consistency of the measurement (Sekaran & Bougie, 2013). According to Fornell and Larcker (1981), Cronbach's coefficient alpha can be used to measure the reliability of each construct. Cronbach's coefficient alpha can help to reflect the internal consistency of the measurement. This is to test the consistency of the respondents' answers to all items in each construct. Cronbach's coefficient alpha is the most popular test to measure the internal consistency of the measurement. The higher the results of the Cronbach's coefficient alpha, the better the reliability (Sekaran & Bougie, 2013). According to Hair et al. (2015), the coefficient alpha can be ranged from 0 to 1. Generally, a coefficient alpha of 0.7 is considered the minimum requirement for a reliability test. Table 3.11 shows that the Cronbach's coefficient alpha for each construct in this study, such as POS, PCWS, JE and ER, are more than 0.7. Therefore, it can be concluded that all the measurements in this study are reliable and no changes are required.

Table 3.11

Summary of Reliability Results for Pilot Study

Variables	Cronbach's Alpha (α)	No of items
POS	0.965	8
PCWS	0.924	5
JE	0.931	12

(continued)

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Table 3.11 (continued)

ER	0.870	11

3.9 Data Analysis: Statistical Techniques

For the preliminary data analysis and descriptive analysis, all the data were transferred to the Statistical Package for the Social Sciences (SPSS) software version 16 and a structural model using the PLS-SEM was used to test all the hypotheses of this study.

3.9.1 Preliminary Data Analysis

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It is essential for researchers to carry out initial data analysis before doing multivariate analysis. To avoid incorrect study findings and conclusions, this process entails examining, screening, and getting the data ready for analysis (Pulka, 2022). The analysis typically includes detecting missing data, identifying outliers, assessing normality, testing for multicollinearity, and evaluating common method variance (Patwary, 2023; Ziko & Asfour, 2023).

Missing Data: This refers to questions that the respondents may have omitted to answer (Sekaran & Bougie, 2019). Sekaran and Bougie (2019) recommend excluding the observation from the data analysis if more than 25% of the survey items are left unanswered by the respondents. There are two usual methods for handling missing data, if the proportion is not higher than 25%. The researcher has the option of either using

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the midpoint value or omitting a particular item and reporting it as missing data in the analysis.

Multivariate Outliers: This is a special value that differs greatly from the average values of other data and is known as an outlier (Souiden et al., 2022). Due to the fact that this study has multiple variables, multivariate outliers have been analysed in this study. Multivariate outliers are intended to relate to erroneous measurements of multiple variables (Kunjunni and Abraham, 2022). Weil et al. (2022) claimed that the analysis of Mahalanobis distance could be used to detect the multivariate outlier with p-values less than 0.001 (Weil et al., 2022).

Normality Test: Skewness and kurtosis are two methods that could be employed to assess the normality of data to ensure that the data gathered have been distributed normally (Hair et al., 2021; Lee, 2022). A variable's distribution's skewness serves as a proxy for the symmetry of that distribution. The kurtosis can be used to identify the flatness or peak of the distribution. The data collected are distributed normally if the skewness and kurtosis values fall within the ranges of -2 to +2 and -7 to +7, respectively (Byrne, 2016; Hair et al., 2014a).

Multicollinearity Test: The purpose of testing for multicollinearity is to compare the correlations between two or more regression-related variables. To make sure that the variables in a regression do not have a high correlation with one another, multicollinearity must be examined in preliminary data analysis (Tsagrisa & Pandisb, 2021; Zhanga et al., 2020). To evaluate the multicollinearity issue, tolerance values and variation inflation factor (VIF) are typically used (Bary, 2017; Patwary, 2023). The

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tolerance cut-off value should not be lower than 0.2. (Kim, 2019), and VIF should be close to 3.0 or lower (Hair et al., 2019c; Zhang et al., 2020), showing that there is no collinearity among the regression variables.

Common Method Variance (CMV): Podsakoff et al. (2003) defined CMV as "variance that is attributable to the measurement method rather than to the constructs the measures represent." CMV may result in inaccurate internal consistencies (Chang et al., 2010). The Harman single-factor test was used in this study to investigate the potential occurrence of CMV. Due to its simplicity of usage, researchers most frequently use Harman's single-factor test while studying CMV (Aguinis & Vandenberg, 2014). If the first factor accounts for more than 50% of the retrieved variation, a CMV issue occurs (Podsakoff & Organ, 1986).

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3.9.2 Descriptive statistic

Descriptive statistics refer to the statistics that provide a description of the relevant phenomenon in the study (Sekaran and Bougie, 2019). It can produce the general characteristics of the sample in the study. The interpretation of the data using descriptive statistics could provide a preliminary understanding of the issue under study (Ilham et al., 2022). Thus, the descriptive statistics must be conducted properly before performing the multivariate analysis. Its purpose is to organise the raw information and data such that it will be easier for researchers to understand, evaluate, and interpret the data, such as the distribution of frequency, distribution of percentage, mean scoring, standard deviation, and so on (Sekaran and Bougie, 2019; Zikmund et al., 2013). In this

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study, descriptive statistics were employed to analyse the demographic profile by showing the distribution of frequency and percentage for gender, age, ethnic group, marital status, highest education completed, working time duration, current position, the university where respondents are currently working, and nationality. The distribution of frequency refers to a collection of data arranged by counting the occurrences of each variable's value. The distribution of percentages lists the percentages that are related to specific variables' values (Sekaran and Bougie, 2019).

Additionally, descriptive statistics were used to compute the mean scoring and standard deviation for all independent variables (POS and PCWS), mediating variable (JE), and dependent variable (ER). Mean scoring can be calculated by computing the average of each variable's value across the items. However, the standard deviation provides a measure of a distribution's spread or the degree of data variability. Basically, it can be calculated by computing the variance's square root (Sekaran and Bougie, 2019). The descriptive analysis in this study is carried out using the Statistical Package for the Social Sciences (SPSS).

3.9.3 Partial Least Squares Structural Equation Modelling (PLS-SEM)

According to Hair et al. (2007), Structural Equation Modelling (SEM) is an extension of the traditional multivariate techniques, which include multiple regression analysis and factor analysis. There are two common approaches to SEM, which are PLS-SEM and Covariance-Based Structural Equational Modelling (CB-SEM). The software of PLS-SEM are smart-PLS and PLS-Graph. PLS-SEM was originally developed by

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Wold (1966, 1982, 1985) and Lohmoller (1989). This second generation technique has been increasingly applied in recent years in various fields of research, such as strategic management, marketing, and accounting (Hair et al., 2012). This second-generation technique can be used to conduct confirmatory and exploratory factor analyses that cannot be run by the first-generation technique (Hair et al., 2014c; Lowry & Gaskin, 2014). Since the early 1990s, second-generation techniques have rapidly expanded to conquer the limitations of first-generation techniques. The SmartPLS software is the latest release of PLS-SEM (Ringle et al., 2015). However, CB-SEM analyses use software such as Amos, EQS, LISREL, Mplus, etc. CB-SEM is used to develop the theoretical covariance matrix based on a specified structural equation without explaining the variance (Rigdon, 1998). This model estimation needs to meet a set of assumptions, such as multivariate normality of the data and minimum sample size of more than 200 (Diamantopoulos & Siguaw, 2000; Hooper et al., 2008). Rigdon et al. (2010) and Wong (2013) argued that if the CB-SEM assumption cannot be fulfilled, PLS-SEM is recommended. PLS-SEM does not need to assume the normal distribution of data because it is performed using a non-parametric method. Therefore, non-normality can be conducted in PLS-SEM. Hair et al. (2011a) and Wan Afthanorhan (2013) also argued that better features for researchers can be offered by PLS-SEM. The researchers can obtain more advantages and benefits if they choose to use PLS-SEM for data analysis.

In this study, PLS-SEM was used rather than Covariance Based Structural Equation Modeling (CB-SEM) to test the hypotheses and examine the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities. PLS path modelling is appropriate for prediction-oriented research and is used to

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explain endogenous constructs. For this study, the theoretical framework was tested from a prediction perspective. Even though the sample size is not too small, PLS-SEM can still work very well with a large sample size (Hair et al., 2019c; Nitzl, 2016). Wong (2013) argued that for a certain assumption, especially for a normality test, it is very challenging and difficult in some circumstances. Therefore, it is the best decision to choose this technique of PLS-SEM. Furthermore, Hair et al. (2011a) and Wan Afthanorhan (2013) also argued that PLS-SEM can offer better features to researchers. The researchers can obtain more advantages and benefits if they choose to use PLS-SEM for data analysis. According to Hair et al. (2011b), CB-SEM usually has strict restrictions, unlike PLS-SEM, which has higher flexibility. This is supported by Adam and Alhassan (2021), who argued that PLS-SEM is a better option than CB-SEM.

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In addition, the CB-SEM technique mainly deals with the reflective dimensions of the construct. However, PLS-SEM can deal with both reflective and formative measurements in the same model (Dash & Paul, 2021). In this study, the JE construct (third-order construct) was formed by two formative dimensions known as JEon and JEoff (second-order constructs). Subsequently, JEon was formed by three formative subdimensions named JE-on-fit, JE-on-link, and JE-on-sacrifice (first-order construct). Similarly, JEoff was also formed by three formative subdimensions, namely JE-off-fit, JE-off-link, and JE-off-sacrifice (first-order construct). Therefore, when the structural model involves the formative construct, PLS-SEM was the most suitable technique for this study (Becker et al., 2012; Hair et al., 2019b).

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3.9.4 The Process of Applying PLS-SEM

There are two components that make up a PLS path model. First, a structural model that connects the constructs (also known as the inner model in PLS-SEM). The structural model also shows how the constructs are connected by routes. Second, there are the measurement models of the constructs, which show the connections between the constructs and the indicator variables and are also known as the outer models in PLS-SEM.

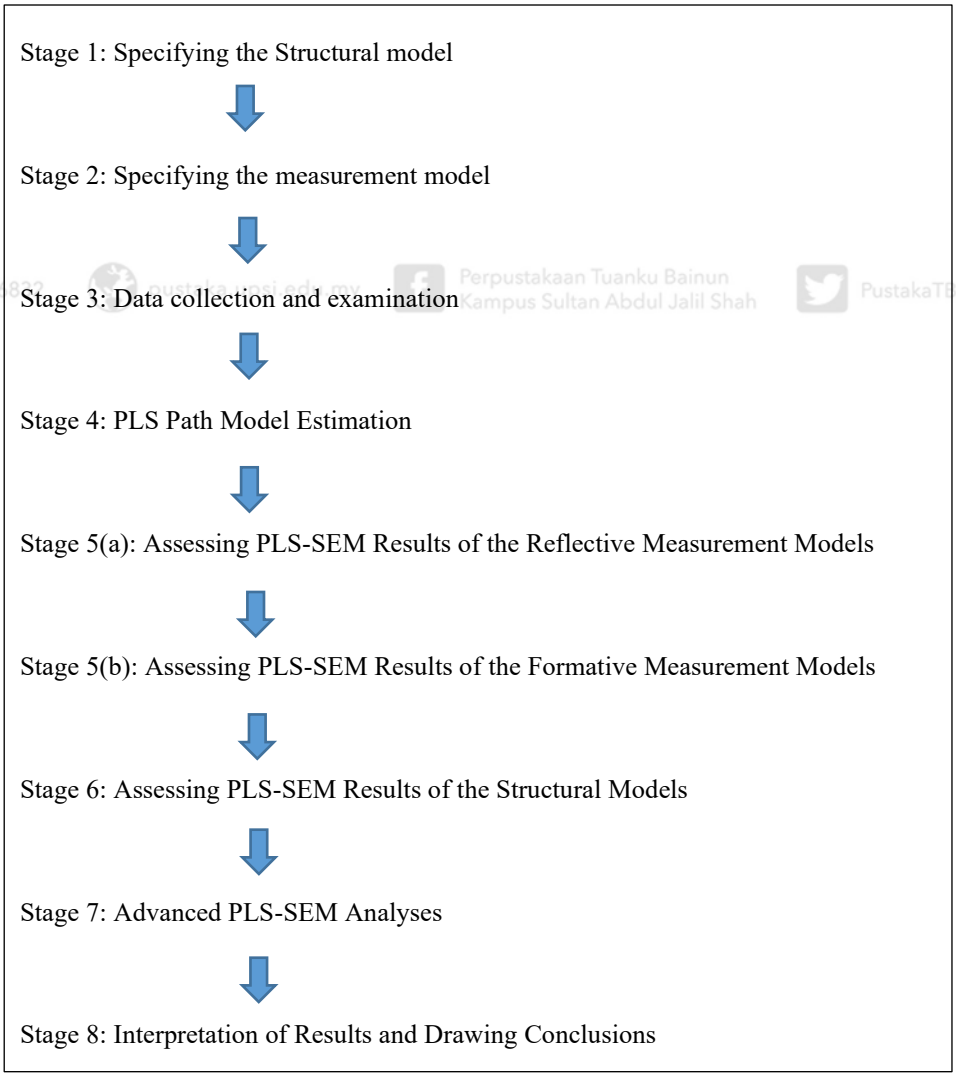


Figure 3.1. Steps for Applying PLS-SEM. Adopted from Hair et al. (2013)

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Based on Figure 3.1, in Stage 1, a diagram called a structural model needs to be prepared to identify the hypothesis of the study and explain the relationship among the variables in the study. The sequence and connections between the constructs need to be taken into account while developing a structural model because they represent the hypotheses and how they relate to the theory being tested. They are essential to understanding modelling. To reveal the study hypotheses and explain the relationships between the variables, researchers must produce a structural model (Hair et al., 2021; Hair et al., 2013).

In Stage 2, the measurement models are indicated as either reflective or formative measurement models. The measurement theory serves as the foundation for establishing links between constructs and the relevant indicator variables. Any PLS-SEM analysis must be conducted on the assumption of a valid measurement theory in order to produce useful results. The hypothesis testing addressing the structural links between constructs will depend on the construct measurements (Hair et al., 2021; Hair et al., 2013).

In Stage 3, data needs to be collected and examined. In Stage 4, path model estimation could be done using the PLS-SEM algorithm. It comes after the specification of the structural and measurement models. The algorithm must perform this work by calculating the construct scores. The construct scores are computed using the algorithm, which are then utilised to estimate each partial regression model in the path model. As a result, the estimates for each relationship in both the structural and measurement models (i.e. the indicator weights and loadings and the path coefficients) could be determined. How the measurement models are set up relies on whether a construct is

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under the reflective or formative measurement model (Hair et al., 2021; Hair et al., 2013).

In Stages 5(a) and 5(b), the reflective and formative measurement models will be assessed. According to the reflective model, each individual indication can be used in place of any other because they are used to reflect the construct. The overall construct's meaning would not be altered if any one of the elements were removed. The arrow direction is from the construct to the indicators (Figure 3.2). However, the formative model suggests that the construct is formed by the indicators. Not all of the things can be used in place of one another. The meaning of the construct will be changed if one indicator is absent. From indicator to construct is where the arrow's direction is (Figure 3.2). After identifying the measurement model, SmartPLS 3.0 will be used to test the higher-order constructs (hierarchical component models). Finally, results can be interpreted and concluded (Hair et al., 2021; Hair et al., 2013).

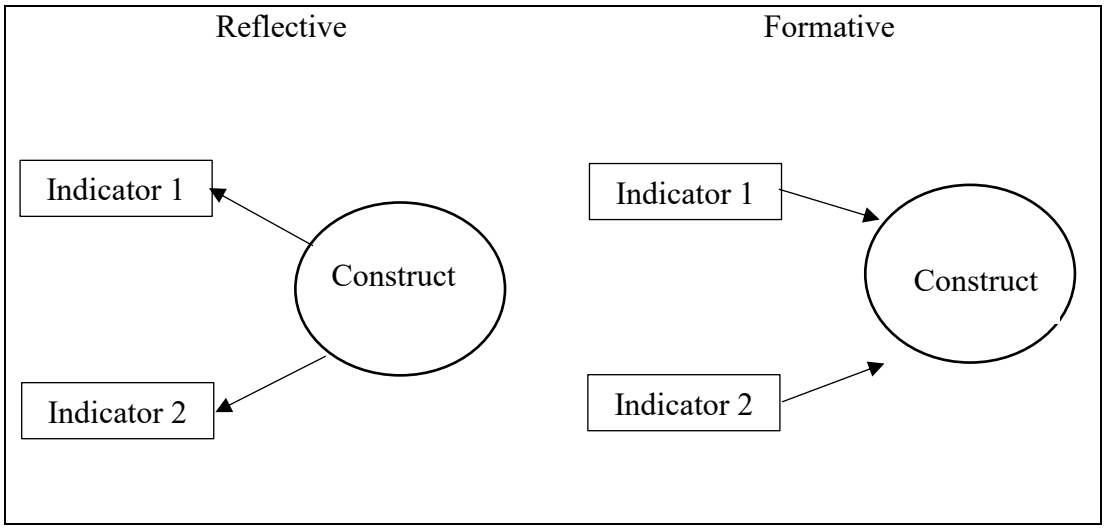


Figure 3.2. Reflective and Formative Constructs. Source: Hair et al. (2013)

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There are several stages to conducting the PLS-SEM analysis as proposed by Lowry and Gaskin (2014). Apart from conducting the structural path analysis and mediation analysis, the description analysis should also be conducted to transform all the raw data into a more systematic form of data to make it easier to understand, such as frequency distribution, percentage distribution, standard deviations, measures of central tendency, and minimum and maximum values (Zikmund et al., 2013). In order to describe the respondents' profiles, various charts, such as bar charts, pie charts, and histograms, can be used in the descriptive analysis. This descriptive analysis can be run using the statistical package for the social sciences (SPSS).

3.10 Assessment of Measurement Model

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The assessment of the measurement models should be done first in analysing the PLS-SEM outcomes before the assessment of the structural model. For formative and reflective constructs, they have different criteria for assessment. The structural model can be assessed by the researchers if the measurement models fulfil all the necessary criteria (Hair et al., 2017a).

3.10.1 Assessing the Reflective Measurement Model for Lower-order Construct (Stage One): Reflective First-Order Construct

"Reflective measurement models are composite latent constructs whose indicators (measured variables) are assumed to be influenced, affected, or caused by the underlying latent variable" (Sarstedt et al., 2016). For examining the quality of the

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reflective measurement model, it involves four steps in assessing the indicator loading, internal consistency, convergent validity, and discriminant validity of each construct measure (Hair et al., 2014b).

Step 1: Indicator loading: Indicator loading is to test the indicator's reliability. It measures how much the construct can explain the variance of the indicator. In general, a loading of the indicator between 0.4 and 0.7 is considered acceptable (Reinartz et al., 2009). However, the preferable level of loading is 0.7 and above (Hair et al., 2019c). An outer loading of the indicator that is less than 0.4 means that the reflective indicator should be removed from the reflective construct (Hair et al., 2016). However, if the outer loading is greater than 0.4 but less than 0.7, then it should analyse the effect of indicator deletion on AVE and composite reliability. If the deletion raises the measured value above the threshold, the reflective indicator will be deleted. But if the measure has reached the threshold, the reflective indicator will remain (Sujit & Rajesh, 2016).

