TALENT RETENTION IN INTERNATIONAL SCHOOLS OF MALAYSIA

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ABSTRACT

Talent retention in international schools of Malaysia is a critical issue as it is one of the top three industries having high turnover rate in the period of July 2010 to June 2011. According to Michael Page (2015), 84% of the employees in Malaysia have the idea of not staying in the current role in next 3 years' time or lesser; means that in three years' time, many organisations will face many turnover issues. Furthermore, the number of international schools is growing rapidly in Malaysia. Thus, the purpose of this research was to ascertain the relationship between retention factors and talent retention in the international schools of Malaysia. There are three factors included in this study namely, reward management, work-life balance and career progression. This research is a cross-sectional study using quantitative methods based on descriptive research. Convenience sampling is used for the study. Self-administered questionnaires had been distributed online and 362 employees of international schools in Malaysia participated in the survey and this amount is more than the requirement (338 employees) based on Krejcie and Morgan (1970). The questions in questionnaire were adopted after referring to the work of Balakrishnan and Vijayalakshmi (2014), Hasan and Teng (2017), Ladkin and Kichuk (2017), Ng et. al. (2012), Nirmala (2014), Satpal (2016), Simmons (2012), and Turnea (2018). The findings indicated that career progression and work life balance have positive relationship with talent retention, especially career progression which has the highest influence on talent retention, whereas reward management has a significantly negative relationship with talent retention in the international schools of Malaysia. Hence, based on the findings, this research proposed measures to enhance the competitiveness of this critical industry in Malaysia via appropriate retention programs.

Keywords: Talent retention, reward management, work-life balance, career progression, international schools, Malaysia

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Chapter 1: Introduction

1.0 Overview

This opening chapter is to provide a direction and research background of the content of this study, in order for the readers to have better understanding of the content in the project and to ensure the integrity of the entire project. The research background is first being discussed, following by an introduction to the fundamental problem statement of the research. Objectives of the research and development of the research questions will then being explained. Furthermore, the significance of the study to both academia and industry sector is also being described. The scope of the study is also confirmed. The limitations of the study will be displayed and related terminology interpretation will be provided as part of the operational definition. Lastly, this chapter concludes with the structure and summary of the thesis and its various chapters.

1.1 Research Background

In a research done by George (2015), talent retention has become a major source of competitive advantage in the today's business world, which is rapidly globalised and digitalised. Studies (Neog and Barua, 2015; Turnea, 2018; Vrajlal and Patel, 2013) showed that one will quit from the position in current organisation and join a new organisation if one feels dissatisfied; therefore, organisation needs to take the responsibility of retaining the employees otherwise the organisation will be losing the star performers. Das and Baruah (2013) also pointed out that the success and failure of the organisation relies on the capability of employers to attract and sustain the employees as employees are the most significant resources of the organisation.

Hay Group (2013) made a conclusion that, globally, an estimated number of 600 million and more employees will quit the job in year 2018 compared to year 2010, as shown in figure 1.1; figure 1.2 also showed that the highest average turnover rate in year 2013 to year 2018 is Latin America, with 25 percent, followed by Asia Pacific which has average turnover rate of 24 percent. The findings are able to help the organisation to have clearer directions in aligning organisational mission, vision, goals and objectives with talent retention strategies to decrease the organisation's turnover rate as mentioned in studies (Kanapur and Deeravath, 2017; Neog and Barua, 2015; Zafar and Mahmood, 2016).

Figure 1.1: Global turnover and number of employees (year 2010 to year 2018)

Source: Hay Group (2013)

Region	Drivers of employee turnover	Turnover spike	Average turnover rate 2013–2018
World	Global economic recovery and growth, especially in emerging markets	2014	23 per cent
Asia Pacific	Ambitious middle class fuelling growth	2013	24 per cent
Latin America	Increased spend on infrastructure; World Cup / Olympics	2013 2016 *Double spike*	25 per cent
North America	Recovering housing market; energy production; business services	2014	23 per cent
Europe	IT and business services sectors	2016	18 per cent

Figure 1.2: Global average turnover rate (year 2013 to year 2018)

Source: Hay Group (2013)

According to studies (Carrington and Tayles, 2012; Jennex, 2014; Patro, 2014; Sandhya and Kumar, 2011), top managerial levels of an organisation need to know that the productivity will be increased and cost saving if an employee stays longer in the organisation because the employees are familiar to the work. Suresh and Krishnaraj (2015) also supported that talents will continuingly contribute the best in order to achieve goals of the organisation if talents are being retained effectively.

Several researchers (Cave, Chung and Choi, 2013; Darkwa, Newman and Kawkab et. al., 2015; Leena and Lissy, 2012; Tee, 2013) have emphasized on the factors influencing talent retention all over the world, such as reward management, work-life balance and career progression. Studies (Branham, 2005; Das and Baurah, 2013; Shakeel and Butt, 2015) pointed out that there is no specific factor for talent retention. Hence, there is a need for organisation to examine which factor has influence organisation's retention rate more significantly. Darkwa et. al. (2015) explained that organisation that located in rural areas can retain the employees by providing more growth opportunities and better working environment. Das and Baruah (2013) provided the idea that career advancement, job security and supervisor support are able to influence

talent retention. Training and development, relationship among colleagues and reward management are also factors influencing talent retention (Shakeel and Butt 2015).

From the literature review, due to the criticality of talent retention, this study is undertaken to reconfirm whether the factors influencing talent retention can be adopted in the international schools in Malaysia.

1.2 Problem Statement

As shown in figure 1.3, talent retention in Malaysia is a critical issue as 84% of the employees have the idea of not staying in the current role in next 3 years' time or lesser; 63% employees' employment period in current organisation was not more than 3 years (Michael Page, 2015). The findings are supported by Yeong (2017) that average turnover for any individual working in Malaysia is two-and-a-half years.

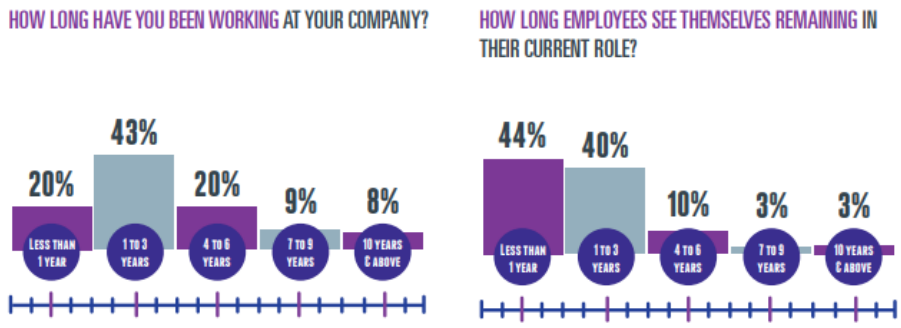

Figure 1.3: Employment trends in Malaysia

Source: Michael Page (2015)

Average Yearly Turnover Rate of Executives

July 2010-June 2011 by Industry *(%)*

Types of Industry	Annual average
Manufacturing	
Basic & Fabricated Metallic Products	23.88%
Electrical & Electronics	23.04%
Food & Beverage	17.88%
Petroleum/Chemical	7.08%
Pharmaceutical/Toiletries/Non Metallic/Mineral	9.6%
Plastic/Rubber	19.92%
Printing/Publishing/Paper/Timber/Wood Products	11.88%
Transport/Machinery Manufacturing	16.68%
Sub Total	**18.84%**
Non Manufacturing	
Associations/Societies	33%
Banking/Finance/Insurance	12.12%
Business Services	15.72%
Holdings & Investment/Plantation	17.4%
Hotel/Restaurant	32.4%
IT/Communication	75.72%
Medical Services	19.8%
Professional/Consultancy/Education/Training	29.28%
Property/Construction	15.6%
Transport/Warehouse Services	26.88%
Wholesale/Retail/Trading	18%
Sub Total	**22.44%**
TOTAL	**20.88%**

Figure 1.4: Average Yearly Turnover Rate of Executives in Malaysia (July 2010-June 2011)

Source: Goh (2012)

In Malaysia, based on a survey by Malaysian Employers Federation in the period of July 2010 to June 2011 on the average yearly turnover rate of executives, education sector (29.28%) is one of the top three industries having high turnover rate in non-manufacturing sector (Goh, 2012). Additionally, the number of international schools has been growing rapidly over the past few years, following rising standards of living and wealth, with parents being able to afford better quality education for their children (Malaysian Digest, 2015). Parents are increasingly moving children to international schools in order to have the added advantage of an international education (Lee, 2013). This means that international schools are increasingly important in education sector of Malaysia.

There are many studies (Al-Battat and Som, 2013; Mathimaran and Kumar, 2017; Salah, 2016; Saleh, 2015; Senasi and Khalil, 2015) carried out researches that related to the topic talent retention, but these researches focused on talent retention in other industries instead of international schools. Hence, this research is done to help to reduce the academic gap and improve

the manager's understanding on the ways and means that can be applied by organisation in order to retain talented employees.

1.3 Research Objectives

According to Sekaran and Bougie (2016), a researcher needs to understand the research objectives of the study in order to focus and have the direction for entire research to achieve desired outcome. Research objectives are defined as the goals that need to be achieved by conducting the research (Zikmund, Babin, Carr, et. al., 2013). Once the research objectives had been defined clearly, the researchers have to ask relevant questions for the development of the research, which is called as research questions (Sekaran and Bougie, 2016). Zikmuund et. al. (2013) pointed that research questions express the research objectives, which is the goals, in term of questions. For quantitative research, research question is derivative from the research objectives defined and literatures; therefore, research objectives in this research need to come before research questions (Cooper and Schindler, 2013).

The main purpose of this study is to ascertain the relationship between talent retention and retention factors in Malaysia. The dependent variable here, which is referred as the outcome response, is talent retention; while the independent variable, which is also called as the influencer, is the retention factors (Green-Pedersen, 2004). The relationship between talent retention and the influencing factors need to be determined clearly so that organisation in Malaysia can have better understanding and direction on ways to retain the star performers to achieve organisational goals. Few objectives have been defines to be the stepping stone in order to achieve the aim:

RO1: To determine whether reward management influence talent retention in the international schools of Malaysia.

RO2: To ascertain whether work-life balance influence talent retention in the international schools of Malaysia.

RO3: To ascertain whether career progression influence talent retention in the international schools of Malaysia.

RO4: To determine whether reward management has the highest influence on talent retention in the international schools of Malaysia.

1.4 Research Questions

To achieve the research objectives stated as above, research questions were constructed as below:

RQ1: Will reward management influence talent retention in the international schools of Malaysia?

RQ2: Will work-life balance influence talent retention in the international schools of Malaysia?

RQ3: Will career progression influence talent retention in the international schools of Malaysia?

RQ4: Will reward management have the highest influence on talent retention in the international schools of Malaysia?