Step 2: Internal consistency reliability: Internal consistency reliability can be tested using the Cronbach's alpha test and Jöreskog's (1971) composite reliability test. They are used to test the reliability of the individual indicators. The precision of reliability measures can be gained using the composite reliability test, as it assumes the outer loadings are not equal for all indicators. The level of reliability is higher if higher values of reliability are obtained. For exploratory research, a value of reliability between 0.6 and 0.7 can be considered "acceptable". The values between 0.7 and 0.9 are considered "satisfactory to good" (Hair et al., 2019c). According to Fornell and Larcker (1981), the minimum threshold for internal consistency reliability is 0.7. But it is preferable to obtain a value of at least 0.8 (Nunnally, 1978). Cronbach's alpha is a

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traditional measure of international consistency reliability with the same threshold, but it generates a lower value of reliability if compared with the composite reliability test. Unlike the composite reliability test, with Cronbach's alpha test, the items are unweighted and it assumes that the outer loadings are equal for all indicators. Hence, it can reduce the precision of reliability measures (Hair et. al, 2019c; Nunnally & Bernstein, 1994).

Step 3: Convergent validity: Convergent validity is used to test the validity of the measures (Hair et al., 2019c). It can explain the variance of the items. The standard measure used for assessing convergent validity is the Average Variance Extracted (AVE). An acceptable value of AVE should be 0.5 or above, as it indicates sufficient convergence validity because at least 50 percent or more of the variances of the indicators can be explained by the construct (Hair et al., 2019a; Hair et al., 2016).

Step 4: Discriminant validity: The validity of the measures should be tested before analysing the relationship between latent constructs. It can be tested using discriminant validity. Discriminant validity is used to measure whether two different constructs indeed differ from one another (Hair et al., 2019a; Hu & Liden, 2015). To assess discriminant validity, there are two widely used approaches, namely the Fornell and Larcker criterion and the cross-loadings examination. Fornell and Larcker (1981) proposed a traditional method to evaluate discriminant validity by comparing the square root of AVE with the inter-construct correlation, which should not be greater than the square root of AVE. However, recent research argued that the Fornell and Larcker criterion has low performance in assessing discriminant validity due to the inflation value of AVE and deflation of the structural model (Hair et al., 2019c; Henseler et al.,

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2015). According to Henseler et al. (2015), the Fornell and Larcker criterion is not adequate and suitable to evaluate discriminant validity, especially when the loadings of indicators on a construct do not differ greatly from each other, such as when all are between 0.65 and 0.85. Besides, no statistical testing procedure has been developed for this approach. No systematic investigation has been conducted to examine its efficacy level for evaluating discriminant validity, even more than 30 years after this method was developed.

Another approach for assessing discriminant validity is cross-loading examination. By using the indicator's cross-loading approach, the outer loading of indicators on the construct should be greater than all the other indicators' loading on other constructs (Hair et al., 2016). Bollen (1989) argued that the cross-loading method relies more on composites and tends to overestimate indicator loadings. It has low performance in detecting the lack of discriminant validity in common research situations.

According to Henseler et al. (2015), the Monte Carlo simulation study was conducted to evaluate the level of efficacy by comparing the Heterotrait-Monotrait (HTMT) approach with the Fornell and Larcker criterion and the cross-loadings examination. Henseler et al. (2015) found that HTMT can achieve about 97% to 99% of sensitivity and specificity, which is a higher rate if compared with the other two approaches: the cross-loadings criterion (0.00%) and Fornell-Lacker (20.82%).

Hence, Henseler et al. (2015) proposed the HTMT ratio of the correlations as an alternative method to replace the Fornell and Larcker criterion and cross-loading

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examination. The HTMT is to test the indicator correlation across the constructs instead of the same construct (Hair et al., 2019c; Voorhees et al., 2016). There are two ways of conducting HTMT, which are the criterion test and the statistical test (Henseler et al., 2015).

The threshold value for the criterion test is 0.9, as proposed by Gold et al. (2001). If the value of HTMT is greater than 0.9 and close to 1.0, it indicates a lack of discriminant validity. However, when two different constructs are more distinct from each other, a lower threshold value for HTMT 0.85 was suggested by Henseler et al. (2015) and Kline (2011). In order to avoid any confusion, these two thresholds of HTMT are symbolised as HTMT.85 and HTMT.90.

For the statistical test (HTMTinference/HTMT1), it can be run by applying the bootstrapping procedure to examine whether the confidence interval of HTMT is significantly different and without overlapping from the value of 1.0 (value < l). If the value of HTMT1 is equal to or greater than 1, it indicates a lack of discriminant validity. However, if it is not close to 1.0/distinctives from 1.0 significantly or lower than the minimum threshold of 1, it indicates that discriminant validity is established and suggests that the two constructs indeed differ from each other (Franke & Sarstedt, 2019; Henseler et al., 2015). Table 3.12 lists the evaluation criteria for the reflective measurement models (Stage One).

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Table 3.12

Criteria for the Reflective Lower-order-construct Measurement (Reflective First-order-Construct)

Criteria	Description	Acceptable Fit
Reliability		
Indicator reliability	Indicator loading	Acceptable level: Value between 0.4-0.70 (Reinartz et al., 2009).
Internal Reliability	Cronbach's Alpha	Value > 0.70 (Hair et al., 2019c; Fornell & Larcker, 1981).
	Composite reliability	Value >0.80 (Nunnally, 1978).
Validity		
Convergence validity	Average Variance Extracted (AVE)	Value > 0.50 (Hair et al., 2019c; Hair et al., 2016).
Discriminant Validity	HTMT ratio of the correlations	Criterion test: HTMT0.85: Value < 0.85 (Kline, 2011). Statistical test: HTMT1: Value < 1 (Henseler et al., 2015; Franke & Sarstedt, 2019).

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3.10.2 Assessing the Formative Measurement Model (Stage Two): Formative Second- and Third-Order Constructs

Formative measurement models do not employ conventional validity assessment models, in contrast to reflective measurement approaches. Because formative indicators do not always correlate, the idea of internal consistency cannot be used when using this paradigm. Formative indicators cannot be used interchangeably. Consequently, a formative measuring paradigm does not anticipate a high level of correlation between the items (Hair et al., 2016).

According to Hair et al. (2014b, 2016), the construct's outer weight (construct validity), outer loading (indicator reliability), and multicollinearity issue are all taken into consideration when evaluating the formative construct's quality. The weight and significance of a statistic might be impacted if the formative indicators have a strong correlation with one another. This then has an impact on the process and outcomes. The high correlation between items cannot occur since formative constructs cannot be used interchangeably. Collinearity is the term used to describe high correlations between two formative indicators. It is possible for the weight to be computed inaccurately when there is high collinearity between formative indicators.

The most frequently used statistic to evaluate the multicollinearity issue is the Variance Inflation Factor (VIF) (Bary, 2017). Due to the low correlation between the variables, a value of VIF that is less than 3.0 indicates there is no problem with multicollinearity (Hair et al., 2019c; Zhang et al., 2020). However, if the VIF value is higher than 3.0, as long as it is below 5.0, it is still acceptable (Hair et al., 2016).

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The two-stage approach is used to build the higher-order construct model. The latent variable scores are used to measure the higher-order constructs in the model. The latent variable score of the lower-order construct (LOC) serves as an indicator for the higher-order construct (HOC) (Ciavolino, 2012). By using the two-stage approach, the lower-order construct (LOC-reflective construct) could be validated by examining factor loadings, composite reliability, Cronbach's alpha, AVE, and discriminant validity (HTMT) in Stage One.

The higher-order construct model is constructed using a two-stage approach. The higher-order constructs are measured by the latent variable scores in the model. Higher-order constructs (HOC) are indicated by the lower-order construct's (LOC) latent variable score (Ciavolino, 2012). The LOC-reflective construct could be evaluated using a two-stage approach by looking at the factor loadings, composite reliability, Cronbach's Alpha, AVE, and discriminant validity (HTMT) in Stage One.

Stage Two could include the validation of higher-order constructs (HOC-formative constructs). By looking at the issues of multicollinearity, construct validity, and indicator reliability of the formative assessment, the quality of the formative higher-order construct may be evaluated **(**Hair et al., 2016; Hair et al., 2017b; Hanafiah, 2020**).** Firstly, it is crucial to check for multicollinearity to make sure that the variables do not have strong correlations with one another (Tsagrisa & Pandisb, 2021; Zhanga et al., 2020). Due to minimal correlation among the variables, the cut-off value for VIF should be close to 3.0 or lower, indicating there is no collinearity among the variables of regression (Hair et al., 2019c; Zhang et al., 2020).

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Second, the construct validity of formative higher-order constructs could be tested by the significance level of the outer weights. The outer weight is to indicate the significant contribution of formative indicators to the variance of the formative construct. If the p-value < 0.05, or t-value > 1.96, it indicates that the outer weights are significant and formative indicators can explain the variance of the formative construct significantly. Therefore, the validity of the construct is confirmed (Bollen & Diamantopoulos, 2017).

Finally, it is critical to evaluate the indicator reliability of the higher-order construct measurement. By examining the formative construct's outer loadings, the indicator reliability can be tested. If the outer loading value is bigger than 0.5, it means that the item should be kept and included in the measurement (Hair et al., 2012). The item should be kept in the measurement even if the outer weight is not significant but the outer loading is larger than 0.70 (Hair et al., 2012, Hair et al., 2019c). Table 3.13 lists the evaluation criteria for formative measurement models.

Table 3.13

Criteria for Formative Higher-order-construct Measurement (Formative Second-order and Third-order Constructs)

Criteria	Description	Acceptable Fit
Multicollinearity	Variance Inflation Factor (VIF)	The cut-off value for VIF should be close to 3.0 and below, indicating there is no

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Table 3.13 (continued)

		collinearity among variables of regression (Hair et al., 2019c).
Construct validity	Significant of outer weight (B value)	p-value <0.05, or t-value>1.96 indicates the outer weights are significant (Bollen & Diamantopoulos, 2017; Fanke et al., 2008; Hair et al., 2014b; Roberts & Thatcher, 2009).
Indicator reliability	Outer loading	The value of outer loading should > 0.5 (Hair et al., 2012).

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3.11 Assessment of the Structural Model

If the evaluation of the measurement model yields appropriate results, the structural model will then be evaluated by analysing the goodness of fit and doing hypothesis testing (Purwanto & Sudargini, 2021). It is crucial to perform the multicollinearity analysis before assessing the study's structural model. The purpose of testing for multicollinearity is to compare the correlations between two or more regression-related variables. To make sure that the variables in a regression do not have a significant degree of correlation with one another, multicollinearity must be examined before evaluating structural relationships (Tsagrisa & Pandisb, 2021; Zhanga et al., 2020). The variance inflation factor (VIF) is an indicator that is frequently used to assess multicollinearity (Bary, 2017). In the inner model (structural model), the term

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"multicollinearity issue" refers to two or more variables in a regression of endogenous components that are highly associated with one another (Pradhan & Bhattacharya, 2018). According to Hair et al. (2019c), the cut-off value for VIF should be close to 3.0 or lower, indicating that there is no collinearity among the variables of the regression (Zhang et al., 2020). If the VIF value is higher than 3.0, it is still acceptable as long as it does not exceed 5.0 (Hair et al., 2016; Ringle et al., 2015; Wang et al., 2015).

If there is no issue of multicollinearity, the structural model could be assessed using four common standards of assessment. They are: i) significance of the structural model relationship, ii) coefficient of determination ($R2$), iii) effect size ($f2$), and iv) prediction relevance ($Q2$) (Hair et al., 2019c; Chin, 2010).

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Significance of the structural model relationship: For the significance of the structural model relationship, based on the structural model of this study, it is to test the significance of the direct relationship and mediation analysis. If the p value is less than 0.05, it indicates there is a significant relationship between the independent variables and dependent variable, as well as a significant mediating role in the relationship between the independent variables and dependent variable. However, if the p value is less than 0.05, it means that the relationship between the independent and dependent variables, as well as the role of mediators in the relationship between the independent and dependent variables, is significant (Hair et al., 2014a).

Coefficient of determination ($R2$): The most common way to evaluate a model's predictive ability is to utilise its coefficient of determination (R2) (Draper & Smith, 1998; Rigdon, 2012). To what extent the independent variables in the model can

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account for the variance in the dependent variables needs to be evaluated. The R2 value might be between 0 (no relationship) and 1 (perfect relationship). R2 has a linear relationship between predictive power and value. R2 is typically seen as being considerable at 0.26, moderate at 0.13, and weak at 0.02 (Cohen, 1988). R2 should not be less than 0.10 at the lowest allowed value (Falk & Miller, 1992; Raithel et al., 2012).

Effect size ($f2$): By considering the p-value for each construct, it is possible to evaluate the significance of the structural model relationship. However, because the p-value alone cannot determine if an exogenous variable has a significant impact on an endogenous variable, Sullivan and Feinn (2012) recommended measuring the significance's effect size (f2). Since the impact size (f2) is being tested rather than merely relying on the p-value, it is more significant and compelling. Cohen (1992) outlines the following guidelines for interpreting the level of effect size (f2): a small level of effect is defined as one that is less than 0.02, a medium level of effect is less than 0.15, and a high level of impact is greater than 0.35.

Prediction relevance ($Q2$): In-sample prediction and out-of-sample prediction would be examined in order to assess the predictive relevance of the model. When the model and observations can be estimated and predicted from the dataset using all of the data, via coefficient determination (R2) and effect size, this technique is known as in-sample prediction or explanatory power (f2). However, the out-of-sample model cannot be evaluated using it. Predictive power is another name for out-of-sample prediction. By employing the model estimates via the Q2 statistics, it can be used to predict the new observations (Dolce et al., 2017).

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Q2 statistics can be thought of as a useful method to assess the predictive usefulness of the model (Chin 2010). The blindfolding process can be used to produce the value of Q2. To assess the structural model's predictive validity, the blindfolding process is only done on the reflective measurement models of endogenous constructs (Hair et al., 2014c). A sample reuse approach is to put on blinders. For the specified indicators of endogenous constructs, this technique omits single data points (every dth point of data). The remaining data points can then be used to predict the parameters (Fornell & Cha, 1994; Henseler et al., 2009; Tenenhaus et al., 2005). According to Hair et al. (2016), if Q2 is greater than 0, it means that the exogenous constructs have predictive relevance for the endogenous construct. There are three different levels of predictive relevance: 0.02 (small), 0.15 (medium), and 0.35 (large predictive relevance), as proposed by Chin (2010) and Fornell and Cha (1994).

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The omission distance (D) is employed in the blindfolding technique to produce the Q2 value (Henseler et al., 2009). Omission distance (D) values might range from 5 to 10 (Hair et al., 2012). The default setting results in an omission distance (D) of 7. When the number of observations is divided by the value of "D", the result should not be an integer number (Hair et al., 2012). Cross-validated communality and cross-validated redundancy are two distinct prediction methods that can be used to construct Q2. Wold (1982) asserts that cross-validated redundancy is typically advised for predictive relevance in the PLS path model. Table 3.14 shows the criteria for assessing structural models.

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Table 3.14

Criteria for Assessing Structural Model

Criteria	Acceptable Fit
Multicollinearity	Variance Inflation Factor (VIF) value < 3.0 (Hair et al., 2019c).
Significant of relationship -direct effect -indirect effect	p-value <0.05 (Fanke et al., 2008; Hair et al., 2014b; Roberts & Thatcher, 2009).
Coefficient of determination ($R2$)	0.26 - substantial 0.13 - moderate 0.02 - weak (Cohen, 1988).
Effect size ($f2$)	0.02 - small level of effect 0.15 - medium level of effect 0.35 - large level of effect (Cohen, 1992) .
Prediction relevance ($Q2$)	0.02 - small predictive relevance 0.15 - medium predictive relevance 0.35 - large predictive relevance (Chin, 2010).

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3.12 Summary

This chapter reported on the research methodology, research design, process used in examining the hypotheses, population sample size determinations, technique of data collection, sampling method, reliability of the survey questionnaire, and statistical techniques. The target population of this study was full-time academic staff working as tutors, lecturers, senior lecturers, assistant professors, associate professors, professors, or senior professors at Malaysian private universities. The stratified sampling technique was used to collect data for this study. The details of the questionnaire for this study were reported, as were the results of the pre-testing and pilot study. The satisfactory results of the pre-testing and pilot study enabled the researcher to proceed to the next stage of data analysis, which will be presented in Chapter 4.

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CHAPTER 4

DATA ANALYSIS AND RESULTS

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4.1 Introduction

This study is aimed at examining the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities. A pre-testing and pilot study had been conducted to validate the questionnaire. The stratified proportionate random sampling technique was used to select the samples for this study. This chapter is to report in detail the findings of the data analysis. The PLS-SEM technique was used to perform a multivariate data analysis for this study. There are two assessments in the PLS-SEM analysis: the measurement model and the structural model. The measurement model needs to be assessed before the structural model. It can be assessed through the reliability and validity tests of the constructs. This is followed by the assessment of the structural model to test the hypotheses of this study. Besides, the descriptive analysis of the respondents' demographic profile was also analysed. The

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results from the descriptive statistics, measurement model, and structural model are reported in this chapter.

4.2 Data Collection Procedures and Response Rate

The population for this study was formed from full-time academic staff working as tutors, lecturers, senior lecturers, assistant professors, associate professors, professors, or senior professors at six private universities, namely UTP, Taylor's University, MMU, UCSI University, UNITEN, and UTAR. Based on the sample size Table of Krejcie and Morgan (1970), the sample size for this study was 351 at 3,688 of the population size. The low response rate had to be taken into consideration; hence, the sample size was inflated to 500 respondents. In order to increase the efficiency of the data collection process, a research assistant with some working experience at a research firm was employed to assist in data collection. With the stratified proportionate random sampling technique, the whole population was divided into six different subgroups (known as strata: UTP, Taylor's University, MMU, UCSI University, UNITEN, and UTAR). Initially, probability samples were drawn randomly from each stratum using a "Random Number Generator". Initially, 500 sets of questionnaires were distributed to the respondents, and they were invited to participate in this study. However, due to the poor response rate, the number of questionnaires distributed was raised from 500 sets to 2,793 sets, as shown in Table 4.1. Based on the total number of distributed questionnaires (2,793), the final total number of returned questionnaires was 482, which yielded a response rate of 17.3%. Although the response rate was only 17.3%, it met the minimum sample size of 351 based on the Table of Krejcie and Morgan (1970).

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In addition, there were five cases that the Mahalanobis Distance Analysis (1970) identified as multivariate outliers. They were removed from the dataset in this study. The final number of usable questionnaires (QNR) was 477, which could still fulfil the minimal or targeted sample size requirement for each private university based on the Table of Krejcie and Morgan (1970), as shown in Table 4.1.

Table 4.1

Number of Questionnaires Distributed, Returned, Unusable, and Usable

No.	List of universities	Targeted Sample	No. of distributed QNR	No of returned QNR	No. of unusable QNR (Multivariate Outlier)	No. of usable QNR
1	Universiti Teknologi Petronas (UTP)	30	313	42	1	41
2	Taylor's University	45	342	73	0	73
3	Universiti Multimedia (MMU)	70	633	125	0	125
4	UCSI University	31	222	44	0	44

(continued)

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Table 4.1 (continued)

5	Universiti Tenaga Nasional (UNITEN)	53	283	58	2	56
6	Universiti Tunku Abdul Rahman (UTAR)	122	1000	140	2	138
	Total	**351**	**2793**	**482**	**5**	**477**

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4.3 Preliminary Data Analysis

For any study, a preliminary data analysis is required before performing the multivariate analysis. This is so that the researchers can examine, review, screen, and get the data ready for analysis. This analysis can help researchers prevent inaccurate research findings and conclusions (Pulka, 2022). These include analysing missing data, detecting outliers, testing for normality and multicollinearity, and analysing the common method variance (Patwary, 2023; Ziko & Asfour, 2023).

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4.3.1 Missing data

In the study, not every respondent responded to every survey question. The respondents might have left some questions unanswered, and this is called "missing data" (Sekaran & Bougie, 2019). Studies in social science are frequently plagued by missing data (Ziko & Asfour, 2023). Missing data could lead to biased conclusions due to incorrect findings (Hair et al., 2014a). Thus, according to Sekaran and Bougie (2019), if greater than 25% of the survey questions are unanswered by the respondents, it is best to exclude the observation from the data analysis. However, if the percentage is not greater than 25%, there are two common approaches to dealing with missing data. The researcher can either consider using the value of the midpoint or ignore a specific item in the data analysis.

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Based on Table 4.2, the percentage of missing data for Case IDs 246, 300, and 440 is only 2.22%, 2.22%, and 4.44%, respectively, in which the percentage of missing data is not greater than 25%; thus, they were not removed in the data analysis. All the missing data for Case IDs 246, 300, and 440 are from Section A-Demographic, item 3 (ethnic group), and item 7 (current position). They were reported as missing data in the descriptive analysis. Consequently, 482 of the total questionnaires were ultimately usable for the subsequent multivariate analysis.

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Table 4.2

Missing Data by Case ID

Case ID	Section-item	Unanswered items number	Total items in the Questionnaire	% of missing data
246	**Section E: Demographic** Item 3 – Ethnic group	1	45	2.22
300	**Section E: Demographic** Item 7 – Current position	1	45	2.22
440	**Section E: Demographic** Item 3 – Ethnic group Item 7 – Current position	2	45	4.44

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4.3.2 Outlier

An outlier is a unique value that differs and deviates significantly from other data's normal values (Souiden et al., 2022). The analysis of multivariate outliers was performed in this study. The reason is that there are multiple variables in this study. According to Kunjunni and Abraham (2022), multivariate outliers are meant to refer to irregular measurements of multiple variables. It could be detected by using the analysis of Mahalanobis distance (Weil et al., 2022). In this study, the analysis of Mahalanobis distance was computed using linear regression and chi-square analysis in SPSS 16 (Pulka, 2022).

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Based on Table 4.3, the analysis of Mahalanobis distance showed that five cases (Case IDs 201, 270, 286; 461; and 480) with p-values less than 0.001 were identified as multivariate outliers. Thus, after eliminating these five cases, only 477 (482 cases minus 5 cases) were left to be utilised for the subsequent data analysis.

Table 4.3

Probability of Mahalanobis Distance

Case ID	P-value
270	0.00004
286	0.00007
201	0.00062
461	0.00064
480	0.00085

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4.3.3 Normality Test

The normality test is to ensure that the data gathered has been distributed normally (Lee, 2022). Skewness and kurtosis are two metrics that could be used to determine the normality of data (Hair et al., 2021). The degree of symmetry in a variable's distribution is measured by its skewness. The distribution's flatness or peak can be determined by the kurtosis. If the skewness and kurtosis values are within the range of -2 to +2 and -7 to +7, respectively, then they are deemed acceptable, and the data gathered are distributed normally (Byrne, 2016; Hair et al., 2014a). Based on Table 4.4, the values of skewness and kurtosis for all the variables in this study (POS, PCWS, JE, and ER)

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are within the predetermined range. Therefore, the data obtained in this study is of normal distribution.

Table 4.4

Skewness and Kurtosis

	Skewness	**Kurtosis**
POS	-0.571	0.244
PCWS	-0.977	1.166
JE	-0.514	-0.053
ER	-0.388	0.303

4.3.4 Multicollinearity Test

The multicollinearity test was developed in order to determine if the model of regression identified a correlation among the independent variables (Citraningtyas et al., 2022). That is to say, multicollinearity occurs when two or more independent variables have a high correlation (Chan et al., 2022). If they are correlated, then these variables are represented by only one variable (Citraningtyas et al., 2022). Therefore, it needs to be examined in the preliminary data analysis to make sure there is no multicollinearity issue.

The tolerance values and VIF are usually mostly used to check for multicollinearity issues (Bary, 2017; Patwary, 2023). Issues with multicollinearity arise when the tolerance value falls below 0.20. When the tolerance value is greater than 0.20,

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it means that there is no collinearity between the independent variables (Kim, 2019). For VIF, the value of VIF should not be above the cut-off value of 3.0. If the VIF value is less than 3.0, there is no multicollinearity issue (Hair et al., 2019c; Zhang et al., 2020). This means that if the tolerance value is less than 0.2 and VIF is greater than 3.0, it indicates a multicollinearity issue in the dataset. In this study, based on Table 4.5, there is no multicollinearity among the independent variables, as evidenced by tolerance values that are greater than 0.20 and VIF lower than 3.0.

Table 4.5

Tolerance Value and Variance Inflation Factor (VIF)

Independent variables	**Tolerance value**	**VIF**
POS	0.513	1.948
PCWS	0.609	1.642
JE	0.494	2.024

Source: Extracted from SPSS 16-Multiple regression analysis

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4.3.5 Common Method Variance (CMV)

In this study, the data was collected via self-report surveys. This is because of its low cost and ease of administration (Instanes, 2021). Nonetheless, when using a self-report survey to gather the data, common method variance (CMV) could be an issue (Podsakoff & Organ, 1986). According to Nunnally (1978), CMV refers to a type of response variation where the method of measurement has a stronger influence over the real factors. Podsakoff et al. (2003) defined CMV as "variance that is attributable to the

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measurement method rather than to the constructs the measures represent." This implies that the "commotion" brought on by the method of measurement has an impact on the data that the researcher obtains (Nunnally, 1978). CMV might produce incorrect internal consistencies (Chang et al., 2010). The validity of the findings, interpretations, and relationships between the variables are also adversely impacted by the measurement inaccuracy (Saxena et al., 2022). In this study, the Harman single-factor test was employed to examine the possibility of the occurrence of CMV, as proposed by Aguinis and Vandenberg (2014). Harman's single-factor test is the most often used method among researchers for CMV due to its ease of use (Aguinis & Vandenberg, 2014). Recently, there have been numerous studies that performed Harman's single-factor test to examine the possibility of the occurrence of CMV, such as the studies conducted by Kaltsonoudi et al. (2022), Katsaros (2022), Li et al. (2022a), Radi Afsouran et al. (2022), Rozkwitalska, et al. (2022), and so on.

A CMV issue arises if the first factor comprises more than 50% of the extracted variance (Podsakoff & Organ, 1986). Based on the results (Appendix C), 47.065% (less than 50%) of the extracted variance was explained by the first factor in the test of Harman's one-factor. This represented the variance across the variables in this study that was less than 50%. Thus, this shows that there was no occurrence of CMV in this study.

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4.4 Respondents' Demographic Profiles

The respondents' demographic profiles are discussed in this section. These include their gender, age, ethnic group, marital status, highest education completed, how long they have been at the current university, current position, the university they are currently working at, and nationality. Table 4.6 indicates the frequency and percentage of each demographic profile. There is are a total of 477 usable questionnaires for data analysis.

Table 4.6

Summary of Respondents' Demographics

Demographic variables	Description	Frequency	%
Gender:	Male	203	42.6
	Female	274	57.4
Age:	30 years old and below	24	5.0
	31 to 40 years old	208	43.6
	41 to 50 years old	153	32.1
	Above 50 years old	92	19.3
Ethnic group:	Malay	168	35.2
	Chinese	214	44.9
	Indian	67	14.0
	Others (please specify: _____)	26	5.5
	Missing data	2	0.4
Marital status:	Single	122	25.6

(continued)

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Table 4.6 (continued)

	Married	331	69.4
	Divorced	17	3.6
	Separated	3	0.6
	Widowed	4	0.8
Highest education completed:	Doctorate's degree or equivalent	276	57.9
	Master's degree or equivalent	193	40.4
	Bachelor's degree or equivalent	8	1.7
	Others	0	0.0
How long have you joined current university?	Not more than 2 years	38	8.0
	3 to 4 years	69	14.5
	5 to 6 years	75	15.7
	7 to 8 years	48	10.0
	More than 8 years	247	51.8
Your current position:	Senior Professor	3	0.6
	Professor	6	1.3
	Associate Professor	57	11.9
	Assistant Professor	90	18.9
	Senior lecturer	115	24.1
	Lecturer	190	39.8

(continued)

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Table 4.6 (continued)

	Tutor	7	1.5
	Others	7	1.5
	Missing data	2	0.4
The university that you are currently working:	Universiti Tunku Abdul Rahman (UTAR)	138	28.9
	Universiti Teknologi Petronas (UTP)	41	8.6
	Taylor's University	73	15.3
	Multimedia University (MMU)	125	26.2
	UCSI University	44	9.2
	Universiti Tenaga Nasional (UNITEN)	56	11.8
Nationality:	Malaysian	444	93.1
	Non-Malaysian	33	6.9

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Table 4.6 summarises the demographic profiles of the respondents who are involved in this study (477 respondents). As indicated in Table 4.6, the majority of the respondents were female (57.4%), while 42.6% of the respondents were male. This indicates that there were roughly equal numbers of males and females in the sample. The respondents were from different age groups. The overall highest proportion of respondents was from the age group of 31-40 years old (43.6%), followed by the 41-50 age group (32.1%), and those above 50 years old made up 19.3% of the respondents.

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Only 5.0% of the respondents were 30 years of age or younger. This demonstrates that the majority of the respondents were in the age range of 31–50.

In terms of ethnic groups, Chinese comprised the highest proportion (44.9%) of the respondents. Malay and Indian respondents made up 35.2% and 14.0%, respectively. There were also 5.5% of the respondents who were in the "other" category. Additionally, two respondents (0.4%) did not disclose any information about their ethnic group (0.4% as missing data). This shows that the primary ethnic groups in this study were the Chinese and Malays. In total, more than 50% of the respondents were married (69.4%), while 25.6% of the respondents were single. This is followed by those who were divorced, separated, or widowed, who made up 3.6%, 0.6%, and 0.8% of the respondents, respectively. This demonstrates that the majority of the survey participants who responded were married.

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Meanwhile, respondents who obtained a doctorate's degree/equivalent were 57.9%, which is the highest proportion of respondents. The respondents with a Master's degree/equivalent and a Bachelor's degree/equivalent were 40.5% and 1.7%, respectively. This illustrates that the vast majority of the survey respondents have a master's or doctoral degree. Furthermore, 51.8% of the respondents joined their current university more than eight years ago, followed by 3-4 years and 5-6 years (14.5% and 15.7%, respectively). Only 10.1% and 8.0% of the respondents had joined their university 7-8 years ago and not more than two years ago, respectively. This illustrates that the majority of the respondents had been with their current university for at least three years or longer. Although 8.0% of the respondents started at their current university less than two years ago and may not have obtained permanent job status, they

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have an impact on the proportion of workers who stayed with the university for a set period of time.

As for the respondents' positions, overall, the highest proportion (39.8%) of the respondents were lecturers, and a further 24.1% were senior lecturers. Only 18.9% were assistant professors, while 11.9% were associate professors. Then, senior professors (0.6%), professors (1.3%), tutors (1.5%), and other staff (1.5%) were the minority with less than 2%. In addition, two respondents (0.4%) did not disclose any information about their current position (0.4% as missing data). This shows that the main position group in this study is served by lecturers, senior lecturers, assistant professors, and associate professors. Meanwhile, the respondents to this study were full-time academic staff working in six private universities, namely UTP, Taylor's University, MMU, UCSI University, UNITEN, and UTAR. Based on Table 4.6, 28.9% of the respondents were working in UTAR and 26.2% were working in MMU. This is followed by 15.3% who were working at Taylor's University, 11.7% at UNITEN, 9.2% at UCSI University, and 8.6% at UTP. This shows that the sample size has been met for the top six private universities according to Krejcie and Morgan's Table (1970). Besides, the overall highest proportion of respondents were Malaysians (93.1%). Only 6.9% of the respondents were non-Malaysians. This demonstrates that the majority of the respondents in this study were Malaysians.

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4.5 Key Variables' Descriptive Analysis

The descriptive analysis is described using descriptive statistics. The mean and standard deviation derived from the key variables are used in the descriptive analysis in this study. Each item for POS, PCWS, JE, and ER was scored using a Likert scale with a maximum of seven points, from the first point, "strongly disagree", to the seventh point, "strongly agree". The statistical descriptions for the independent variables (POS and PCWS), mediating variable (JE), and dependent variable (ER) are shown in Table 4.7.

Table 4.7

The Study's Key Variables' Descriptive Analysis

Variables	Observation	Mean	Standard Deviation
POS	477	4.7434	1.29067
PCWS	477	5.5904	1.08131
JE	477	4.9205	1.15824
ER	477	4.7955	1.05000

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Table 4.7 reveals that this study included 477 observations. Based on these observations, PCWS has the highest mean score of 5.5904, while JE is second with 4.9205. Then, ER and POS are next, with scores of 4.7955 and 4.7434, respectively. That is to say, PCWS and JE scored on average higher than the midpoint of the grading scale. With an average score of 5.5904 for PCWS, this shows that the majority of the academic staff members agreed that they had benefited from their co-workers'

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assistance, support, and understanding. They believed that their co-workers accepted them and felt at ease around them. When necessary, their co-workers can support them.

Using JE's average score of 4.9205, it can be shown that the majority of the academic staff felt that they could fit in and connect with their university. They agreed that leaving their university would mean giving up the benefits they gained. In addition, they felt that their personal and unique values might fit with the community. They acknowledged that they could connect with the group activities in their existing community. They agreed that if they left their current university, the benefits they had received would be forfeited.

The average score for ER and POS is, despite being low, nonetheless higher than the midpoint of the grading scale. With an ER average score of 4.7955, this demonstrates that the academic staff members agreed that they are satisfied with their current institution and enjoy working there. They believed their work to be of the utmost importance. At their current university, they can envision a future for themselves. They would initially consider options within their current university and would not have previously looked at positions at other universities. They also agreed that they would not work for another university if they had the chance to do it all again. Even if they were given a better offer from a different university, they would not accept it. For the following five years, they were prepared to continue working with their current university.

Considering the average score of 4.7434 for POS, it can be demonstrated that the academic staff members agreed that they received support from their current

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university. In addition to their general job satisfaction, they agreed that their current university values and recognises their contribution as well as their well-being. Their current university cares about its academic staff members and is curious about any complaints they may have. They also agreed that their current university would pay attention if they performed to the highest standard. Their university is proud of the achievements of its academic staff members.

Furthermore, the responses to the grading scales for each of the key variables in this study varied just slightly. For the standard deviation, the biggest standard deviation is 1.29067 for POS, whereas the second-largest is 1.15824 for JE. This is followed by standard deviations of 1.08131 and 1.05000, respectively, for PCWS and ER. All the standard deviation values are less than 2.0, demonstrating the low variability of POS, JE, PCWS, and ER in the sample used for this study.

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4.6 Higher-order Construct Model through PLS-SEM

In this study, all the constructs consist of only one order of construct, except the JE construct. Based on Table 4.8, there is more than one order of construct for the JE construct. The JE construct is formed by two dimensions called JEon and JEoff. Subsequently, JEon is formed by three subdimensions named JE-on-fit, JE-on-link, and JE-on-sacrifice. Similarly, JEoff is also formed by three subdimensions named JE-off-fit, JE-off-link, and JE-off-sacrifice (Mitchell et al., 2001).

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In this study, there is more than one order of construct for the JE construct. Based on Table 4.8, the JE construct is measured as a multidimensional third-order construct. The JE construct (third-order construct) is formed by two formative dimensions called JEon and JEoff (second-order constructs). Subsequently, JEon is formed by three formative subdimensions named JE-on-fit, JE-on-link, and JE-on-sacrifice (first-order constructs). Similarly, JEoff is also formed by three formative subdimensions named JE-off-fit, JE-off-link, and JE-off-sacrifice (first-order constructs). The two formative dimensions of JE (JEon and JEoff) are not interchangeable with each other. Likewise, JEon and JEoff are formed by three formative subdimensions: fit, link, and sacrifice. If any subdimensions of fit, link, and sacrifice are removed, it changes the meaning of JEon as well as JEoff.

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Table 4.8

First, Second and Third order Constructs

First order construct (reflective)	Second order construct (formative)	Third order construct (formative)
JEon-Fit	JEon	JE
JEon-Link		
JEon-Sacrifice		
JEoff-Fit	JEoff	
JEoff-Link		
JEoff-Sacrifice		

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The fit, link, and sacrifice of JEon and JEoff are reflected by the first-order reflective indicators (Clinton et al., 2012). They are reflective measurements and interchangeable. If any items are removed, it would not change the meaning of the construct (Hair et al., 2016). The JE construct applied the Reflective First-Order (Clinton et al., 2012), Formative Second-Order, and Formative Third-Order (Mitchell et al., 2001), as shown in Figure 4.1.

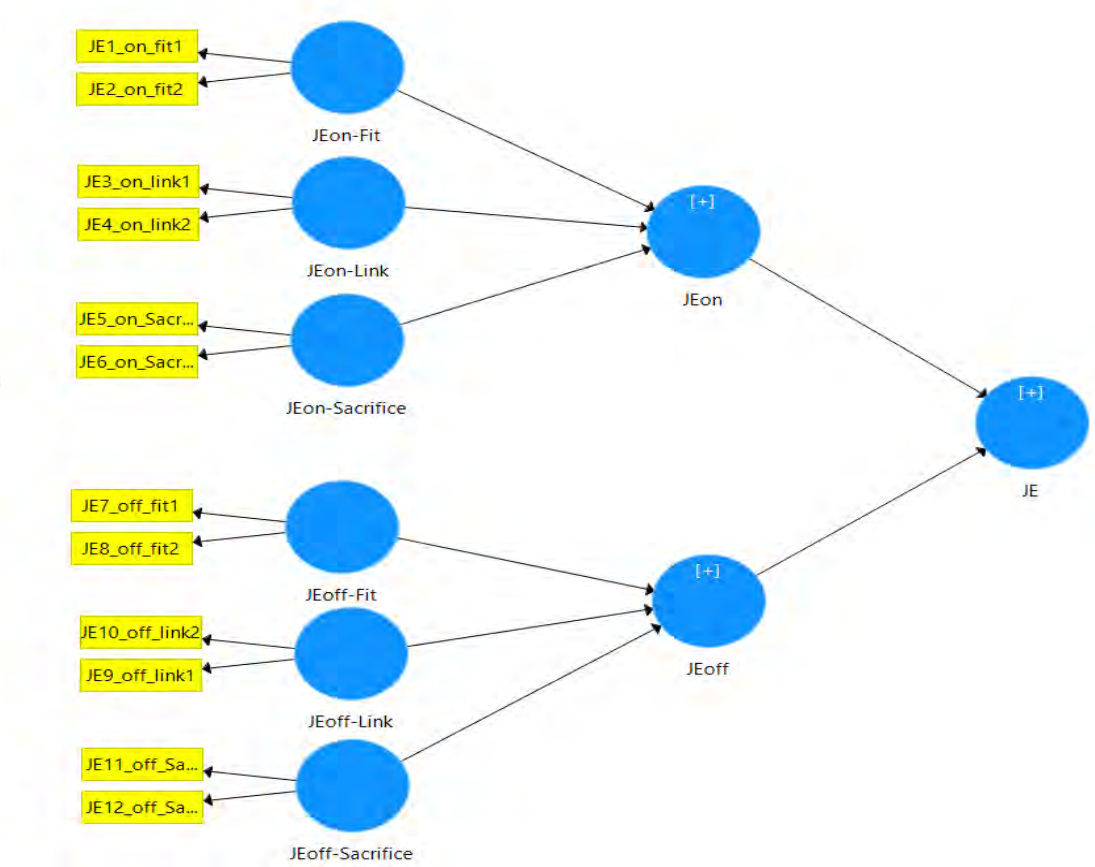


Figure 4.1. JE Construct (Reflective First-Order, Formative Second-Order and Formative Third-Order)

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4.7 Model Specification

By using PLS-SEM to analyse the research model of this study, it is important to analyse the outer model (measurement model) and inner model (structural model). The outer model and inner model should be set up first before the data analysis (Hair et al., 2014c; Pujangkoro & Sinulingga, 2018). The data need to be saved in the file format of Comma-Separated Values (CSV) and then imported into the PLS software for analysis.