1.5 Significance of study

This research will give the employers a better analysis of the influence of reward management, work life balance and career progression on talent retention which is supported by several studies (Branham, 2005; Cave et. al., 2013; Darkwa et. al., 2015; Shakeel and Butt, 2015). According to Khalid and Kenneth (2013), these findings and result not only will help organisations in enhancing the effectiveness of human resource management functions, but also give the organisations an idea on implementing best fit strategies to retain the star performers. Shakeel and Butt (2015) also supported that the research

will contribute various solutions to the managerial levels of an organisation regarding solutions that should be taken into consideration in order to sustain the talented employees through inspirational aspects and improve in knowledge level to achieve academic satisfaction.

The results gained from this research should aligned with studies (George, 2015; Kaur, 2017; Muppuri, 2014; Oladapo, 2014), which have contribute an academic platform for valued information and understandings on talent retention nowadays, consequently eradicating or intensifying academic findings and literatures that are currently available.

Table 1.1: Significance of study to academia and industry

Significance to academia	The findings and results of this research will enhance the knowledge on factors influencing talent retention as currently there are researches (Kanapur and Deeravath, 2017; Neog and Barua, 2015; Vrajlal and Patel, 2013; Zafar and Mahmood, 2016) on talent retention, but there is limited researches carried out in international schools of Malaysia.
Significance to industry	The result of this research will be useful for managerial levels in organisation, to provide better understandings and broader perspective of ways and means that organisation can execute to retain star performers (Khalid and Kenneth, 2013; Shakeel and Butt, 2015).

1.6 Scope and limitation of study

The core of this research is to determine the factors influencing talent retention in international schools, and the geographic focus of this study is in Malaysia. Talents of all international schools in Malaysia are the unit of analysis of this research. The suitable sample size of this research will be 338 based on a table by Krejcia and Morgan (1970), and this is a cross-sectional study using quantitative methods based on descriptive research (Saunders, Lewis, and Thornhill, 2017). Internet-mediated self-administered questionnaires are selected as data collection tools in this research to collect data from target respondents. The sampling procedure of this research is convenience sampling. In order to achieve the research objectives, an analytical tool namely, Statistical Package for Social Sciences (SPSS) is used to analyse and reach to a conclusion with the research questions that have been well-answered.

There are few limitations of this research. A limitation of this study is that the research was restricted to only three factors influencing talent retention. This gives the meaning that there are many factors influencing talent retention but are not being discussed and analysed in this research (Branham, 2005; Cave et. al., 2013; Leena and Lissy, 2012). Furthermore, time is limited for this research. The researcher is only given a semester of almost 10 weeks to complete this survey and results in the research to be inadequate and not in-depth enough. The findings and results might not be as beneficial for all industries as the data collected is only based on employees in international schools due to time constraint. Geographical coverage is another limitation as the research will be done in Malaysia, consequently, the findings and results of this research is insufficient to represent all international schools in Asia. Moreover, the method used to collect data of this research is through questionnaire only, which limits the availability to gain respondents' commitment. There is a possibility that respondents answer the questionnaire without consideration because of limited time.

1.7 Operational definitions

In this part of the chapter, operational definitions of the key terms as well as concept that will be further discussed in this research are being highlighted.

Table 1.2: Summarised table of key terms and concepts

Terms or Concepts		**Explanation**
Acronyms	ANOVA	Analysis of Variance
	SMEs	Small-and-Medium Enterprises
	SPSS	Statistical Package for the Social Sciences
Scientific terms	Cross-sectional study	A study of a specific situation at a particular time (Zikmund et. al., 2013)
	Descriptive research	To determine the relationship between the persons, events or situations' exact profile (Sekaran and Bougie, 2016)
	Convenience sampling	A type of sampling technique which is used to collect information from sample of the population who are accessible to the researcher (Cooper and Schindler, 2013)
Key terms	Talent retention	The processes in which employees are encouraged or inspired to stay with the firm for the maximum period of time (Turnea, 2018).
	Reward management	The designed activities that firm applied in order to achieve the organisational goals; intrinsic and extrinsic rewards (James, Ella and Nkamare et. al., 2015).

Key terms	Work-life balance	A process of forming an equilibrium state for both a person's job and personal life (Malik, Wan, Dar et. al., 2014).
	Career Progression	Normally regarded as promotions in management ranks and attainment of higher management levels and pays (Lim, Tan and Chan, 2013).

1.8 Organisational of chapters

This paper is structured into five main chapters that denote the overall formation of this research paper. Having the research systematised is essential to ensure that the research is clear and simple. The brief description of the five chapters are summarised in *Table 1.3*.

Table 1.3: Summarised aim of each chapters in the research

Chapter	**Aim of the chapter**
Chapter 1: Introduction	This opening chapter is an introductory chapter that begins with global outlook on issue of talent and then narrowed down to international schools in Malaysia. Problem statement, research objectives, research questions, significance of the study to both academia and industry, and scope and limitations have been highlighted in order for the readers to understand the purpose of the research easily.

Chapter 2: Literature Review	This chapter provide a detailed and extensive literatures which is related to the topic 'talent retention' and the influencing factors based on information acquired from secondary sources, underpinning theory, conceptual framework and practices (Cave et. al., 2013; Das and Baruah, 2013; Ladkin and Kichuk, 2017; Muppuri, 2013; Vrajlal and Patel, 2013). The information in this chapter is gathered through the help of Google Scholar, UHStudynet, ScienceDirect, Ebscohost and Procedia. Literature review is portrayed from a broad range of disciplines that guided to form the research framework and hypotheses of this research.
Chapter 3: Research Methodology	This chapter lays out the research methodology, research design, approaches, tools and techniques that the researcher has used in data collection part. The details of research instrument, population, sampling method, sample size and ethical consideration are also included in this chapter.
Chapter 4: Research Findings	This chapter will include the evaluation and analysed result of the data that are relevant to the research questions and hypotheses. Numerous graphical representation and detailed interpretation of research are being provided to ensure that the reader understand the research findings and results.
Chapter 5: Conclusion and Recommendation	This chapter summarizes overall statistical analysis of the research and wrapping up the discussion of findings which are collected through the distribution of questionnaire. Additionally, core findings and rooms of improvement for future research are being highlighted in this chapter.