4.7.1 Building the Outer Model

The outer model (measurement model) is to examine how all the indicators can be related to the latent variable (Hair et al., 2016; Ringle et al., 2018). There are four constructs, namely POS, PCWS, JE, and ER, in this study. Their measures are all reflective measurements (Clinton et al., 2012; Hammer et al., 2004; Kim et al., 2021; Kmieciak, 2021; Kyndt et al., 2009; Pan et al., 2021; Rhoades & Eisenberger, 2002). The content of each construct is sufficiently reflected by their indicators. The original meaning of the construct remains the same even when some items are deleted/removed. They are interchangeable. Therefore, the arrows should be pointed to the indicators of the construct (in yellow rectangular shape) from the latent construct (in blue circle shape).

The higher-order construct model is used for the mediating variable (JE – JE). For JE, it is with three-order constructs, where the fit, link, and sacrifice for JEon and Jeoff are first-order constructs, JEon and Jeoff are second-order constructs, and JE is

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the third-order construct in the model**.** By using the higher-order construct model, it offers the advantage of reducing the level of complexity of the model. There are two approaches for estimating and building the higher-order construct model through smart PLS3: repeated indicator approach modelling and two-step approach modelling (Ciavolino, 2012).

The repeated Indicator approach modelling Is the most widely used and popular approach to estimate and build a higher-order construct model. A simple procedure is used for this approach where "a second-order factor is directly measured by observed variables for all the first-order factors. While this approach repeats the number of manifest variables (MVs) used, the model can be estimated by the standard PLS algorithm" (Reinartz et al., 2004). As such, the problem of bias might happen by relating the constructs to the same indicators (Ciavolino, 2012).

There is another approach to estimate and build the higher-order construct model known as a two-step approach. By using this approach, the construct scores in the model will be saved and added to the dataset as new variables. They will be used as indicators of higher-order constructs. As such, the latent variable scores are used to measure each of the constructs in the model, with each construct's latent variable score captured from the first stage (Agarwal & Karahanna, 2000; Ahmad et al., 2021). This approach may have some advantages when estimating and building higher-order construct models with formative indicators (Reinartz et al., 2004).

For this study, a two-stage approach was adopted to build the second-order and third-order construct models. This implementation did not run PLS at the same time.

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The first step (stage one) of estimation only considers the measurement model for the reflective first-order construct (Figure 4.2a), which provides a lower-order construct estimate. Then, the latent variable score was used to measure each of the constructs in the model in the second stage (formative second- and third-order constructs), as shown in Figure 4.2bc. The latent variable score of the lower-order construct (LOC) served as an indicator for the higher-order construct (HOC) (Ahmad et al., 2021; Ciavolino, 2012).

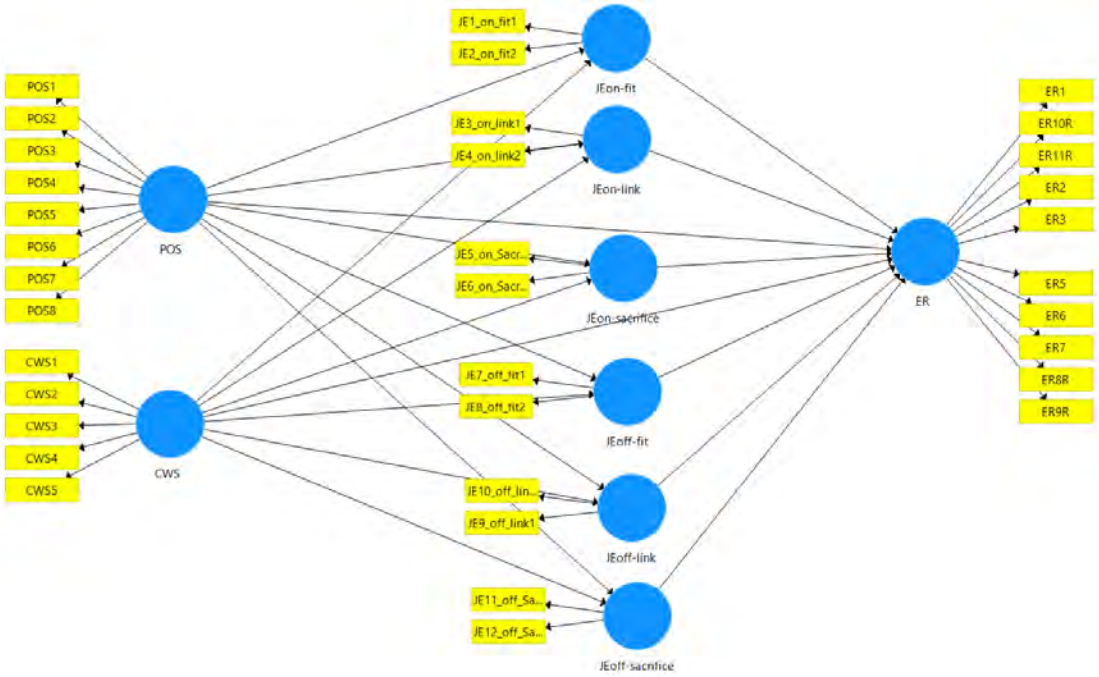


Figure 4.2a. Outer Model for This Study (Reflective First-Order Construct – Lower-Order Construct): Stage One

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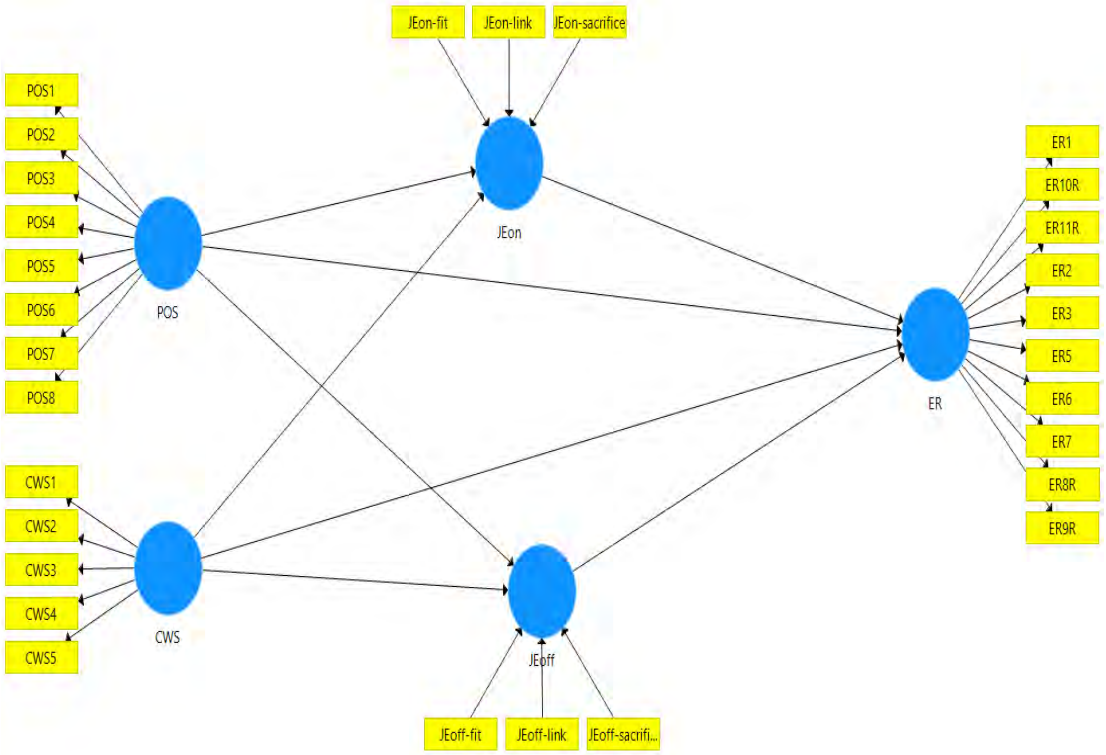


Figure 4.2b. Outer Model for This Study (Formative Second-Order Construct): Stage Two

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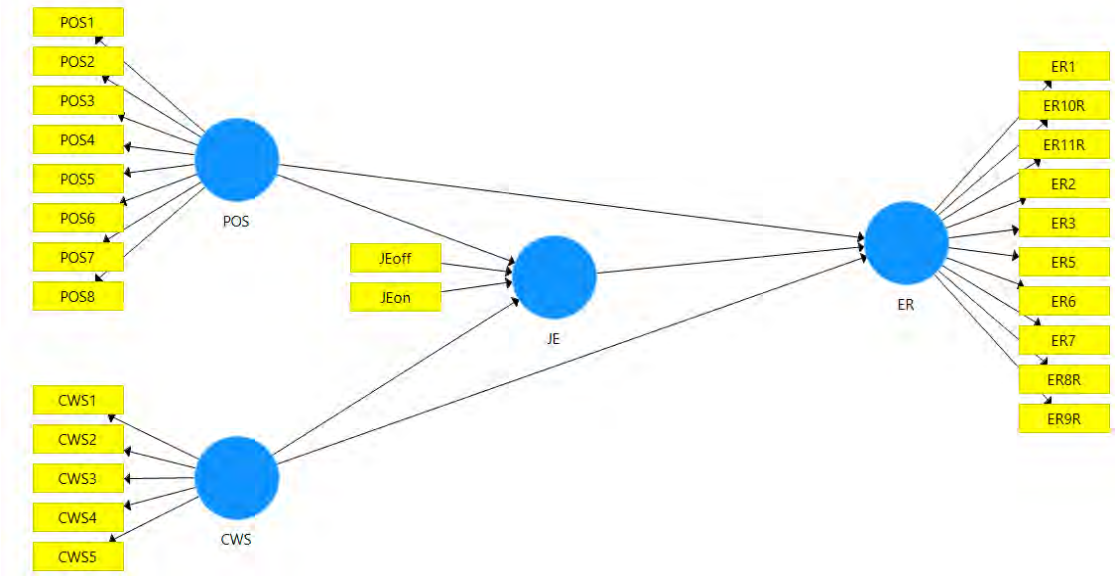


Figure 4.2c. Outer Model for This Study (Formative Third-Order Construct): Stage Two

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4.7.2 Building the Inner Model

The inner model (structural model) is used to analyse how the latent variables can be related to each other (Hair et al., 2016; Ringle et al., 2018). The inner model can be built by forming several red circles and they can be interconnected based on the conceptual framework of this study. Each latent construct is represented by one of the red circles. In this study, there are four latent constructs. The structural model was built using the two-stage approach, which used the latent variable scores of the lower-order construct (LOC) to measure each of the higher-order constructs (HOC) in the model of this study, as depicted in Figure 4.3. Thus, four red circles were formed and the logical interconnections among the latent variables were drawn with the arrows, as shown in Figure 4.3. The POS and PCWS circles are connected to JE and subsequently linked to ER. The POS and PCWS circles are also connected directly to the ER circle. This inner model can help to examine the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities.

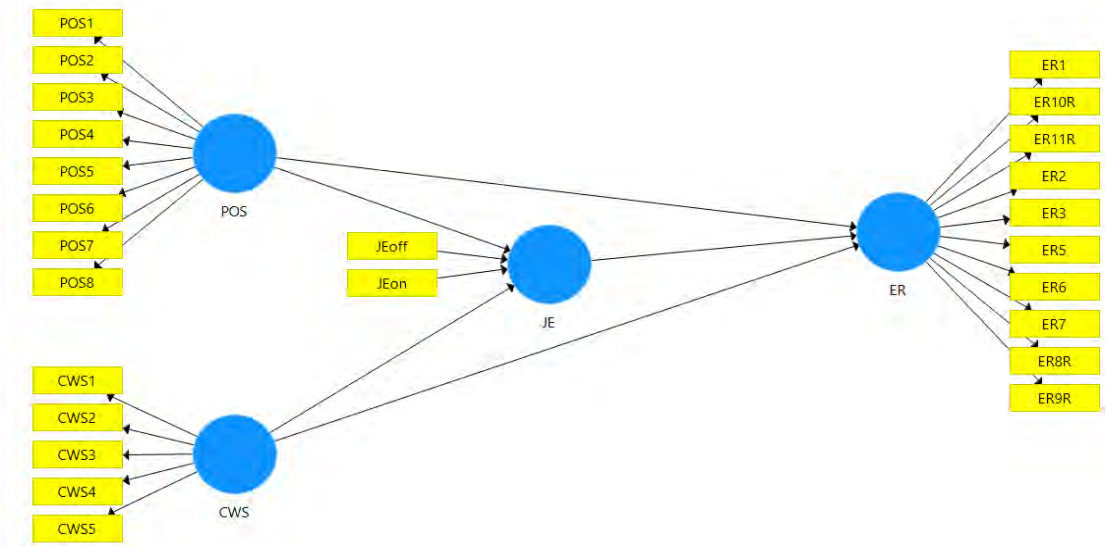


Figure 4.3. Inner Model for This Study

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4.8 Data Analysis

There are two levels in the PLS model analysis: the measurement model (outer model) and the structural model (inner model). For the measurement model, it tests how all the indicators can be related to the latent variable. However, the structural model tests how the different latent variables can be related to each other (Hair et al., 2016; Ringle et al., 2018). Firstly, the measurement model needs to be assessed to ensure that it can meet all the relevant criteria. If all the relevant criteria can be met, then the structural model is required to be assessed (Hair et al., 2017c).

4.8.1 Assessment of Measurement Model

The data analysis can be divided into two steps: in the first step, the PLS algorithm is used for the model of measurement in the SmartPLS. In the second step, the bootstrapping procedure is used to estimate the structural model in SmartPLS (Kim, 2022). According to Streukens and Leroi-Werelds (2016), bootstrapping is "a non-parametric resampling procedure that assesses the variability of a statistic by examining the variability of the sample data rather than using parametric assumptions to assess the precision of the estimates". According to Hair et al. (2019c) and Hair et al. (2016), the normality of data distribution is not required in PLS-SEM due to the non-parametric bootstrap procedure applied to test the coefficient and significance level.

The constructs' quality can be assessed by evaluating the model of measurement. In the measurement model, the internal reliability and validity of measures are required to be established. Basically, the measurement model can be divided into reflective and

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formative measurement models. For this study, the measurement of latent constructs is under the reflective measurement model for POS, PCWS, and ER (Hammer et al., 2004; Kim et al., 2021; Kmieciak, 2021; Kyndt et al., 2009; Pan et al., 2021; Rhoades & Eisenberger, 2002). For this study, POS, PCWS, JE (first-order construct), and ER are reflective constructs (Clinton et al., 2012; Hammer et al., 2004; Kim et al., 2021; Kmieciak, 2021; Kyndt et al., 2009; Pan et al., 2021; Rhoades & Eisenberger, 2002) due to the interchangeable indicators. The constructs of POS, PCWS, JE (first-order construct), and ER will not be affected by removing any indicators or adding any new indicators. The indicators can still reflect the concept of the constructs.

4.8.1.1 Reflective Measurement Model

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To assess the reflective measurement model, indicator reliability, internal consistency, convergent validity, and discriminant validity evaluations are required to ensure the reflective measurement model is fit.

Firstly, in order to examine the indicator reliability, one must first look at the indicator loadings. Indicator loadings between 0.4 and 0.7 are typically regarded as adequate (Reinartz et al., 2009). Secondly, the Cronbach's alpha test and Joreskog's (1971) composite reliability test can both be used to evaluate internal consistency reliability. Fornell and Larcker (1981) determined that 0.7 is the minimal threshold for internal consistency reliability. However, obtaining a value of at least 0.8 is preferred (Nunnally, 1978). Third, the average variance extracted (AVE) for all items on each construct is the statistic used to assess a concept's convergent validity. When the AVE

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is 0.50 or above, the construct is considered to explain at least 50% of the variance of its elements (Hair et al., 2019c).

Fourth, discriminant validity is to measure how different a construct is from other components in the structural model empirically. The HTMT ratio of the correlations was developed by Henseler et al. (2015) as an alternative replacement approach for the Fornell and Larcker criterion and cross-loading examination. According to Henseler et al. (2015), criterion testing and statistical testing are the two methods used to conduct HTMT. As reported by Henseler et al. (2015) and Kline (2011), 0.85 is the cut-off value for the criteria test. It implies a lack of discriminant validity if the HTMT value is larger than 0.85. For statistical testing, a lack of discriminant validity is shown by HTMT1 values that are equal to or higher than 1 (Franke & Sarstedt, 2019; Henseler et al. 2015).

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4.8.1.2 Results of the Reflective Lower-Order Construct Measurement: Reflective First-Order Construct (Stage One)

PLS-SEM applies non-parametric bootstrap procedures, so normality distribution of data is not required (Nitzl, 2016). Factor analysis was conducted and a bootstrapping procedure that drew 5,000 replication samples was employed in this study for reflective measurement (Stage One). In line with Sujit and Rajesh (2016), the outer loadings for all the indicators met the minimum threshold level at 0.4 for this study, except ER4. Due to the fact that the value of AVE for the latent construct (ER) measure is 0.481, which cannot meet the minimum threshold of the AVE value of 0.5, ER4 with the lowest value (0.102) of outer loading has been removed from the measurement model.

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After deletion of ER4, the latent construct (ER) measure is able to meet the minimum threshold of AVE, which is 0.529. Figure 4.4 displays the new loading values for 35 indicators and a new value of AVE for POS, PCWS, ER, JEon-fit, JEon-link, JEon-sacrifice, JEoff-fit, JEoff-link, as well as JEoff-sacrifice. Besides, the Factor Loading, Construct Reliability Analysis, Construct Convergent Validity (Average Variance Extracted-AVE), and Discriminant Validity (HTMT) are shown in Tables 4.9, 4.10, 4.11, and 4.12.