Chapter 2: Literature Review

2.0 Overview

In this chapter, the major objective is to review the existing literatures, which includes established theories and prior researches that related to the research topic, and construct a conceptual framework. Firstly, the importance of talent retention is analysed. Furthermore, factors influencing talent retention are being analysed globally and locally in Malaysia's prospect. Finally, based on the literatures and relevant findings, the gaps in the literature and a research framework are attained along with hypotheses drawn by the researcher.

2.1 Talent Retention

In a study, there are variables such as dependent variable and independent variable (Green-Pedersen, 2004). According to Raiphea (2015), dependent variable is referring to the variable that depends on other variables, which also means that the variable is elaborated by other variables. Dependent variable is what the researcher measures in the research on the influence brought by independent variable or the influencer (Green-Pedersen, 2004). In this study, talent retention is the dependent variable and will be elaborated further.

According to Robinson, Krajl and Sonet et. al. (2014), there was an extensive literature on talent turnover and many organisations assumed that the reasons why people stayed in an organisation were the same as the reasons why employees leave the organisation. In the past research, intention to stay was

seen as the opposite of turnover intention (George, 2015). However, a research claimed that turnover and retention are not simply two sides of the same construct, which means that the reasons for a person retain in an organisation are not the converse of the reasons why the person might leave (Robinson et. al., 2014).

According to Turnea (2018), talent retention can be defined as the processes in which employees are encouraged or motivated to stay with the organisation for the maximum period of time. Talent retention also defined as the policies and practices which are adopted by the organisation to prevent the highly experienced employees, who are hardly available in the employment market to leave the organisation (Neog and Barua, 2015; Vrajlal and Patel, 2013).

2.1.1 Global Perspective

Schawbel (2016) predicted in Fortune article that retaining employees in the workplace will be the biggest concern for the business leaders in 2017. Talent retention is an issue influencing the Hong Kong audit landscape as there are tendency for the highly skilled employees to quit job and join organisation which has criteria that attract the employees (Ding, 2018). Schawbel (2016) also stated that in a study by Future Workplace and Kronos shown that 87% of the employers viewed enhancing firm's retention rate as an important priority in the firms. Furthermore, organisations that have higher retention rates are those that being rated 60% and above for full retention period, while those organisations that have rating below 60% are the low retention organisations (Tower Watson, 2014).

In a study by Mathimaran and Kumar (2017) on 100 respondents from YACOO PHARMA in Pondicherry, retention of capable employees is vital to the long term health and success of firms. This was supported by Muppuri (2014) that

employees retain in the organisation because of the desire to feel that employees are a part of the organisation and what employees have contributed is actually valued by the organisation. Satpal (2016) stated that talent retention is the biggest challenge in the IT industry of India because the growth and success of a firm is depending on the employees. Employees are the intellectual capital that might provide the firm a competitive advantage in the business world (Muppuri, 2014).

The situation is the same in Indian construction industry because if employees are leaving the construction company, there will be no one doing the construction work and the organisation losses competitive advantage (Kanapur and Deeravath, 2017). Zafar and Mahmood (2016) found that Pakistanis from top universities or having experience with multinational firms are favourable ones of the organisations, the employee generally have 2 or 3 offers available at any given time, and shows how competitive the workplace is in Pakistan.

According to Kaur (2017), costs of replacing an employee is usually 2.5 times of the salary of an individual, and this was why most of the organisations are willingly putting effort to maintain the working situation that is able to retain the current employees in the organisation. A research by Zafar and Mahmood (2016) found that a leaving employee is estimated to cost twice or even three times of the employee's yearly salary to the organisation. Patro (2014) stated that productivity cost is also a cost that employers need to bear when employees leave the organisation because employers need time and money to train the new employees whose performance is not as efficient as the previous employees. Besides explicit costs such as productivity loss and recruitment costs, if the turnover rate of an organisation is high, the organisation also need to bear the hidden costs such as damage position chain and decrease in enterprise reputation (Zhang, 2016). Jennex (2014) also argued that the retention of current capable employees is actually representing a significant opportunity for the organisation to save business's operating cost.

Organisations need to retain employees, especially those who perform well and are experienced (Suresh and Krishnaraj, 2015). Moreover, Sandhya and Kumar (2011) stated that talent retention not only able to reduce the costs of turnover and productivity loss, but also able to secure the organisation's information. This was supported by Carrington and Tayles (2012) as when one stays in an organisation for a longer period of time, one will become the storehouse of organisation's knowledge and secrets. If one leaves the current organisation and joins a new organisation, this is strength for the new organisation and a threat for the previous organisation due to the knowledge and secrets are moving along with the employee (Suresh and Krishnaraj, 2015).

Organisation needs to put more effort in retaining precious employees as these employees are more devoted towards job and willing to work the best for the organisation and retaining the talents is one of the challenges facing by organisation (Bhutto, Anwar and Khawaja, 2012). When organisations are retaining skilled and talented employees, employers are able to reduce recruiting costs and sustain knowledgeable workforce (Das and Baruah, 2013). Organisation has to put in efforts in retaining talents in order to achieve the business target and let the talents become the organisation's competitive advantage. Past researches (Bhutto, Anwar and Khawaja, 2012; Jennex, 2014; Zhang, 2016) have significantly proved that there is a need and importance of retaining valued workforce to improve the organizational performance; however, there is limited researches on international schools. Therefore, this study will be done to carry out research on international schools.