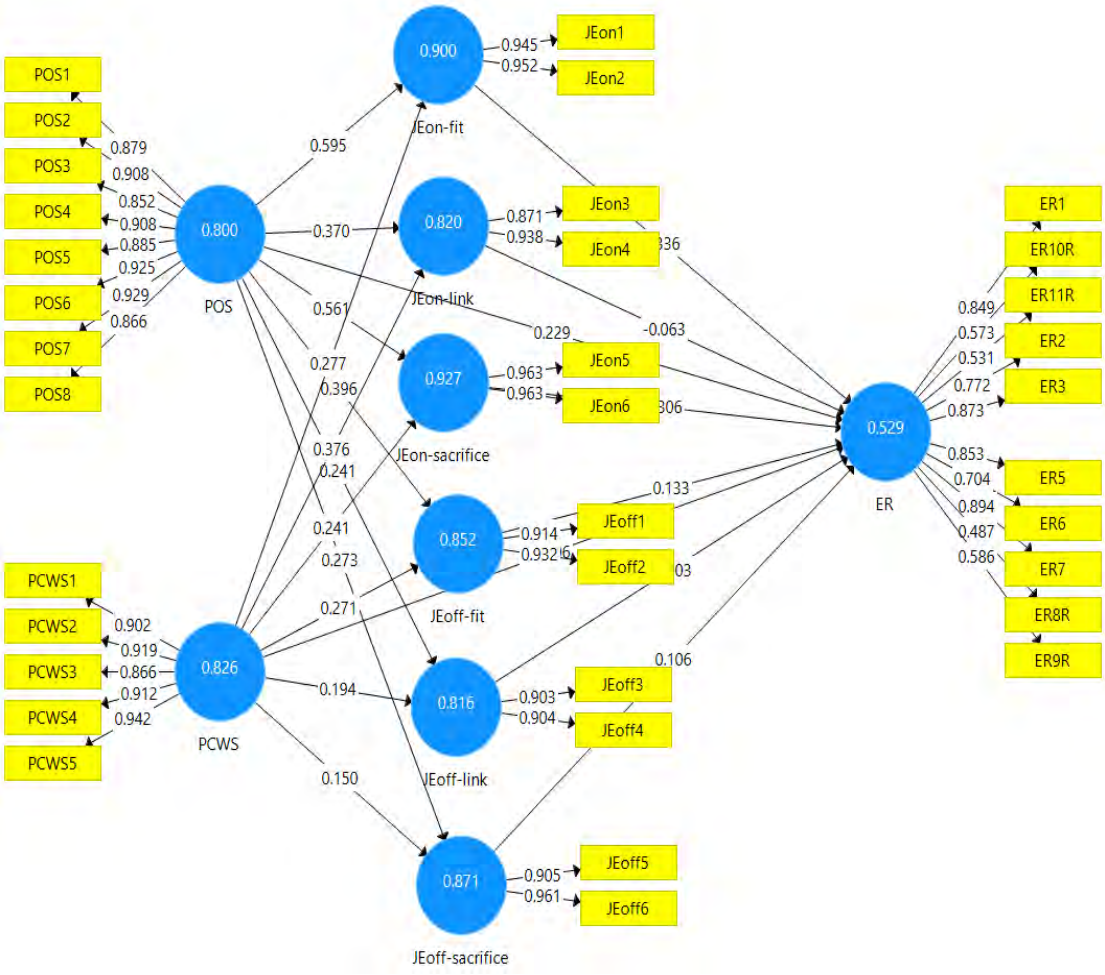


Figure 4.4. Factor Loadings Value and AVE (Reflective First-order construct– Stage One

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Table 4.9

Factor Loading – First-Order Reflective Indicators (Stage One)

	POS	PCWS	JEon-fit	JEon-link	JEon-sacrifice	JEoff-fit	JEoff-link	JEoff-sacrifice	ER
POS1	0.879								
POS2	0.908								
POS3	0.852								
POS4	0.908								
POS5	0.885								
POS6	0.925								
POS7	0.929								
POS8	0.866								
PCWS1		0.902							
PCWS2		0.919							

(continued)

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Table 4.9 (continued)

PCWS3	0.866				
PCWS4	0.912				
PCWS5	0.942				
JE1_on_fit1		0.945			
JE2_on_fit2		0.952			
JE3_on_link1			0.871		
JE4_on_link2			0.938		
JE5_on_Sacrifice1				0.963	
JE6_on_Sacrifice2				0.963	
JE7_off_fit1					0.914
JE8_off_fit2					0.932
JE9_off_link1					
JE10_off_link2					
JE11_off_Sacrifice1					

(continued)

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Table 4.9 (continued)

JE12_off_Sacrifice2	0.961	
ER1		0.849
ER2		0.772
ER3		0.873
ER5		0.853
ER6		0.704
ER7		0.894
ER8R		0.487
ER9R		0.586
ER10R		0.573
ER11R		0.531

Note: ER4 has been removed due to the low outer loading value.

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Based on the results of the outer loading (Table 4.9), ER4 has been deleted from the measurement model due to the low value of the outer loading. The outer loadings for all 35 items are greater than 0.5, except ER8R. Although the value of outer loading for ER8R (0.487) is less than 0.5, it can still be retained for further analysis because the latent construct (ER) has already met the minimum threshold of AVE, which is greater than 0.50 (Table 4.11), and achieved a composite reliability value that is greater than 0.80 (Table 4.10). Thus, all 35 reflective items can be retained for further analysis.

Table 4.10

Cronbach's Alpha and Composite Reliability

Variables	Cronbach's Alpha	Composite Reliability
POS	0.964	0.970
PCWS	0.947	0.959
JEon-fit	0.890	0.948
JEon-link	0.786	0.901
JEon-sacrifice	0.922	0.962
JEoff-fit	0.827	0.920
JEoff-link	0.775	0.899
JEoff-sacrifice	0.858	0.931
ER	0.899	0.915

Based on Table 4.10 for the Cronbach's alpha test, the results show that the Cronbach's alpha values for POS, PCWS, and JEon-sacrifice are higher than 0.90. So, their level of internal consistency reliability is considered excellent. However, for JEon-

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fit, JEoff-fit, JEoff-sacrifice, as well as ER, the internal consistency reliability is very good because the Cronbach's alpha values fall under the range of 0.8-0.9. Besides, the values of Cronbach's alpha for JEon-link and JEoff-link are 0.786 and 0.775, respectively, which can fulfil the minimum threshold of 0.7, indicating a satisfactory level of internal consistency (Hair et al., 2019c; Fornell & Larcker, 1981).

However, for the composite reliability test, the results show that the values of composite reliability for all 35 reflective items are more than 0.8, which can be considered good/excellent reliability. Thus, the internal consistency reliability test for all 35 reflective items can meet the minimum threshold of 0.8 (Nunnally, 1978).

Table 4.11

Construct Convergent Validity (AVE)

	Average Variance Extracted (AVE)
POS	0.800
PCWS	0.826
JEon-fit	0.900
JEon-link	0.820
JEon-sacrifice	0.927
JEoff-fit	0.852
JEoff-link	0.816
JEoff-sacrifice	0.871
ER	0.529

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The standard measure used for assessing convergent validity is the Average Variance Extracted (AVE). An acceptable value of AVE should be 0.5 or above (Hair et al., 2019c; Hair et al., 2016). Based on Table 4.11, the result shows that the AVE extracted for POS, PCWS, JEon-fit, JEon-link, JEon-sacrifice, JEoff-fit, JEoff-link, JEoff-sacrifice, and ER are greater than 0.5, which is the minimum threshold. This indicates that more than 50% of the variances of the indicators can be explained by the construct. In other words, all the reflective indicators (stage one) are sufficient to measure each of the constructs in this study. Thus, the convergent validity of POS, PCWS, JEon-fit, JEon-link, JEon-sacrifice, JEoff-fit, JEoff-link, JEoff-sacrifice, and ER in this study is not questionable.

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Table 4.12

Discriminant Validity – HTMT

	PCWS	ER	JEoff-fit	JEoff-link	JEoff-sacrifice	JEon-fit	JEon-link	JEon-sacrifice
PCWS								
ER	0.547 CI (0.457, 0.628)							
JEoff-fit	0.554 CI (0.457, 0.647)	0.685 CI (0.596, 0.766)						
JEoff-link	0.383 CI (0.276, 0.484)	0.404 CI (0.302, 0.516)	0.814 CI (0.731, 0.891)					
JEoff-sacrifice	0.317 CI (0.211, 0.418)	0.430 CI (0.334, 0.531)	0.635 CI (0.537, 0.729)	0.909 CI (0.850, 0.967)				
JEon-fit	0.664 CI (0.587, 0.734)	0.824 CI (0.770, 0.871)	0.759 CI (0.683, 0.832)	0.473 CI (0.367, 0.573)	0.409 CI (0.303, 0.508)			
JEon-link	0.658 CI (0.584, 0.726)	0.592 CI (0.510, 0.672)	0.744 CI (0.663, 0.820)	0.591 CI (0.487, 0.691)	0.493 CI (0.396, 0.589)	0.689 CI (0.612, 0.759)		
JEon-sacrifice	0.595 CI (0.508, 0.671)	0.785 CI (0.711, 0.846)	0.773 CI (0.703, 0.839)	0.499 CI (0.395, 0.596)	0.513 CI (0.412, 0.608)	0.788 CI (0.724, 0.845)	0.822 CI (0.758, 0.881)	
POS	0.587	0.738	0.610	0.405	0.375	0.809	0.652	0.738

(continued)

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Table 4.12 (continued)

	CI (0.507, 0.658)	CI (0.672, 0.795)	CI (0.526, 0.688)	CI (0.298, 0.511)	CI (0.278, 0.468)	CI (0.760, 0.852)	CI (0.569, 0.728)	CI (0.673, 0.796)

Note, CI = Confidence Interval, HTMT0.85, HTMT0.90 and HTMT1 are adopted

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Next, discriminant validity is to test whether two constructs are indeed distinct from each other (Hu & Liden, 2015). As the Fornell and Larcker criterion and the cross-loading examination do not perform well in evaluating discriminant validity, the HTMT ratio of the correlations was proposed as a replacement by Henseler et al. (2015). For the criterion test, the threshold value for HTMT is 0.9, which was proposed by Henseler et al. (2015). When two different constructs are more distinct from each other, a lower threshold value for HTMT 0.85 was suggested by Henseler et al. (2015) and Kline (2011). Besides, statistical tests are another way to assess discriminant validity by running the bootstrapping procedure. After running the bootstrapping procedure, if the confidence interval does not overlap with 1.00, it indicates that discriminant validity is established (Henseler et al., 2015; Franke & Sarstedt, 2019).

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For the criterion test, based on Table 4.12, the results show that the values of HTMT for all constructs are less than 0.85 (HTMT0.85). The highest value of HTMT is 0.824 (between JEon-fit-ER). For JEoff-sacrifice and JEoff-link, the value of HTMT is more than 0.90, but it is still acceptable because the confidence interval (CI) of HTMT1 (HTMTinference) is still less than 1.0 and did not overlap with 1.0 for the statistical test. A statistical test is another way to assess discriminant validity by running the bootstrapping procedure to bootstrap the confidence interval. Based on Table 4.12, the confidence interval (CI, 0.850 – 0.967) for JEoff-sacrifice and JEoff-link did not overlap with 1.00 and is still lower than 1, which indicates that discriminant validity is established (Henseler et al., 2015; Franke & Sarstedt, 2019).

Based on Table 4.12, the results show that the confidence interval of HTMT1 (HTMTinference) for all constructs is less than 1.0. Since the value of HTMTinference

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(statistical test - HTMT1) between JEoff-sacrifice and JEoff- link has met the minimum threshold of the statistical (HTMT1) test, and the rest met the minimum threshold value of HTMT for the criterion test (HTMT0.85) and statistical test (HTMT1), the discriminant validity is established for the model of measurement for this study.

4.8.1.3 Formative Measurement Model

The quality of the formative construct is assessed based on outer weight (construct validity) and outer loading (indicator reliability), as well as the issue of multicollinearity **(**Hair et al., 2014b; Hair et al., 2016). For this study, a two-stage approach was adopted to build the second-order and third-order construct models. The latent variable score of lower-order constructs (LOC) served as an indicator for higher-order constructs (HOC) (Ciavolino, 2012). By using the two-stage approach, the first-order reflective indicators have been validated by examining the factor loadings, composite reliability, Cronbach's alpha, AVE, and discriminant validity (HTMT) in Stage One. However, the validation of the higher-order constructs (HOC - second- and third-order constructs) should be done in Stage Two. The quality of the formative second- and third-order constructs must be assessed by examining the issue of multicollinearity, construct validity, and indicator reliability of the formative measurement (Hair et al., 2016; Hair et al., 2017b; Hanafiah, 2020**).**

The cut-off value for the Variance Inflation Factor (VIF) should be close to 3.0 and below, indicating there is no collinearity among variables of regression (Hair et al., 2019c). In addition, the construct validity of formative higher-order constructs can be

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tested by the significant level of outer weights. If the p-value < 0.05, or t-value > 1.96, this indicates that the outer weight is significant, and the formative indicators can explain the variance of the formative construct significantly. Therefore, construct validity is established (Bollen & Diamantopoulos, 2017; Fanke et al., 2008; Roberts & Thatcher, 2009). Lastly, indicator reliability can be tested by assessing the outer loadings for the formative construct. The value of outer loading should be greater than 0.5 to indicate that the item should be kept and retained in the measurement (Hair et al., 2012). If the outer weight is insignificant, but if outer loading is greater than 0.70, the item should remain in the measurement (Hair et al., 2012, Hair et al., 2019c).

4.8.1.4 Results of the Formative Higher-Order Construct Measurement: Formative Second-Order and Third-Order Constructs (Stage Two)

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In this study, JE was the third-higher-order construct based on two second-order constructs: On-the-JE (JEon) and Off-the-JE (JEoff). However, the second-order construct of On-the-JE (JEon) was based on three first-order constructs: JEon-fit, JEon-link, and JEon-sacrifice. Besides, the second-order construct of Off-the-JE (JEoff) was also based on three first-order constructs: JEoff-fit, JEoff-link, and JEoff-sacrifice. With a view to validating the second-order and third-order constructs (higher-order constructs), VIF, outer weights, and outer loading can be generated based on the scores of latent variables from the lower-order constructs in the model (Ahmad et al., 2021; Ciavolino, 2012).

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Based on Table 4.13, the outer VIF values for the second-order constructs (JEon and JEoff) are less than the cut-off value of 3.0, which indicates that there is no multicollinearity among fit, link, and sacrifice. Table 4.14 shows the outer VIF values of JEon and JEoff for the third-order construct (JE). Both values are 2.141, which is less than the cut-off value of 3.0. This indicates that there is no multicollinearity among JEon and JEoff in the third-order construct (JE). Based on the results of multicollinearity, it indicates that there is no multicollinearity issue for the formative second-order construct and third-order construct for this study.

Table 4.13

Collinearity Assessment for Formative Second Order Construct (Outer VIF)

	JEon	JEoff
JEon-fit	2.107	
JEon-link	2.080	
JEon-sacrifice	2.754	
JEoff-fit		1.755
JEoff-link		2.763
JEoff-sacrifice		2.285

Table 4.14

Collinearity Assessment for Formative Third Order Construct (Outer VIF)

	JE
JEon	2.141
JEoff	2.141

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Furthermore, based on Table 4.15, it shows the outer weights and outer loading for the formative second-order constructs and third-order constructs. For the second-order constructs, the results indicate that the outer weights for fit, link, and sacrifice are significantly related to JEon and JEoff in the second-order construct (p-value < 0.05, t-value > 1.96). Besides, the value of the outer loading for each first-order construct is greater than 0.5. The construct validity and indicator reliability are established for the formative measurement in the second-order construct. Thus, JEon-fit, JEon-link, and JEon-sacrifice can be accepted as significant indicators to form on-the-JE (JEon). Similary, off-the-JE (JEoff) can be formed by JEoff-fit, JEoff-link, and JEoff-sacrifice significantly, which serve as the formative indicators. Therefore, JEon-fit, JEon-link, and JEon-sacrifice should be maintained and kept in the measurement of second-order constructs (On-the-JE -JEon). Likewise, JEoff-fit, JEoff-link, and JEoff-sacrifice have to be retained in the measurement of Off-the-JE -JEoff, which serve as second-order constructs.

Moreover, for the third-order construct, the result shows that the outer weight for JEon is significantly related to JE (p-value < 0.05, t-value > 1.96). The value of the outer loading for JEon is greater than 0.5. The construct validity and indicator reliability are established for JEon in the formative measurement of the third-order construct (JE-JE). However, the outer weight for JEoff is not significantly related to JE, as the p-value is 0.106 and the t-value is 1.618 (p-value > 0.05, t-value < 1.96). According to Hair et al. (2012) and Hair et al. (2019c), if the outer weight is insignificant but the outer loading is greater than 0.70, the item should be retained in the measurement. Thus, JEoff has to be kept and retained in the formative measurement of the third-order construct (JE-JE), as the value of the outer loading for JEoff is 0.759, which is greater

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than 0.7, as proposed by Hair et al. (2012) and Hair et al. (2019c). It can be concluded that JEon and JEoff can be accepted as formative indicators, and both have to be retained and kept in the formative measurement of JE, which serves as the third-order construct.

Table 4.15

Higher-order construct Validity (Second-Order and Third-Order Constructs)

	Outer weights	T-statistics	p-values	Outer loadings
Second-order construct (JEon)				
JEon(fit) -> JEon	0.604	13.979	0.000	0.946
JEon(link) -> JEon	0.093	2.407	0.016	0.736
JEon(sacrifice) -> JEon	0.401	7.790	0.000	0.899
Second-order construct (JEoff)				
JEoff(fit) -> JEoff	0.984	18.561	0.000	0.980
JEoff(link) -> JEoff	-0.251	2.725	0.006	0.604
JEoff(sacrifice) -> JEoff	0.292	3.614	0.000	0.643
Third-order construct (JE)				
JEon -> JE	0.953	31.557	0.000	0.999
JEoff -> JE	0.064	1.618	0.106	0.759

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4.8.2 Assessment of the Structural Model (SM)

After assessing the measurement model, if the results of the assessment achieve a satisfactory level, the next step is to assess the structural model by evaluating the goodness of fit and hypothesis testing (Purwanto & Sudargini, 2021). Before evaluating the structural model of this study, it is important to run the multicollinearity analysis. Furthermore, the standard criteria of assessment for the structural model are: i) significance of the structural model relationship; ii) coefficient of determination ($R2$); iii) effect size ($f2$); and iv) prediction relevance ($Q2$) (Hair et al., 2019c; Chin, 2010).

4.8.2.1 Assess Structural Model for Collinearity Issue

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Multicollinearity is used to test the correlation coefficients between two or more variables of regression. An examination of multicollinearity is needed before assessing the structural relationships to ensure that variables of regression are not highly correlated to each other (Tsagrisa & Pandisb, 2021; Zhanga et al., 2020).

In order to examine multicollinearity, the variance inflation factor (VIF) is widely used (Bary, 2017). In the inner model (structural model), the multicollinearity issue refers to two or more than two variables of regression of endogenous constructs that are highly correlated to each other (Pradhan & Bhattacharya, 2018). The cut-off value for VIF should be close to 3.0 and below, indicating there is no collinearity among the variables of regression (Hair et al., 2019c) due to the low correlation among the variables (Zhang et al., 2020). However, if the value of VIP is greater than 3.0, it can

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still be accepted as long as it does not exceed the value of 5.0 (Hair et al., 2016; Ringle et al., 2015; Wang et al., 2015). Table 4.16 shows the inner VIF values for the exogeneous constructs in this study. Based on the results of multicollinearity, the inner VIF values of PCWS and POS to ER are 1.743 and 2.637, respectively. The inner VIF values are less than 3.0, which indicates that there is no multicollinearity issue. The inner VIF value for JE to ER is 3.104, which is greater than the cut-off point of 3.0, but it is still acceptable because the value is still less than the value of 5.0, as proposed by Hair et al. (2016), Ringle et al. (2015), and Wang et al. (2015). The results indicate that there is no multicollinearity among PCWS, POS, and JE to ER in the structural model (inner model).

Based on Table 4.16, the inner VIF values for PCWS and POS to JE are both 1.461. The values of VIF for these two variables of regression (POS and PCWS) are less than 3.0, which indicates that there is no multicollinearity among the independent variables.

Table 4.16

Multicollinearity Statistics (VIF) for Exogeneous Constructs (Inner VIF Values)

	ER	JE
PCWS	1.743	1.461
JE	3.104	
POS	2.637	1.461

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4.8.2.2 Significance of the structural model relationship

Based on the structural model of this study, it is intended to test the significance of the direct relationship and mediation analysis. Firstly, it is to examine whether POS, PCWS, and JE can directly relate to ER significantly. Besides, the significant direct relationships between POS and JE, PCWS and JE, POS and ER, PCWS and ER, as well as JE and ER, were also tested. Secondly, it is to examine whether JE mediates the relationship between POS and ER, and also mediates the relationship between PCWS and ER.