2.1.2 Malaysia Perspective

Malaysia in year 2015 was shown having 36% of employees having intention to leave the organisation, which was higher comparing to the percentage in year 2012, which was 29% because employees are more focusing on what employees could obtain or commit in the organisation (Tower Watson, 2015). Talent retention is viewed as the main concern by employers and many local organisations are facing challenges in solving this issue (Othman, Alias and Ariadi et. al., 2017). This was supported by Tee (2013) that SMEs were being pressurised by talent retention as talents served as the major source of organisational sustainability in Malaysia.

From Malaysia's perspective, the willingness of talents to retain has become a part of revenue for the organisation (Fauzi, Ahmad and Gelaidan, 2013). Talents become the competitive differentiator who can influence the organisations either thriving or declining in competitiveness in the Malaysia's market (Tee, 2013). This was supported by Al-Battat and Som (2013) who stated that talents able to influence hospitality industry because the industry depends a lot on human factors. Fauzi et. al. (2013) found that talent retention has formed a significant feature of building organisational capabilities to make sure the continuous competitiveness of organisation exists. Al-Battat and Som (2013) also mentioned that with talent retention, organisation gains the opportunity of increase industry leadership because in Malaysia, labours are there but the talented ones are limited and very particular in work expectations.

On the other hand, talent retention is sometimes viewed as talent turnover from a more negative perspective and this was provided by Latif and Saraih (2016) who also mentioned that turnover rate of year 2010 was 10.1%, which was an increase from 9.3% in year 2009. When turnover rate increases, organisation might fail to retain the employees (Fauzi et. al., 2013). Therefore, from the views of previous literatures (Al-Battat and Som, 2013; Latif and Saraih, 2016; Othman et. al., 2017) talent retention in Malaysia is considered to be

challenging because there will be time where competitors offer superior deal for the key talents in order to gain competitive advantage by having intellectual capital.

The increase in turnover rate will resulted in employers unable to enjoy the investment organisations make in human development (Juhdi, Pa'wan and Hansaram, 2013). This was supported by Latif and Saraih (2016) that employers are caught between the need of developing talents and the risk of losing the talents. Juhdi et. al. (2013) found that the Malaysia's turnover rate of year 2012 in IT and mass communication industry was at 75%, which is the highest, 33% was for associations and societies, 32.4% for hotels and restaurants industry, and 12.12% for banking, finance and insurance industry. When the turnover rate of Malaysia increased, there is tendency for the economy of Malaysia being influenced (Al-Battat and Som, 2013). Therefore, there is a need to further conduct a study related to talent retention within Malaysia's context, specifically on international schools as previous studies (Fauzi et. al., 2013; Juhdi et. al., 2013; Latif and Saraih, 2016; Othman et. al., 2017; Tee, 2013) focused more on the industries.

2.2 Factors Influencing Talent Retention

The CEO of Keeping the People, Leign Branham once said that 89% of the managers quit job due to pay while 88% of the employees quit job for other reasons (Branham, 2005). Factors such as reward management, work-life balance and career progression are chosen to be discussed further. These factors are also known as independent variable in the study because the factors served as the antecedent to the dependent variable, which is talent retention (Raiphea, 2015). Researchers control the independent variables and find out the effects that the factors might cause to the dependent variable (Green-Pedersen, 2004).

2.2.1 Reward Management

Reward is defined as various different benefits that employees are being offered as an exchange for the work or value (Antoni, Baeten, and Perkins et. al., 2017). Reward management is defined as the planned activities that organisation applied in order to achieve the organisational goals (James, Ella and Nkamare et. al., 2015). Rewards can be differ in financial and non-financial, intrinsic and extrinsic, and direct and indirect (Hoole and Hotz, 2016). Financial reward is also meant by tangible rewards, which includes direct form of rewards such as basic pay, incentives, and stocks, and also the indirect form of rewards such as pension plans, medical care and company car (Antoni et. al., 2017).

2.2.1.1 Global Perspective

Over the years, although employers knew that reward is available in monetary and non-monetary form, employers still prefer providing employees the monetary reward (Hoole and Hotz, 2016). In a study by Agrawal (2010), money is the most important motivator for employees in order to ensure that employees perform well in the organisation. James et. al. (2015) found that financial reward is the best motivator of employees' morale in the past, but nowadays, employers started to shift to non-monetary reward.

According to Hoole and Hotz (2016), organisations are encouraged to propose both intrinsic and extrinsic rewards to enhance organisational outcomes. There are various reward systems that organisations can choose to use in order to influence employees' performance and engagement levels effectively (Chiekezie, Emejulu and Nwanneka, 2017). Therefore, employer needs to know which reward system is the best suit for the organisation can use because the best reward system might not be the best fit for the organisation (Balakrishnan and Vijayalakshmi, 2014). Chiekezie et. al. (2017) stated that reward system of

an organisation should be designed to motivate talents to achieve better performance and increase in productivity. Moreover, reward system should be aligned with the organisational objectives and strategies in order to have workplace effectiveness and work outcomes that are positive (Balakrishnan and Vijayalakshmi, 2014).

In rewards, intrinsic reward and extrinsic reward differ as intrinsic reward focuses on the work, but extrinsic reward focuses on the surrounding of the job (Hoole and Hotz, 2016). Intrinsic rewards such as acknowledgement and responsibility, which employees are able to obtain during performing in challenging work and going advance in career ladder; while extrinsic rewards referred to increment of salary and commissions (Chiekezie et. al., 2017). James et. al. (2015) found that organisations in the past remain competitive by comparing extrinsic rewards with the competitors, but nowadays, organisations started to compare not only the extrinsic rewards, but also the intrinsic rewards. Intrinsic reward in today's world is important as extrinsic rewards only motivate talents for short term; money attracts talents but not a long-term retention factor (Robescu and Iancu, 2016).

However, Hoole and Hotz (2016) stated that intrinsic reward is better than extrinsic rewards as extrinsic rewards will lead the employees become eager of money instead of ensuring the quality of work. Rasool, Hou and Sohail (2017) supported that financial rewards have the capability to reduce the intrinsic motivation of the employees in performing. Nujjoo and Meyer (2012) tested on intrinsic and extrinsic motivation on 399 South African employees found that intrinsic motivation is stronger than the extrinsic motivation, meaning that the respondents prefer intrinsic rewards more than extrinsic rewards. Yet, is deniable that providing financial reward is a way for organisation to express gratitude for what the employees have contributed (Rasool et. al., 2017).

Dinah, Dishon and Henry (2016) found that organisation nowadays prefer to provide intrinsic rewards because by using intrinsic reward, organisation is able

to recognise employees through employees' efforts, accomplishment and quality of work. Employees not only have the opportunity to know more about the reward system and what the expectations of organisation towards employee performance are, but also have a chance to provide suggestions on the structure of reward system (Rasool et. al., 2017). This was supported by a research by Stumpf, Tymon and Favorito et. al. (2013) on 585 employees and 31 team leaders across 3 countries that employees will be performing better if organisation's expectations and methods of providing rewards are being explained clearly to the employees.

2.2.1.2 Malaysia Perspective

In a study by Senasi and Khalil (2015), pay and fringe benefits served as the highest form of reward for employees in Malaysia. There are several laws and regulations, such as minimum wage in Malaysia that organisations need to follow, and familiarise with the significance of reward and also fundamental laws so that the organisation can stay competitive in the marketplace (Saari, Rahman and Hassan et. al., 2016). In year 2016, Malaysia government has set minimum wages, RM 1000 for employees of West Malaysia and RM 920 for employees of West Malaysia, and this scheme is planned to be amend in mid-2018 (Rusly, Talib and Salleh, 2017).

Ong and Teh (2012) found that over the years, tangible rewards played a vital role for Malaysian organisation to reward the employees for the excellent job. From Malaysia perspective, financial rewards have been viewed as an important element for most of the employees due to high living costs (Mustapha, 2013). Priya and Eshwar (2014) supported the idea by mentioning that in Malaysian banking sector, employees give more worth to extrinsic reward as judge against to intrinsic reward. Arokiasamy, Huam and Abdullah (2013) researched on 75 respondents in private colleges in Malaysia and found that

the respondents prefer tangible rewards more than intangible rewards. This was supported by a research by Mustapha (2013) on 320 respondents in public universities of Kelantan, Malaysia that monetary reward has positive relationship with job satisfaction. According to Munap, Badrillah and Rahman (2013), a research done on 327 employees employed by Telekom Malaysia Berhad in Selangor, Malaysia showed that extrinsic motivation is greater than intrinsic motivation; this means that extrinsic rewards have more positive influence towards the employees comparing to intrinsic rewards.

Moreover, Bustamam, Teng and Abdullah (2014) found that financial reward has stronger influence on job satisfaction when comparing to non-financial reward. Kokobun (2017) supported the idea that intrinsic rewards have larger influence on employees' commitment in a research on 12, 076 respondents from 32 Japanese companies in Malaysia. Arokiasamy et. al. (2013) mentioned that the findings of intrinsic rewards having more influence that extrinsic rewards in Malaysia is similar to the result from the West, not China, which is an Asia country. The reason of having such result might be that Malaysian become more individualistic than before (Kokobun, 2017).

Although the nature of work has changed the Malaysian employees' demand from not only tangible rewards, but also the needs of intangible rewards (Seman and Suhaimi, 2017). Tangible reward is also being proved to have adverse relationship with organisation's financial performance in Malaysia (Ong and Teh, 2012). However, studies (Arokiasamy et. al., 2013; Bustamam et. al., 2014; Munap et. al., 2013) proved that in Malaysia, tangible rewards are more common, and employees still prefer and are more satisfied to tangible rewards. Therefore, organisations are encouraged to understand the employees' expectations and which reward form can motivate the employees effectively, and design reward system carefully in either monetary or non-monetary form, or even a combination of both monetary and non-monetary, which is able to link with the performance measurement in order to achieve long term success (Ong and Teh, 2012). Consequently, reward management as a whole will be included

as a factor in this study to ascertain the influence on talent retention; employees of international schools might be influenced by intrinsic reward, extrinsic reward or even a combination of both.

2.2.2 Work-Life Balance

According to Simmons (2012), work-life balance is defined as the process that balance both job duties and having ease time with harmony emotionally, spiritually free from stress and also physically healthy. Omar, Mohd and Ariffin (2015) defined work-life balance as the perception of employees on the time for work, personal and family that are sustained with the minimum of role conflict. Malik et. al. (2014) stated that work-life balance is a process of forming a state of equilibrium for both a person's job and personal life. Saleh (2015) provided the examples of work-life balance such as flexible working schedule, work-from-home and employee wellness program.