4.8.2.2.1 Testing Research Hypotheses

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The important focus point of the structural model of this study (Figure 4.3) is to test the significance of the direct relationship and mediation analysis. There are seven hypotheses that have been proposed to examine whether ER can be significantly related to POS, PCWS, and JE. Additionally, it also tested whether JE can be significantly related to POS and PCWS, respectively, as well as the direct relationship between JE and ER. For the direct relationship, five proposed hypotheses were tested against POS towards ER, PCWS towards ER, POS towards JE, PCWS towards JE, and JE towards ER. Next, for the mediation analysis, it is to test whether the relationship between POS and ER, as well as the relationship between PCWS and ER, are mediated by JE.

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4.8.2.2.2 Hypotheses Testing: Direct effect

Table 4.17

Direct Relationship Results

Hypotheses (Path)	B	Standard Deviation	t- Statistics	p-Values	Results
H3: POS -> ER	0.221	0.058	3.795	0.000	supported
H1: POS -> JE	0.615	0.033	18.586	0.000	supported
H5: JE -> ER	0.671	0.057	11.793	0.000	supported
H2: PCWS -> JE	0.301	0.037	8.079	0.000	supported
H4: PCWS -> ER	-0.020	0.044	0.465	0.642	not supported

Note, NS = not significant, **p < 0.05; ***p < 0.01

POS = Perceived Organisational Support, PCWS = Perceived Co-worker Support, JE = Job Embeddedness, ER = Employee Retention.

H3: There is a significant impact of POS on ER

H3 evaluates whether there is a significant impact of POS on ER. Based on Table 4.17, the results indicate that POS has a significant impact on ER with the beta value, t-value, and p-value of 0.221, 3.795, 0.000, respectively, where the p-value is less than 0.05. Therefore, H3 is supported.

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H1: There is a significant impact of POS and JE

H1 evaluates whether there is a significant impact of POS on JE. Based on Table 4.17, the results indicate that POS affects JE significantly due to the p-value of 0.000, which is less than 0.05. In addition, the beta value and t-value are 0.615 and 18.586, respectively. Therefore, H1 is supported.

H5: There is a significant impact of JE and Employees Retention (ER)

H5 evaluates whether there is a significant impact of JE on ER. Based on Table 4.17, the results indicate that JE has a significant impact on ER (B = 0.671, t = 11.793, p = 0.000). Therefore, H5 is supported.

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H2: There is a significant impact of PCWS and JE

H2 evaluates whether there is a significant impact of PCWS on JE. Based on Table 4.17, the results indicate that PCWS has a significant impact on JE (B=0.301, t = 8.079, p = 0.000). Therefore, H2 is supported.

H4: There is a significant impact of PCWS on ER

H4 evaluates whether there is a significant impact of PCWS on ER. Based on Table 4.17, the results indicate that PCWS has no significant impact on ER (B = -0.020, t = 0.465, p = 0.642). Therefore, H4 is not supported.

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4.8.2.2.3 Hypotheses Testing: Mediation analysis

Table 4.18

Mediation Results

	Total Effect		**Direct Effect**		**Indirect Effect**					
	Coefficient	p-value	Coefficient	p-value		Coefficient	SD	T-value (Bootstrap)	p-value	Results
POS -> ER	0.634	0.000	0.221	0.000	**H6: POS -> JE->ER**	0.413	0.040	10.219	0.000	supported
PCWS -> ER	0.182	0.000	-0.020	0.642	**H7: PCWS -> JE ->ER**	0.202	0.031	6.620	0.000	supported

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H6: JE mediates the relationship between POS and ER

A mediation analysis was conducted to examine the role of JE in mediating the relationship between POS and ER. Based on the results in Table 4.18, it shows a significant ($p < 0.05$) mediating role of JE in the relationship between POS and ER ($B = 0.413$, $t = 10.219$, $p = 0.000$). The total effect of POS on ER is significant ($B = 0.634$, $t = 15.015$, $p = 0.000$), and with the exclusion of the mediator, the direct effect is still significant ($B = 0.221$, $t = 3.795$, $p = 0.000$). Thus, H6 is supported. JE partially mediates the relationship between POS and ER.

H7: JE mediates the relationship between PCWS and ER

A mediation analysis was conducted to examine the role of JE in mediating the relationship between PCWS and ER. Based on the results (Table 4.18), it shows a significant ($p < 0.05$) mediating role of JE in the relationship between PCWS and ER ($B = 0.202$, $t = 6.620$, $p = 0.000$). The total effect of PCWS on ER is significant ($B = 0.182$, $t = 4.051$, $p = 0.000$), and with the exclusion of the mediator, the direct effect is not significant ($B = -0.020$, $t = 0.465$, $p = 0.642$). Thus, H7 is supported. JE completely mediates the relationship between PCWS and ER.

4.8.2.3 Assess the Level of Coefficient of Determination ($R2$)

The coefficient of determination (R2) is the most widely used method to measure the predictive accuracy of the model (Draper & Smith, 1998; Rigdon, 2012). It is to assess

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how much of the variance in the dependent variables can be explained by the independent variables in the model. The R2 value can range from 0 (no relationship) to 1 (perfect relationship). The higher the value of R2, the higher the power of prediction. In general, an R2 of 0.26 is considered substantial, 0.13 is moderate, and 0.02 is weak (Cohen, 1988). The minimum acceptable value of R2 should not be less than 0.10 (Falk & Miller, 1992; Raithel et al., 2012).

Table 4.19

R-squared Value

Hypothesis	Predictors	Endogenous variable	Predictive accuracy (R2)
Hypothesis 3	POS	ER	0.710
Hypothesis 5	JE		
Hypothesis 4	PCWS		
Hypothesis 1	POS	JE	0.678
Hypothesis 2	PCWS		

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Table 4.19 shows that the R2 value for ER is 0.710, which indicates 71% of the variance in ER can be explained by the predictors of POS, JE, and PCWS. Based on the three levels of R2 value proposed by Cohen (1988), 0.26 is considered substantial, 0.13 is moderate, and 0.02 is weak. Therefore, 71% of the variance explained is substantial. In addition, in terms of POS and PCWS towards JE, the value of R2 is 0.678. In other words, POS and PCWS are able to explain 67.8% of JE variances. This value

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of R2 also exceeds the value of 0.26, which is below the level of substantial. They can achieve the minimum acceptable value of R2, which is at least 0.10 (Falk & Miller, 1992; Raithel et al., 2012).

4.8.2.4 Assessment of Effect Sizes – f2

The significance of structural model relationships can be assessed by referring to the p-value for each construct. However, as the p-value can only tell whether the exogenous variable has a significant impact on the endogenous variable, Sullivan and Feinn (2012) proposed assessing the effect size (f2) of the significance. It is more meaningful and convincing because it tests the magnitude of the effect size (f2) of significance rather than just the p-value. According to Cohen (1992), the interpretation guidelines for the level of effect size (f2) are: small level of effect at 0.02, medium level of effect at 0.15, and 0.35 is considered a large level of effect.

Table 4.20 indicates the effect size for the relationship between POS and ER, POS and JE, JE and ER, PCWS and JE, as well as PCWS and ER. For POS and JE (Hypothesis 1), and JE and ER (Hypothesis 5), the values of effect size are 0.807 and 0.497, respectively, where the values of f2 are greater than 0.35, so the level of effect size (f2) is considered the largest and second largest level of effect size in this study. However, the effect size for the relationship between PCWS and JE (Hypothesis 2) is 0.193, which is less than the value of 0.35 but greater than the value of 0.15. It shows that the effect size level for H2 can be considered medium in this study. Furthermore, the effect size for the relationship between POS and ER (Hypothesis 3) is 0.064, which

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is greater than the value of 0.02, but less than the value of 0.15. It shows that the effect size level for H3 can be considered small in this study. Moreover, the effect size for the relationship between PCWS and ER is 0.001 (Hypothesis 4), which is less than the small level of effect size (0.02) due to the insignificant direct relationship between PCWS and ER.

Table 4.20

Effect Size for Each Hypothesis

Hypotheses	Path			Effect Size (F2)
Hypotheses 3	POS	---->	ER	0.064
Hypotheses 1	POS	---->	JE	0.807
Hypotheses 5	JE	---->	ER	0.497
Hypotheses 2	PCWS	---->	JE	0.193
Hypotheses 4	PCWS	---->	ER	0.001

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4.8.2.5 Assessment of Predictive Relevance – Q2

To evaluate the predictive relevance of the model, the analysis of in-sample prediction and out-of-sample prediction was included. In-sample prediction is also called explanatory power, where the model and observations can be estimated and predicted from the dataset by using the entire data via coefficient determination (R2) and effect size (f2). However, it cannot be used to assess the out-of-sample model. Out-of-sample

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prediction is also known as predictive power. It can be used to predict new observations using the model estimates via Q2 statistics (Dolce et al., 2017).

Q2 statistics can be considered an effective technique to evaluate the predictive relevance of the model (Chin 2010). The value of Q2 can be generated by using the blindfolding procedure. The blindfolding procedure is only applied to the reflective measurement model of endogenous constructs to measure the predictive validity of the structural model (Hair et al., 2014c). Blindfolding is a sample reuse technique. This technique omits single points of data (every dth point of data) for the given indicators of the endogenous construct. Then, the parameters can be predicted with the remaining points of data (Fornell & Cha, 1994; Henseler et al., 2009; Tenenhaus et al., 2005).

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The value of Q2 should be greater than zero to indicate that the exogenous constructs have predictive relevance for the endogenous construct (Hair et al., 2016). There are three levels of predictive relevance: 0.02 (small predictive relevance), 0.15 (medium predictive relevance), and 0.35 (large predictive relevance) (Chin, 2010; Fornell & Cha, 1994).

In the procedure of blindfolding, the omission distance (D) is used to generate Q2 values (Henseler et al., 2009). The value of omission distance (D) can be arranged between 5 and 10 (Hair et al., 2012). Based on the default setting, the omission distance (D) is 7. The number of observations used is divided by the value of "D", and the answer should not be an integer (Hair et al., 2012). For this study, the value of 7 for the omission

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distance (D) is suitable because the total number of observations in this study (477) divided by 7 is not an integer (Chin, 1998; Hair et al., 2017c).

Q2 can be generated using two different techniques of prediction: cross-validated redundancy and cross-validated communality. According to Wold (1982), cross-validated redundancy is generally recommended for predictive relevance in the path model of PLS.

By using D = 7, Table 4.21 shows that the Q2 value for POS, PCWS, and JE on ER is 0.359. For POS and PCWS on JE, the Q2 value is 0.509. Both values are greater than 0.35, which indicates that the predictive relevance level of exogenous constructs on endogenous constructs is considered to be at the level of large predictive relevance.

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Table 4.21

Predictive Relevance – Q2

Hypothesis	Predictors	Endogenous variable	Predictive Relevance (Q2)
Hypothesis 3	POS	ER	0.359
Hypothesis 5	JE		
Hypothesis 4	PCWS		
Hypothesis 1	POS	JE	0.509
Hypothesis 2	PCWS		

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4.9 Summary

In this chapter, the results of this study were analysed and presented. The assessment of the measurement and structural models was done in the PLS-SEM analysis. The reliability and validity of the constructs under the measurement model were assessed and discussed. The assessment of the structural model for the seven hypotheses was explained and the results were discussed in detail. Six hypotheses are supported, while one is not. The overall results of the hypothesis testing were discussed in detail. The next chapter discusses the implications of the results and the direction of future studies.

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CHAPTER 5

DISCUSSION, IMPLICATIONS AND CONCLUSION

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5.1 Introduction

Based on the findings obtained from the data analysis in Chapter 4, a detailed discussion is done in this chapter. The theoretical and practical implications are included in the discussion. Then, it is followed by the limitations and directions for future research in the discussion.

5.2 Summary of hypothesis testing findings

In this study, a total of six key research hypotheses have been formulated, each of which was formulated to achieve a specific research objective and provide a response to a

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specific research question. The summary of hypothesis testing findings is shown in Table 5.1.

Table 5.1

Summary Results for Hypotheses Testing

Hypotheses		Path	P-value	Results
H1	There is a significant impact of POS on JE	POS -> JE	0.000	supported
H2	There is a significant impact of PCWS on JE	PCWS -> JE	0.000	supported
H3	There is a significant impact of POS on ER	POS -> ER	0.000	supported
H4	There is a significant impact of PCWS on ER	PCWS -> ER	0.642	not supported
H5	There is a significant impact of JE on ER	JE -> ER	0.000	supported
H6	JE mediates the relationship between POS and ER	POS -> JE->ER	0.000	supported
H7	JE mediates the relationship between PCWS and ER	PCWS -> JE ->ER	0.000	supported

Note: NS = not significant, **p < 0.05; ***p < 0.01

POS = Perceived Organisational Support, PCWS = Perceived Co-worker Support, JE = Job Embeddedness, ER = Employee Retention.

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Based on Table 5.1, all proposed hypotheses (H1, H2, H3, H5, H6, and H7), with the exception of hypothesis H4, are supported by the research's findings. According to this study's findings, there is a significant relationship between POS and JE. In addition, a significant relationship was found between PCWS and JE as well. H1 and H2 are supported.

Also, this study's findings indicate that there is a significant direct relationship between POS and ER. Moreover, JE and ER are found to be significantly related. Yet there is no statistically significant relationship between PCWS and ER. The findings of this study specifically demonstrate that POS and JE have a major impact on ER. Nevertheless, PCWS has no significant effect on ER. H3 and H5 are supported, but H4 is not supported.

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In the model of mediation, the results of this study suggest that the total effect and direct effect of POS on ER are significant. It can be said that JE partially mediates the relationship between POS and ER. The results of this study also showed that while the direct effect of PCWS on ER is not significant, the overall effect is significant. It can be said that JE fully mediates the relationship between PCWS and ER. H6 and H7 are supported.

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5.3 Discussions

This study is to enhance understanding by evaluating how POS and PCWS are related to ER through the mediating role of JE among academic staff in Malaysian private universities. The discussion is in the following section.

5.3.1 Research Question 1

Is there a significant impact of POS on JE?

The results of this study indicated that POS affects JE significantly. This supports the study of Akgunduz and Sanli (2017), Chiang and Hsieh (2012), Giosan (2003), and Rahimnia et al. (2021), who argued that JE includes both on-the-job and off-the-job factors that can be improved by providing a higher level of POS. This finding points out that for academic staff with a higher level of POS, they tend to be more embedded in their university and the community (on- and off-the-job factors). They tend to have a positive attitude towards their university and high willingness to spend more time and effort in doing their tasks e.g. research, teaching, marking, publication, and so on. The staff perceive more support received from the university; they tend to be more embedded in the community with better social networks to get more social support, which can serve as a stress buffer and to be used to handle problems in their working lives (Boren, 2013; Treuren & Fein, 2018). This is due to the POS level representing the actual perceptions of the academic staff members on how much the university cares, appreciates, and supports them (Arasanmi & Krishna, 2019). If the academic staff

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members perceive that their current university recognises, appreciates, and supports their efforts and is concerned about their well-being, they would spend more time and money as well as exert extra effort to complete their tasks (Eisenberger et al., 2020; Rahimnia et al., 2021). They would feel obligated to reciprocate that university's efforts by becoming deeply embedded in its activities (Rahimnia et al., 2021). The POS would be directly related to the simultaneous exchanges taking place (Orpina et al., 2022). Academic staff members typically feel obligated to return when the university provides further assistance and support (Eva et al., 2019; Hayunintyas et al., 2018). Academic staff members may attempt to alter their behaviour to better suit the environment or by modifying their personal objectives or work values in order to become more embedded in the activities with a stronger POS (Akgunduz & Sanli, 2017; Chang et al., 2013; Rahimnia et al., 2021). Hence, this finding indicated that POS has a direct effect on JE among academic staff in Malaysian private universities, which achieves the first specific objective of this study.

5.3.2 Research Question 2

Is there a significant impact of PCWS on JE?

Based on the results of this study, it shows that PCWS has a significant impact on JE. This result is consistent with the findings by Cooke et al. (2019), Halbesleben and Wheeler (2015), Karatepe (2016), Rahimnia et al. (2021), Rhoades and Eisenberger (2002), Self et al. (2020), Self & Gordon (2019), Singh et al. (2018), and Tews et al. (2018). The results of this study show that when academic staff members from private

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universities receive more co-worker support, it can increase the level of JE, which includes on-the-job and off-the-job. According to the findings of this study, academic staff are highly embedded in their university and community when they receive adequate support from their co-workers. They will feel that their co-workers care about them. Their colleagues can also be their friends. They will be encouraged to get advice and help from their colleagues to solve their problems, either work-related or nonwork-related. This makes them more embedded in their university and the community. This is also true for academic staff members who perceive that their colleagues value their contributions and care about their well-being. For academic staff who are highly embedded with high JE, particularly those with strong relationships, they tend to receive more assistance and support from their co-workers (Chang et al., 2013; Qian et al., 2022). With a high level of PCWS, academic staff members can be encouraged to assist one another by showing concern for, encouraging, and caring for the welfare of their co-workers. They would experience more empathy, mutual respect, and mutual trust. They tend to be more capable of handling certain issues when they obtain help and support from their co-workers. Then, they would become more enmeshed, which would increase JE (Eisenberger & Stinglhamber, 2011; Halbesleben & Wheeler, 2015; Rhoades & Eisenberger, 2002; Singh et al., 2018; Singh et al., 2019). Additionally, the academic staff's social bonds and level of trust in one another grow when they receive more assistance and support from their co-workers. Their strong bonds and close friendships with their co-workers would increase JE (Chang et al., 2013). Hence, this finding indicated that PCWS has a direct effect on JE among academic staff in Malaysian private universities, which achieves the second specific objective of this study.

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5.3.3 Research Question 3

Is there a significant impact of POS on ER?

Based on the findings of this study, it shows that POS has a significant impact on ER. This is consistent with Arasanmi and Krishna (2019), Chen and Wu (2020), Khan et al. (2021), Kundu and Lata (2017), Yusliza et al. (2021), and Zan et al. (2021), who suggested that employees who feel that their well-being is valued and cared for by the organisation will display a positive attitude towards their organisation. When academic staff perceive that they are supported and their contributions are appreciated by the university, they will have a positive emotional connection with the university. They will remain and stay for a longer period of time at their university. In this study, it was found that a supportive working environment in a Malaysian private university increases ER among academic staff. POS seems to be a potential solution to increasing ER. When universities show greater perceived support for their academic staff members and recognise and value their contributions, employees are more likely to have better attendance and make greater contributions at work (Chen & Wu, 2020; Takawira et al., 2014). Academic staff members who feel that their needs are being met by their university are more likely to think about repaying their university by staying at their current university (Kurdia et al., 2020). By ensuring that the academic staff can work at the university for a longer period of time, a supportive working environment can help retain staff, such as by providing feedback and acknowledgment to academic staff. They could be considered university support that is positively correlated with the retention of valuable academic staff (Kurdia et al., 2020; Zan et al., 2021). Hence, this

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finding indicated that POS has a direct effect on ER among academic staff in Malaysian private universities, which achieves the third specific objective of this study.

5.3.4 Research Question 4

Is there a significant impact of PCWS on ER?