2.2.2.1 Global Perspective

Before the war II, W.K. Kellogg Company had introduced 6-hours shift to the organisation in order to replace the standard 8-hours shift (Mali, Wan and Dar et. al., 2014). This was an example of organisation started to apply work-life balance because organisation realised the importance of work-life balance (Kumari, 2012; Mohanty and Jena, 2016). In a research done by Xiao and Cooke (2012) on 122 respondents in China, long working hours was seen as the main cause of work-life conflict. Malik et. al. (2014) found that the relationship between work-life conflict and job satisfaction is negative. Yadav and Dabhade (2014) also stated that there was positive relationship between work-life balance and job satisfaction.

In the past, breadwinner of a family is mostly the man; but nowadays, as the number of educated working women increased, there are more and more families having dual-earner couples (Devi and Nagini, 2014; Mohanty and Jena, 2016). Yadav and Dabhade (2014) found that Indian working women need work-life balance more than the men because most of the women not only need to work, but also responsible for house chores, taking care of children at growing age and even the old age parents. Rajaram and Keerthika (2015) supported the idea by stating that the stress of working women was much greater than men. Mohanty and Jena (2016) found that in Indian families, initially the provider role is for husbands, while the nurturer role is for wives; but when women entered the workplace, women have both provider role and nurturer role, and this is why working women have more stress than men. The stress and anxiety from work-life conflict can cause disorder on the psychological comfort of working women (Devi and Nagini, 2014; Malik et. al., 2014).

Therefore, organisation's job policy maker needs to ensure that both male and female employees achieve balancing in work and life so that the employees are able to perform to the best and remain happy during working hours (Kumari, 2012; Yadav and Dabhade, 2014). This was supported by that Meenakshi, Subrahmanyam and Ravichandran (2013) that if an employee does not have balance work-life, employee's health and stress level will be influenced, and resulting in performing badly in the workplace. Employees should be always aware and self-reflect whether the work nature interrupts personal life and health (Simmons, 2012). Meenakshi et. al. (2013) also found that the main goal of work-life balance is not only allowing employees to earn a living, but also having own leisure and social life.

Moreover, Rajaram and Keerthika (2015) found that if employees have work-life conflict, a lot of problems will be created in terms of life satisfaction and workplace satisfaction. Yadav and Dabhade (2014) supported the idea by stated that a positive and healthy employee-oriented culture will boost up the

job satisfaction and productivity, while work-life conflict will cause job dissatisfaction and damage in family, work and social relationship. Once the relationship is damaged, time is needed for the relationship to recover (Xiao and Cooke, 2012).

According to Yadav and Dabhade (2014), stress sometimes provides positive outcomes to the workplace, but when the stress level of employees' is very high, the stress will lead to work-life conflict. Studies (Malik et. al., 2014; Mohanty and Jena, 2016; Rajaram and Keerthika, 2015; Xiao and Cooke, 2012) provided the view that work-life balance not only able to enhance organisation's productivity and eliminate job stress, but also a way for the employers to always be aware of employees' workload and demands.

Therefore, there is a need for this study to be carried out to determine whether work-life balance influence the talent retention as employers need to recognise how important work-life balance is in the workplace, and how work-life balance is being valued by the employees in order to retain the employees.

2.2.2.2 Malaysia Perspective

According to Hasan and Teng (2017), Malaysian employees are shifting from the traditional working style to a more balanced work and personal lifestyle. In Kumarasamy, Pangil and Isa et. al. (2015), a survey on work-life balance was conducted in year 2011 by Universiti Kebangsaan Malaysia Medical Centre and the survey reported that 53.7% of the respondents had high stress level. Hasan and Teng (2017) found that high level of stress is a sign of work-life imbalance. This is the reason why Malaysians nowadays favoured work-life balance more than high salary that is provided by organisation (Wong, Bandar and Saili, 2017).

Malaysians prefer work-life balance because of the desire to improve quality of life (Hasan and Teng, 2017). The idea was supported by Wong et. al. (2017) that flexible working schedules were introduced by Malaysia's Ministry of Women, Family and Community Development in order to enhance employees' life quality.

Ramos, Francis and Philipp (2015) had done a research for work life balance and quality of life on 139 employees in banking industry of Malaysia found that individuals who are able to maintain balance in time and involvement experience better quality of life. Hasan and Teng (2017) suggested that Malaysian government could promote flexi working hours to support work-life balance, so that employers could further equip work-life balance into organisation to improve the life quality of employees, and therefore resulting in the employees' intention to stay.

Apart from improving the quality of Malaysian employees' life, work-life balance able to influence employees' satisfaction (Noor, 2011; Omar et. al., 2015). Hasan and Teng (2017) found that Malaysian employees will feel dissatisfied if work and life is imbalance. This was supported by Noor (2011) that when employees are forced to put more time and attention towards work but not family and life, employees were dissatisfied. Work-life balance is implemented to improve employees' satisfaction in workplace (Saleh, 2015).

Flexibility in work arrangement is found as a factor influencing work-life balance in a research done by Wong et. al. (2017), on 98 respondents in Kuching, Malaysia. A research done by Kumarasary et. al. (2015) on 1566 respondents, who are police officers in Malaysia, supported the idea. If an employee is able to arrange work flexibly, there is lesser possibility of the employee experiencing high level of stress, exhaustion and fatigue (Hasan and Teng, 2017).

Employers also need to put attention on organisational support, which is another influencer of work-life balance (Kumarasary et. al., 2015; Wong et. al.,

2017). Achour, Khalil and Ahmad et. al. (2017) found that the relationship between organisational support and work-life balance is positive and significant. Wong et. al. (2017) found that the pressure exerted by employers is able to influence work-life balance negatively.