Based on the findings of this study, the results indicated that PCWS has no significant impact on ER. This result contradicts the findings by Bamel et al. (2013), Chung et al. (2021), Clercq et al. (2020), Delmas and Pekovic (2018), Kim et al. (2017), Wongsuwan (2020**),** and Yusliza et al. (2021), which found that PCWS plays an important role and has a significant impact on ER. The results of this study show that academic staff cannot be retained directly by good support from co-workers, which is consistent with the studies by Chung et al. (2021), Loi et al. (2014), Mutsuddi et al. (2020), and Ng & Sorensen (2008). This result is supported by Mossholder et al. (2011). In other words, the desire of the academic staff in Malaysian private universities to stay at their university for a longer time is not directly influenced by the support received from their co-workers. Sawyer (2019) highlighted that bad leaders drive people away, not terrible jobs. The co-workers' support might not be the same as what the leader offers (Chung et al., 2021; Mutsuddi et al., 2020). Receiving recognition, acknowledgement, praise, assistance, and support from co-workers has less of an impact than from the leader. Every staff member on the team is at the same university level and belongs to the same hierarchical level (Chung et al., 2021; Mutsuddi et al., 2020). PCWS is not as significant as their leader because they believe that their leader

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plays a more important role in shaping their working experiences (Sawyer, 2019). Leaders act as the university's representatives. Academic staff see their leaders' behaviour towards them as a reflection of and a sign of the support they are receiving from their university (Ardagh, 2022; Eisenberger et al., 1986). Aside from that, academic staff members might have a strong desire for autonomy to handle their tasks independently for the purpose of maintaining their reputation and avoiding feeling obligated to return the favour. Moreover, some of them could have a lack of confidence in their colleagues' intentions and might perceive them as incapable (Bolino & Thompson, 2018). The majority of academic staff at private universities tend not to focus primarily on the support they receive from their co-workers. Academic staff cannot be directly retained by giving strong co-worker support. Hence, this finding indicated that PCWS has no direct effect on ER among academic staff in Malaysian private universities, which achieves the fourth specific objective of this study. The relationship between PCWS and ER might be mediated.

5.3.5 Research Question 5

Is there a significant impact of JE on ER?

The results of this study indicate that JE significantly affects ER. This supports the study by Afsar et al. (2018), Ferreira and Martinez (2017), Holtom et al. (2020), Mitchell et al. (2001), Tanova and Holtom (2008), and Yang et al. (2011), which argued that JE is a better predictor of ER. The findings of this study point out that JE, which includes on-the-job and off-the-job, significantly affects ER among academic staff in

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Malaysian private universities. Academic staff with a higher level of JE are not only embedded in their working place, but also embedded in their nonworking place, e.g. their family and local community. This can help to get better social network support from community members that could serve as a stress buffer and emotional support (Boren, 2013). JE primarily refers to environmental and contextual elements that have an impact on ER (Abubakar et al., 2022). Academic staff members gain greater access to and benefit more from the organisation's valuable resources when they are embedded in their working and nonworking places such as their local community. They can fit well and link well with work and nonwork activities to get better social networking and emotional support. Academic staff members might be likely to be defensive and protect their resources due to the possibility that they may only be accessible within their current university. Thereby, they may choose to remain with the university to maintain their existing resources (Kiazad et al., 2015; Mitchell et al., 2001: Qian et al., 2022). Deeply embedded employees are more likely to remain with their university (Abubakar et al., 2022). Hence, this finding indicated that JE has a direct effect on ER among academic staff in Malaysian private universities, which achieves the fifth specific objective of this study.

5.3.6 Research Question 6

Does JE mediate the relationship between POS and ER?

This study explored the mediating role of JE in the relationship between POS and ER among academic staff in Malaysian private universities. Based on the mediation

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analysis in this study, a significant mediating role for JE is found in the relationship between POS and ER. In other words, JE significantly mediates the relationship between POS and ER. This result supports the arguments of Giosan (2003), Griffeth et al. (2000), Holtom et al. (2020), Michell et al. (2001), and Tanova and Holtom (2008). In addition, the total effect of POS on ER is significant with the exclusion of the mediator, the direct relationship between POS and ER is also significant. ER among academic staff can be increased directly by the university providing more support. However, the findings of this study highlighted the importance of JE, which also serves as an important factor in retaining academic staff. Academic staff can be retained with a higher level of JE by increasing the level of POS. Academic staff would adjust and modify their behaviour, work values, and priorities to fit the setting and become more embedded in the activities if they believed that they received a high POS. Specifically, if a university supports and values the contributions and welfare of the academic staff, they will feel bound to give back by becoming heavily embedded and involved in the activities. When academic staff can link and fit well into their university and community and perceive that leaving would entail sacrificing significant benefits (Mitchell et al., 2001), this tends to result in a high retention rate among employees (Huning et al., 2020; Mitchell et al., 2001; Sindhu et al., 2023; Vanitha, 2022); Zhang et al., 2019). As an alternative statement, a higher level of JE among academic staff members leads them to further take advantage of the organisation's valued resources, develop a stronger sense of defensiveness, and become more protective of their existing resources by staying loyal to their university (Kiazad et al., 2015; Mitchell et al., 2001; Qian et al., 2022). Hence, this study indicated that JE significantly mediates the relationship between POS and ER partially among academic staff in Malaysian private universities, which achieves the sixth specific objective of this study.

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5.3.7 Research Question 7

Does JE mediate the relationship between PCWS and ER?

This study explored the mediating role of JE in the relationship between PCWS and ER among academic staff at Malaysian private universities. Based on the mediation analysis in this study, JE significantly mediates the relationship between PCWS and ER because the direct effect is not significant. This result supports the arguments of Dechawatanapaisal (2017), Mitchell et al. (2001), Self et al. (2020), Takawira et al. (2014), and Tews et al. (2013), where high-quality interpersonal relationships among co-workers can make them feel comfortable getting advice or help from their colleagues. This can make them feel more than happy to be embedded in the university and community. Their co-workers can also serve as their friends, which would lead to a high ER. This result highlights that when academic staff see that their needs and interests are cared for and supported by their co-workers, their JE, which includes on-the-job and off-the-job, increases. With a high JE, this would make them feel more than happy to stay at their university for a longer period of time. The excellent interpersonal relationships among co-workers enable academic staff at private universities to support one another when they are dealing with difficult tasks or challenges in publications, research grants, teaching, supervising, or other matters. This can strengthen their JE and ensure that they can continue to work for the university (Tews et al., 2013). Strong ties between co-workers are more likely to form over time for academic staff who experience high levels of PCWS, which eventually enhances collaboration. This is because they become increasingly interdependent and cultivate a sense of shared trust. As a result, they feel obligated to reciprocate by modifying their conduct and becoming

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more deeply embedded within their current university (Chang et al., 2013; Self et al., 2020; Self & Gordon, 2019). A high JE makes academic staff believe that they can fit in and connect with their university and community effectively, and leaving would require them to give up significant rewards (Mitchell et al., 2001). As a result, when JE is higher, they tend to benefit more from the organisation's valuable resources, become more defensive, and remain with the university in order to protect their current resources (Kiazad et al., 2015; Mitchell et al., 2001; Qian et al., 2022). Hence, this study indicated that JE significantly mediates the relationship between PCWS and ER completely among academic staff in Malaysian private universities, which achieves the seventh specific objective of this study.

5.4 Overview of Discussions

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This study contributes to the literature by examining the mediating role of JE in the relationship between POS, PCWS, and ER among academic staff in Malaysian private universities. Based on the hypothesis testing results of this study, all the hypotheses are supported by the empirical data except H4.

5.4.1 Direct Effects

The findings of this study pertaining to the direct relationship between POS and Employees Retention (ER) are consistent with the studies by Arasanmi and Krishna (2019), Chen and Wu (2020), Khan et al. (2021), Kundu and Lata (2017), Yusliza et al.

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(2021), and Zan et al. (2021), which found that ER is affected directly by POS. In other words, POS has a significant impact on ER. This result is in line with the prediction of this study, which shows that if the academic staff in Malaysian private universities perceive that they are supported by the university, they will stay and remain in their university for a longer period of time. This is a possible solution to increasing ER among academic staff in Malaysian private universities. However, the results of this study show that there is no direct relationship between PCWS and ER. The reason for this result is that PCWS indirectly affects ER among academic staff. The relationship between PCWS and ER is mediated by JE, which includes on-the-job and off-the-job.

5.4.2 Mediating Effects

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This study examined the mediating role of JE in the relationship between POS, PCWS, and ER. The hypotheses (H6 and H7) are supported completely since all models showed partial or complete mediation. In the model of mediation, the findings of this study indicated that the total effect and direct effect of POS on ER are significant. It can be concluded that JE partially mediates the relationship between POS and ER. This means that if the university provides a more supportive working environment (high POS) for the academic staff, they may have a higher level of JE, which would have a significant impact on retaining them to work at the university. Although POS can directly affect ER, JE still has a certain level of importance in increasing ER among the academic staff in Malaysian private universities.

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Besides, in the model of mediation, the findings of this study indicated that the total effect of PCWS on ER is significant, but the direct effect is not significant. It can be concluded that JE mediates the relationship between PCWS and ER completely. It seems ER among academic staff cannot be improved by providing high PCWS directly. It must go through JE as a mediator. This means that the support given by co-workers can lead to a higher level of JE among the academic staff, which in turn leads to a high ER. Highly embedded employees receiving adequate support from their co-workers would get higher levels of ER.

5.5 Research Implications

This study fills the gap and contributes to the existing literature on turnover through the examination of the mediating role of JE in the relationship between POS, PCWS, and ER in Malaysian private universities. There are four implications for this study: theoretical, methodological, empirical, and practical.

5.5.1 Theoretical Implications

Social exchange theory is one of the major theoretical perspectives in the field of social psychology (Blau, 1964; Emerson, 1976; Homans, 1961). Homans (1961) defined social exchange as “the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two parties.” Social exchange involves social interactions that lead to a sense of obligation (Emerson, 1976). Relations between two

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parties could be generated through mutual reinforcement. For example, my behaviour will reinforce your behaviour, and your behaviour will also reinforce my behaviour (Homans, 1961). The exchange relationship is to assess to what extent employees believe that they are being supported by the organisation or any agent of the organisation such as co-workers (Eisenberger et al., 1986; Kurtessis et al., 2017; Pasamehmetoglu et al., 2017).

As explained by Molm (1994), this reciprocal interdependence is one of the focus points in social exchange theory. According to Eisenberger et al. (1986), the exchange relationship and support can be received from the organisation or any agent of the organisation such as co-workers. POS and PCWS refer to the exchanges between an employee and his/her organisation as well as exchanges among co-workers. Based on social exchange theory, high levels of POS and PCWS create feelings of employee obligation. The employees will not only feel that they ought to be committed but also feel an obligation to engage in behaviour that supports their organisational goals. This is their obligation to return the employer's commitment. In other words, employees try to find a balance in their exchange relationships with the organisation. They will have attitudes and behaviours that are consistent with the degree of employer commitment to them as individuals. Social exchange theory is the dominant theoretical basis for POS and PCWS.

Meyer and Herscovitch (2001) proposed that commitment is a force that binds an individual to a course of action relevant to one or more targets. However, social exchange theory leaves out critical variables. It fails to get the "totality of forces that keep people in their current employment." Many employees who are satisfied and

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committed to their job will still leave their organisation when an opportunity exists. It cannot explain why people stay in their organisations and occupations even when other opportunities are available elsewhere. In many cases, negative attitudes are simply not associated with leaving (Campion, 1991). Therefore, this model of social exchange theory fails to highlight the off-the-job factor and does not give enough explanation for why people stay in their organisation. These off-the-job factors and non-attitudinal variables seem to be more important in explaining why people stay even when it might be advantageous to leave.

From a theoretical point of view, the study has contributed to the existing body of knowledge. Since social exchange theory only studies on-the-job factors and is not sufficient to explain why people stay even when it might be advantageous to do otherwise, this study is an expanded model of social exchange theory. In this study, the off-the-job factor was added to the model of social exchange theory by using a new construct, namely JE. Hence, this study better predicts ER through JE, which has yet to be completely studied. It is able to provide a clearer understanding of and explanation of why people stay even when it might be advantageous to leave.

5.5.2 Methodological Implications

Methodological contributions aim to get new methodological views while changing the research design (Bispo, 2022). The primary analytical technique for this study is PLS-SEM. The relationship between all the variables in this study was analysed using PLS-SEM. It was used to perform a multivariate data analysis for this study. The research

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model for this study, which could be divided into an outer model (measurement model) and an inner model (structural model), was analysed using PLS-SEM. The outer model was assessed first, before the inner model. It was assessed through the reliability and validity tests of the constructs. The higher-order construct model was used for the mediating variable (JE - JE). For this study, the two-stage approach was used to build the second-order and third-order construct models for the construct of JE.

After the assessment of the outer model, only the inner model was tested. It was done to test the goodness of fit and hypotheses of this study by assessing the significance of the structural model relationship, coefficient of determination ($R2$), effect size ($f2$), and prediction relevance ($Q2$) (Hair et al., 2019c; Chin, 2010). The findings of this study highlighted the importance of POS, PCWS, and JE in affecting ER. Similarly, it identified the potential mediating role of JE in the relationship between POS, PCWS, and ER among the academic staff in Malaysian private universities.

Many studies have been conducted to explore the relationship between the variables by using correlation and regression analysis, such as those conducted by Chiedu et al. (2022), Elsafty and Oraby (2022), Jamil et al. (2022), Lai et al. (2022), Shaikh et al. (2022), Situmorang and Wardhani (2022), Tingo and Mseti (2022), and so on. From a methodological perspective, further assessment and establishment of the relationship between the variables can be done using PLS-SEM. Therefore, values have been added to this study.

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5.5.3 Empirical Implications

This study also has an empirical implication due to the significant mediation impact of JE on the relationship between POS and ER as well as PCWS and ER among academic staff at Malaysian private universities. This study focused primarily on the factors that lead academic staff members to remain at their existing university when alternative options are available. It focuses more on academic staff employees who refuse to change jobs, even when doing so could be advantageous. This study improved on prior empirical research by evaluating the mediating effect of JE.

The mediating factors in the study of ER have been examined by numerous previous researchers, including job satisfaction (Bharadwaj et al., 2022; Bhardwaj et al., 2021), organisational commitment (Agus & Selvaraj, 2020; Arasanmi & Krishna, 2019), psychological empowerment (Ratau, 2021), organisational identification (Bharadwaj et al., 2022), psychological contract (Nayak et al., 2021), motivation (Mata et al., 2021), employee engagement (Ekhsan et al., 2021), work engagement (Fernando & Nishanthi, 2021), person-organisation fit (Yusliza et al., 2021), and so on, where they are on-the-job factors.

Nevertheless, prior studies solely looked at on-the-job issues and the reasons why people leave their organisations. The two workplace variables (on-the-job factors) that have been most commonly examined by previous researchers in the field of turnover are job satisfaction (Abdullah et al., 2021; Mumu et al., 2021) and organisational commitment (Abdullah et al., 2021; Otu et al., 2021). They play a significant mediating role in the relationship between POS and turnover intention

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(Eisenberger et al., 1986, 1990; Gupta et al., 2016; Park et al., 2016; Torre-Ruiz et al., 2017; Yu & Frenkel, 2013), as well as PCWS and turnover intention (Bufquin et al., 2017; Ghiselli et al., 2001; Guchait et al., 2014; Huang, 2003), which are favourably related to staff retention according to earlier studies. However, some researchers argued that job satisfaction and organisational commitment, as on-the-job factors, only continue to play a very small part in preventing employees from leaving their organisation, which only account for 4–20% of the variance in turnover (Do, 2021; Griffeth et al., 2000; Hom & Griffeth, 1995).

This study further examined the mediating effect of JE, which includes both on-the-job and off-the-job factors (Mitchell et al., 2001), to further understand the relationship between POS and ER as well as PCWS and ER among academic staff at Malaysian private universities. The empirical implication of this study implies that if universities offered more encouraging and supportive working conditions for academic staff, this might lead to higher JE, and it would then have a substantial impact on keeping the academic staff. The findings of this study suggest that JE partially mediates the relationship between POS and ER. Although POS can have a direct impact on ER, JE continues to play a significant role as a mediator to improve retention among academic staff at Malaysian private universities. Yet, JE totally mediates the relationship between PCWS and ER. It appears that offering high PCWS directly cannot increase academic staff retention. It needs to go through JE as a mediator. This indicates that co-worker support can raise a staff member's level of JE, which in turn promotes ER. ER would be higher for highly embedded employees who received enough support from their co-workers.

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This study focused primarily on the reasons why academic staff members remain at their university even when other options are offered. JE, which consists of both on-the-job and off-the-job variables (Mitchell et al., 2001), provides the reasons and explanations of the cause. It motivates human resource professionals at Malaysian private universities to significantly enhance their staff retention strategies to retain academic staff members at their current university, even when leaving could be advantageous.

5.5.4 Practical Implications

Recently, Private Higher Education Institutions (PHEIs) Malaysia, which have played a crucial role in Malaysian economic development, are facing some challenges in gaining high competitiveness, especially during the pandemic. Similar to other profit organisations, PHEI sees a need to search for more creative and effective ways to gain a competitive advantage by retaining talented academic staff in the university (Jayabalan et al., 2021; PwC Malaysia, 2021; Sohail et al., 2003; Tan et al., 2015). The findings of this study are therefore of interest to practitioners at private universities in Malaysia.

This study's results provide several practical implications for the HRM field in Malaysian private universities. The findings concluded that POS has a significant impact directly on JE as well as ER. Additionally, JE also has a direct effect on ER. Thus, the relationship between POS and ER is partially mediated by JE, which includes on-the-JE and off-the-JE. However, the findings showed that PCWS has no significant

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impact on ER. However, PCWS has a direct effect on JE, where JE is a significant factor affecting ER. Having said that, JE completely mediates the relationship between PCWS and ER. In other words, PCWS can only increase ER via JE, which includes on-the-JE and off-the-JE. There are three dimensions (fit, link, and sacrifice) that can be related to each on-the-JE (organisation-fit, link, and sacrifice) and off-the-JE (community-fit, link, and sacrifice).

Since, JE can mediate the relationship between POS and ER partially as well as the relationship between PCWS and ER completely, JE should be paid more attention by universities together with POS and Co-worker Support Intervention to enhance retention among academic staff.

The university should place more emphasis on giving support (POS) to the academic staff in order to keep them in the university. The support given by the university can be done through HR development practices. The university should implement HR development practices to increase organisational fit, link, and sacrifice (On-the-JE) and also community fit, link, and sacrifice (Off-the-JE), which can lead to a higher level of ER. Besides, HR from the university should design more suitable programmes and policies to strengthen the support from co-workers (PCWS) in order to enhance the level of JE (On-the-JE: organisational fit, link and sacrifice and also Off-the-JE: community fit, link, and sacrifice), which can lead to a high ER.

Firstly, the first step is to focus on person-job fit in the recruitment and selection process. Candidates with individual values that are consistent with the organisational culture and job demand, such as job skills and knowledge, as well as a good fit with the

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community, are preferred to be recruited and selected. This could provide a higher chance of building fit in the organisation and community.

Secondly, from an organisational fit perspective, HR in the university should design the policy and practice to provide more support and facilitate the academic staff in their teaching, research, and administrative tasks to make their individual values fit well with the university. Staff join the academic line with different experiences and expectations in teaching, research, and administrative tasks. The university should clearly define the role expectations of the academic staff by taking the initiative to carry out training such as "Orientation and professional development", "Performance Review and Career Planning", and also apply "Management by Objectives", which can match personal goals with the university's objectives. Besides, the university can set up internal funding and support academic staff in the application of external grants. Approval for releasing academic staff from teaching and other duties can also be considered if necessary. Academic status should be respected and recognised by the university. The university should always value and appreciate their contribution and extra effort by giving awards when they have done well in teaching and research, such as the Best Teaching Award, Best Researcher Award, and so on. This can make staff perceive that their individual values are aligned and match the values of the university, which will enhance organisational fit (Andela & van der Doef, 2019; Meyer & Evans, 2005).

Thirdly, from an organisational link perspective, the university should support young academics by implementing a mentor-mentee system, especially in research. Guidance from senior professors, as per peer modelling, is needed for young academics

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to build a close connection with colleagues and enhance the organisation link. The mentor-mentee system can be implemented together with a peer review system for promotion, salary increment, bonus and so on. The connection with members from the university can be increased by providing after-work socialising, celebration of key events, birthdays, team-building activities or workshops, seminars, in-house training, annual dinners, working lunches, and so on. Trust should be built to strengthen the connection among members. The university should always care and be concerned about work satisfaction and the well-being of academic staff by showing interest in any complaints. Complaints can be handled through techniques such as informal resolution, Alternative Dispute Resolution (ADR) techniques, preliminary inquiries, internal reviews, and referrals to an external agency (Australasian Parliamentary Ombudsmen, 2018; Kiazad et al., 2015). By implementing HRD practices that provide staff's autonomy needs, technical skills and knowledge, professional status and recognition, good and helpful colleagues, desirable compensation and benefits, and opportunities for promotion (Mithcell & Lee, 2001; Ng & Feldman, 2014), this could lead to a high level of organisational sacrifice that makes academic staff not want to give up and makes it more difficult for them to leave. They would be strongly bonded to the university.

Fourthly, the university should implement HR development practices to increase community fit, link, and sacrifice (Off-the-JE), which can lead to a higher level of ER. This aspect of HRD practice is always overlooked by scholars and practitioners. In order to make academic staff perceive compatibility and be comfortable with the setting outside of work (community fit), HRD practice in the university can match the staff with the community by providing information about community activities, such as

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religious events, cooking activities, painting activities, scouting groups, clean-up groups, professional societies, employee volunteering services, and so on. Through these community activities, staff can develop various life skills and understand how they can contribute to the community by matching the individual's value with the community's value. This makes staff feel happy and comfortable with the environment outside of work. Staff could perceive the place where they live now as suitable for them and their family. This can lead to high community fit (MindTools, 2022; Singh et al., 2018). By taking the initiative to embed staff in these community activities, this could help staff make more friends and expand their networking. Therefore, it is believed that employee participation in community activities allows staff to expand their social network so they may have strong ties with the community and enhance the community link. As such, it can be more difficult for academic staff to leave the place where they are currently based because there will be many personal and family sacrifices if they leave, which refers to a high level of community sacrifice. Therefore, academic staff will be strongly bonded to the university. According to Au and Ahmed (2015), their research showed that positive experiences off-the-job can have a positive outcome by complementing the support from the organisation.

Fifthly, training should be given to the academic staff to increase awareness of the important role of co-worker support as one of the key sources of support in the university. The expected supportive behaviour from co-workers should be highlighted and made clear to all the staff. HR in the university can provide training such as "Experiential Exercise" to engage staff in the process of learning. "Experiential Exercise" is recognised widely as an effective method of learning. This can help improve the understanding and awareness of staff about the importance of co-worker

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support, especially emotional support from co-workers, and conflict management. (Potter, 2009). Academic staff can be trained to improve their communication skills by providing feedback to their colleagues in a more constructive and professional manner. Well-trained co-workers can be more alert and care about the needs of their colleagues. They will be able to provide counselling and listen to the problems faced by their colleagues more patiently and effectively.

Besides, a peer mentoring system can be considered to be implemented at the university. The level of co-worker support can be triggered and increased by implementing peer mentoring. Peer mentoring is a type of mentoring that often occurs between staff with particular experience (peer mentor) and staff who are unfamiliar with the experience (peer mentor). Rewards can be given for this supportive behaviour from the co-workers (Bryant, 2005; Singh et al., 2019; Wilkinson, 2017). Such practices can provide a more friendly, warm, and comfortable working environment, which can lead to a high emotional attachment and stronger team spirit at the university. Thus, staff would perceive that their individual value fits well with the university (organisation-fit) as well as being connected well with the members in the working place (organisation-link). They will feel the psychological benefits or material costs will be forfeited if they leave the university (organisation-sacrifice). A high level of support from co-workers can enhance the level of JE (organisational-fit, link and sacrifice), which can lead to a high ER.

Sixthly, it is not sufficient to just increase the level of on-the-job-embeddedness (organisational-fit, link, and sacrifice), off-the-JE also plays a vital role in ER. This aspect is always overlooked by scholars and practitioners. In order to keep

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the staff for a longer period of time and to avoid them leaving the organisation even when other opportunities are available elsewhere, the management of the university should make all the staff feel that they are not only working as colleagues but also as members of the community. Therefore, staff should be trained and given encouragement to speak and learn from each other in the different national languages and regional dialects outside of work. The process of self-categorization can be triggered, which raises the level of identification with their colleagues. By speaking different national languages and regional dialects, the staff will feel that they are supported and recognised by their peers (Gong et al., 2010; Reimer et al., 2020). This will lead to a closer relationship among the staff. They would feel more comfortable in the nonworking environment and perceive that they can fit well with the community (community-fit).

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Lastly, the support obtained from the co-workers, such as counselling, caring for their needs, and listening to their problems, is not only limited to work-related issues, but also non-work-related. In view of all the staff playing a critical role in community organising, the management of the university should take the initiative to encourage staff to organise and join social activities outside of work to build close relationships and know more different friends in order to expand social networking in the community, including club and leisure activities such as art classes, fundraising events, walking clubs, charity runs, gardening clubs, and so on (Huang et al., 2021; Tews et al., 2013). This will provide a higher chance for them to get their life partner and best friend where they are located. Thus, staff will perceive that they have connected well with the members of the community (community-link). As such, it will be more difficult for academic staff to leave the place where they are currently located because there will be

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many personal and family sacrifices (high community sacrifice). Therefore, the academic staff will have a strong bond with the university.

In conclusion, with such high POS and PCWS through some HRM practices, policies, systems, and procedures, on-the-job embeddedness and off-the-JE with three dimensions (fit, link, and sacrifice) can be enhanced. The academic staff will feel more embedded in the university and community, and tend to stay longer at the university.

5.6 Research Limitations and Future Research

There are several limitations to this study. Firstly, the scope of this study is mainly focused on academic staff who are currently working in Malaysian private universities, which have played a crucial role in Malaysia's economic development (Tan et al., 2015). Therefore, the overall picture of the mediating role of JE in the relationship between POS, PCWS, and ER among academic staff cannot be obtained completely. Future research can be conducted in other higher education institutions, such as public institutions, colleges, university colleges, and international branch campuses, for comparison purposes. In addition, different people may have different perceptions of something across different cultures and countries (Moshfeghyeganeh & Hazari, 2021). Future research can also compare developing countries by using a similar structural model. This can help to obtain a clearer overall picture of how this structural model can be applied in different countries with different cultures.

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Secondly, this study examined the mediating role of JE in the relationship between POS, PCWS, and ER among academic staff who are currently working in Malaysian private universities. For this study, a cross-sectional study was used to collect the data only at a particular time instead of at two different points in time. So, they cannot examine the changes over time (Laake et al., 2015). However, longitudinal studies allow the researcher to monitor and measure how the variables change over time (Cherry, 2020). The longitudinal studies can be conducted if future researchers aim to test how and when the respondents' perceptions change over time instead of at a specific time. This study can serve as the foundation for future researchers to further investigate for a longer period of time.

Thirdly, a self-administered survey was used in this study. All questions were standardised and the respondents were required to complete the standardised questions by themselves. Therefore, a larger number of academic staff who are working in Malaysian private universities at different locations could be reached by using this method. However, this method is more difficult to ensure the clarity of the questions and that the respondents are able to fully understand the questions. Thus, a mixed method can be considered to be used by future researchers. It can be conducted by collecting and analysing both qualitative and quantitative data. For instance, data collection can be carried out in face-to-face interviews, such as in-depth interviews, with the respondents to explore more detailed information about their perceptions and intentions (Golam Azam, 2022).

Fourthly, this study targeted academic staff who are working in Malaysian private universities. This study only focused on the perspectives of the academic staff.

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Future researchers can conduct their studies from the perspective of administrative staff. Academic staff may always need to deal with administrative staff when doing their work (Ngcobo & Mhlanga, 2022). Data can be collected from administrative staff, and they may have different perceptions that produce different results. Hence, by integrating the data from both academic and administrative staff, this can produce a clearer overall picture with more detailed information.

Lastly, from a theoretical perspective, the conceptual framework of this study was derived from a model developed by Allen et al. (2003). In their study, they constructed a model that covers the causes of perceived organisational support (POS). This study's objective is to further analyse how POS and PCWS relate to ER through JE as a mediator among academic staff in Malaysian private universities. Hence, this study primarily focused on the mediating role of JE in the relationship between POS, PCWS, and ER among academic staff in Malaysian private universities without taking into account any potential causes of POS and PCWS. This study's conceptual model is to investigate the mediating role of JE in the relationship between POS, PCWS, and ER. To construct a more complete model of POS and PCWS for understanding ER, future researchers might think about looking into the various potential causes of POS and PCWS. Future researchers might also take into account the relative importance of each cause of POS and PCWS. This could aid in developing a more thorough understanding of the POS and PCWS paradigms in understanding ER.

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5.7 Summary

This chapter draws conclusions from testing the hypotheses of this study. Based on the hypothesis testing results, all the hypotheses are supported by the empirical data except H4. This study shows that the relationship between POS and ER is mediated partially by JE. POS has a direct effect on ER. However, the relationship between PCWS and ER is mediated completely by JE. PCWS has no direct effect on ER. Based on the results, a detailed discussion of how the research questions are answered as well as the implications of theoretical, methodological, empirical and practical was done in this chapter. Despite various limitations to this study, it is suggested that the study contributes to the literature by extending and discussing the understanding of the components of the turnover model. A direction for future research was also suggested and discussed in this chapter.

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APPENDIXES

Appendix A: Krejcie and Morgan (1970) Proposed Sample Size for a Given Population Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361

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110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Sources: Adapted from Krejcie & Morgan (1970). Determining samples size for research activities. *Educational and Psychological Measurement, 30*, 607-610.

Note: S = Sample Size and N = Population Size

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Appendix B: The Sample of Questionnaire for this study

Universiti Pendidikan Sultan Idris

The effect of perceived organisational support, perceived co-worker support, and job embeddedness on employee retention in Malaysian private universities.

Dear respondents,

My name is Lim Yong Hooi and I am currently pursuing Doctoral degree at Universiti Pendidikan Sultan Idris (UPSI). Currently, I am conducting a study entitled "The effect of perceived organisational support, perceived co-worker support, and job embeddedness on employee retention in Malaysian private universities." under the supervision of Dr. Mad Ithnin bin Salleh and Dr Nor Azrin bin Md Latip. The purpose of this study is to examine the effect of perceived organisational support, perceived co-worker support, and job embeddedness on employee retention in Malaysian private universities. This study would provide more effective and efficient ways to retain academic staff.

This is an invitation for you to participate in this study and I would truly appreciate if you can provide your view by completing the attached anonymous questionnaire. You are requested to provide the most appropriate option which best indicate your agreement level to the statement in questionnaire. Your participation in this study will contribute to improve the ways to retain academic staff. There are five sections in this questionnaire. Section A, B, C and D cover all of the variables in this study. Section E is on demographic profile. Completion of this questionnaire will take you approximately 15 minutes. There are no other potential significant risks of harms and discomforts. Your assistance in completing this questionnaire is truly appreciated

Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the survey. You can withdraw at any time. All information collected will be strictly confidential and will be stored securely. Once the information has been analysed and this study has been completed, all questionnaire will be destroyed. At no time will any individual be identified in any reports resulting from this study. Your response will be kept confidential. There will be no information that can be accessed by anyone inside or outside of your university. All obtained information will not be released to anyone without your consent. Information provided in this study will only be used solely for academic purpose.

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If you have any queries or would like to know the outcomes of this study, please feel free to contact me at 016-4448561 (Lim Yong Hooi) or my supervisor at 012-5050039 (Dr. Mad Ithnin bin Salleh).

If you decide to complete the survey, this will be taken as your formal consent to participate in this study. Thank you so much for your cooperation and willingness to participate in this study.

Yours sincerely,

Lim Yong Hooi
Doctor of Philosophy (PhD) candidate
Institute of Postgraduate Study
Universiti Pendidikan Sultan Idris

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Section A: Perceived Organisational Support

Please circle the most appropriate option that best indicate your agreement level about the following statements by using 7 points of Likert scale [(1) = Strongly Disagree; (2) = Moderately Disagree; (3) = Slightly Disagree; (4) = Neutral; (5) = Slightly Agree (6) = Moderately Agree; and (7) = Strongly Agree]

No.	Questions	Strongly	Moderately	Slightly	Neutral	Slightly	Moderately	Strongly
1.	This university values my contribution to its well-being.	1	2	3	4	5	6	7
2.	This university appreciates any extra effort from me.	1	2	3	4	5	6	7
3.	This university wants to know if I have any complaints.	1	2	3	4	5	6	7
4.	This university really cares about my well-being.	1	2	3	4	5	6	7
5.	If I did the best job possible, this university would be sure to notice.	1	2	3	4	5	6	7
6.	This university cares about my general satisfaction at work.	1	2	3	4	5	6	7
7.	This university shows a lot of concern for me.	1	2	3	4	5	6	7
8.	This university takes pride in my accomplishments at work.	1	2	3	4	5	6	7

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Section B: Perceived Co-worker Support

Please circle the most appropriate option that best indicate your agreement level about the following statements by using 7 points of Likert scale [(1) = Strongly Disagree; (2) = Moderately Disagree; (3) = Slightly Disagree; (4) = Neutral; (5) = Slightly Agree (6) = Moderately Agree; and (7) = Strongly Agree]

No.	Questions	Strongly	Moderately	Slightly	Neutral	Slightly	Moderately	Strongly
1.	I receive help and support from my co-workers.	1	2	3	4	5	6	7
2.	I feel I am accepted in my work group.	1	2	3	4	5	6	7
3.	My co-workers are understanding if I have a bad day.	1	2	3	4	5	6	7
4.	My co-workers back me up when I need it.	1	2	3	4	5	6	7
5.	I feel comfortable with my co-workers.	1	2	3	4	5	6	7

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Section C: Job Embeddedness

Please circle the most appropriate option that best indicate your agreement level about the following statements by using 7 points of Likert scale [(1) = Strongly Disagree; (2) = Moderately Disagree; (3) = Slightly Disagree; (4) = Neutral; (5) = Slightly Agree (6) = Moderately Agree; and (7) = Strongly Agree]

No.	Questions	Strongly	Moderately	Slightly	Neutral	Slightly Agree	Moderately	Strongly Agree
1.	This university provides me with a way of life that suits me.	1	2	3	4	5	6	7
2.	Overall, I fit in very well in this university.	1	2	3	4	5	6	7
3.	My closest friends are in this university.	1	2	3	4	5	6	7
4.	Overall, I have strong ties with people throughout this university.	1	2	3	4	5	6	7
5.	I would miss the excitement that this job brings if I left.	1	2	3	4	5	6	7
6.	There would be many things about this university life that I would be sad to lose if I left.	1	2	3	4	5	6	7
7.	The area where I am based right now is suitable for my family and friends.	1	2	3	4	5	6	7

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8.	There is plenty to keep me happy off duty around here.	1	2	3	4	5	6	7
9.	Even if I decide to leave this university, I would still live in the area where I am based at the moment.	1	2	3	4	5	6	7
10.	My family/partner has strong ties around the community where I am currently based.	1	2	3	4	5	6	7
11.	Leaving the area where I am currently based would mean many personal and/or family sacrifices.	1	2	3	4	5	6	7
12.	I would be very sad to leave the general community where I am based right now.	1	2	3	4	5	6	7

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Section D: Employee Retention

Please circle the most appropriate option that best indicate your agreement level about the following statements by using 7 points of Likert scale [(1) = Strongly Disagree; (2) = Moderately Disagree; (3) = Slightly Disagree; (4) = Neutral; (5) = Slightly Agree (6) = Moderately Agree; and (7) = Strongly Agree]

No.	Questions	Strongly	Moderately	Slightly	Neutral	Slightly Agree	Moderately	Strongly Agree
1.	Within this university my work gives me satisfaction.	1	2	3	4	5	6	7
2.	If I wanted to do another job or function, I would look first at the possibilities within this university.	1	2	3	4	5	6	7
3.	I see a future for myself within this university.	1	2	3	4	5	6	7
4.	It doesn't matter if I'm working for this university or another, as long as I have work.	1	2	3	4	5	6	7
5.	If it were up to me, I will definitely be working for this university for the next five years.	1	2	3	4	5	6	7
6.	The work I'm doing is very important to me.	1	2	3	4	5	6	7
7.	I love working for this university.	1	2	3	4	5	6	7
8.	I'm planning on working for another	1	2	3	4	5	6	7

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	university within a period of three years. ®							
9.	If I could start over again, I would choose to work for another university. ®	1	2	3	4	5	6	7
10.	If I received an attractive job offer from another university, I would take the job. ®	1	2	3	4	5	6	7
11.	I have checked out a job in another university previously. ®	1	2	3	4	5	6	7

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Section E: Demographic Profile

Please tick "√" in an appropriate box for each of the following:

1. Gender:
☐ Male
☐ Female

2. Age:
☐ 30 years old and below
☐ 31 to 40 years old
☐ 41 to 50 years old
☐ Above 50 years old

3. Ethnic group:
☐ Malay
☐ Chinese
☐ Indian
☐ Others (please specify: _____)

4. Marital status:
☐ Single
☐ Married
☐ Divorced
☐ Separated
☐ Widowed

5. Highest education completed:
☐ Doctorate's degree or equivalent
☐ Master's degree or equivalent
☐ Bachelor's degree or equivalent
☐ Others (please specify: _____)

6. How long have you joined current university?

☐ Not more than 2 years
☐ 3 to 4 years
☐ 5 to 6 years
☐ 7 to 8 years
☐ More than 8 years

7. Your current position:

☐ Senior Professor
☐ Professor
☐ Associate Professor
☐ Assistant Professor
☐ Senior lecturer
☐ Lecturer
☐ Tutor
☐ Others (please specify: _____)

8. The university that you are currently working:

☐ Universiti Tunku Abdul Rahman (UTAR)
☐ Universiti Teknologi Petronas (UTP)
☐ Taylor's University
☐ Multimedia University (MMU)
☐ UCSI University
☐ Universiti Tenaga Nasional (UNITEN)

9. Nationality

☐ Malaysian
☐ Non-Malaysian

Thank you for your time and participation.

~ The End ~

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Appendix C: Harman's Single-Factor (unrotated) Analysis of the Items (Extracted Item Scale).

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.944	47.065	47.065	16.944	47.065	47.065
2	2.909	8.082	55.147	2.909	8.082	55.147
3	2.444	6.790	61.937	2.444	6.790	61.937
4	2.202	6.116	68.053	2.202	6.116	68.053
5	1.349	3.748	71.801	1.349	3.748	71.801
6	.980	2.721	74.523			
7	.778	2.162	76.685			
8	.721	2.003	78.687			
9	.580	1.612	80.299			
10	.518	1.440	81.739			
11	.496	1.379	83.118			
12	.485	1.347	84.466			
13	.446	1.239	85.704			
14	.385	1.069	86.773			
15	.380	1.055	87.829			
16	.350	.972	88.801			
17	.340	.944	89.744			
18	.316	.877	90.622			
19	.305	.846	91.468			
20	.297	.825	92.292			
21	.254	.706	92.999			
22	.245	.682	93.680			
23	.232	.644	94.324			
24	.222	.617	94.941			
25	.219	.609	95.550			
26	.218	.604	96.154			
27	.192	.532	96.687			
28	.174	.484	97.170			
29	.165	.459	97.629			
30	.158	.438	98.067			
31	.144	.400	98.467			
32	.136	.378	98.844			
33	.115	.319	99.163			
34	.104	.290	99.453			
35	.099	.276	99.729			
36	.098	.271	100.000			

Extraction Method: Principal Component Analysis.

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