Studies (Achour et. al., 2017; Hasan and Teng, 2017; Kumarasamy et. al., 2015) provided the possible factors of influencing work-life balance in Malaysia. Therefore, organisations need to aware of flexible work arrangement and organisational support because these factors might lead to failure of work-life balance, which is important element for the workplace. Therefore, work life-balance will be included as a factor in this study to determine the influence on talent retention.

2.2.3 Career Progression

In the book of Talent Management in Hospitality and Tourism, Ladkin and Kichuk (2017) referred career progression as the upward trajectory, which can also be referred as career advancement. Career progression is generally conceived as promotions in management ranks and attainment of higher management levels and pays (Lim, Tan and Chan, 2013). Career advancement normally occurs on experienced or capable employees because the roles and responsibilities of upper level are challenging (Ladkin and Kichuk 2017).

2.2.3.1 Global perspective

According to Keenawinna and Sajeevanie (2015), training is one of the ways that organisations can do in order to provide career progression to the employees. Karpinska et. al. (2015) found that employers are able to promote the employees to a higher level if the employees are equipped with the skills, knowledge or experience that is needed by the role. With training, the organisation is able to develop more skilful employees to handle the roles and responsibilities in the upper management level (Lubna, et. al., 2014). This was supported by Hassan et. al. (2013) defining that training as an organised involvement with the objective to develop employees' performance. Karpinska et. al. (2015) added on the point that training is a hands-on instruction to boost the skills and knowledge.

Nirmala (2014) found that employees who were engaged in workplace were interested more into people-skills training when comparing to those who were disengaged because the engaged one are those want to be advanced in the career ladder. When organisations provide training to the employees, this will made the employees feel that the organisations value employees' presence as training can be regarded as an investment in employees' career progression (Umamaheswari and Krishnan, 2015). Some employees looked upon to the training opportunities before accepting job offer because employees want to know the possibilities to be advance in the organisation (Nirmala, 2014). Samra, Gilbert and Shain et. al. (2012) found that employees were willing to have training on interpersonal skills, personal skills and also technical skills because these are the skills needed to in a higher level in the workplace.

However, in some countries, sometimes training opportunity does not mean that career progression opportunity is given equally to all employees, because gender is influencing the career ladder (Keenawinna and Sajeevanie, 2015). This was supported by a research done by Noback, Broersma and Dijk (2016) on about 10,000 managers in a Dutch financial services company that women

earned less than men and the job positions of women were much lower than men. Keenawinna and Sajeevanie (2015) has done research on career progression of women in state owned commercial banks in Sri Lanka and the result showed that there was glass ceiling on career advancement of women branch managers, which also refers to gender inequality in workplace. Gender is included in the discussion regarding to career progression as gender might be a hindrance for female employees to climb further in the career ladder (Noback, Broersma and Dijk, 2016).

Hassan and Ehsan (2015) referred glass ceiling is contributed by factors such as family and motherhood. Appelbaum, Shapiro and Didus et. al. (2013) stated that women display more on transformational leadership qualities and behavioural traits such as empathy and supportiveness more than the men, but women are lacking of vision. Organisations regarded men as better leaders than women (Keenawinna and Sajeevanie, 2015). This was supported by Hassan and Ehsan (2015) that vision is an important element in effective leadership and one must have vision in order to become a good leader.

However, from a consumer perspective, women play the role as household chief purchaser by making more than 85% of household spending decision, including investment decisions which are accounted for 4 trillion dollars annually in discretionary spending (Johns, 2013). This was supported by Keenawinna and Sajeevanie (2015) that women can do tasks that are done by men, and even perform better than men. Therefore, glass ceiling in the workplace should be abolished not only because of gender equality, but also a reason that women are playing important role and performing really well in the world (Noback et. al., 2016). Watson, Jencik and Selzer (2005) provided a list of women who held the position as either President or Prime Minister of a country, such as Helen Clark from New Zealand, Barbara Prammer from Austria, Gloria Macapagal-Arroyo from Philippines and Mary McAleese from Ireland.

Johns (2013) suggested that factors that contribute to career progression such as trainings can be provided to anyone in the organisation, regardless of gender. Studies (Appelbaum et al, 2013; Hassan and Ehsan, 2015; Keenawinna and Sajeevanie, 2015, Noback et. al., 2016) showed that when the employers are choosing the appropriate candidates to be advanced in the career ladder of the workplace, capability of the employees is the one that employers need to determine, not the gender.

Therefore, career progression is important to an organisation to ensure that there is someone who is capable to take charge of the position when someone leaves the organisation; gender inequality and glass ceiling issue need to be solved so that the employees' intention to stay, especially the female talents, would not be influenced.

2.2.3.2 Malaysia perspective

Career progression is explained as an objective measure used in Malaysia to know whether one is successful in one's own career (Azmi, Ismail and Basir, 2012). Saadin, Ramli and Johari et. al. (2015) supported the idea as when one climbs high in the career ladder, means that the capabilities of the person is able to contribute a lot to the organisation's performance and is valued by the organisation.

According to a research done by Azmi et. al. (2012) on 103 respondents in 8 Malaysian federal ministries, Malaysian public service provides career advancement to the employees based on academic qualification and performance during selection interview. Saadin et. al. (2015) also found that education and continuous learning are the factors that lead to successful career advancement in a research on 63 respondents from Perak Sate secretariat, Ipoh. In the top management level of Malaysian public service, women

employees have increased to 32.3%, but at the decision-making level, only 20% from the overall workforce are women although Malaysian government has agreed to have women employees for 30% of decision making positions (Azmi et. al., 2012).

Moreover, Subramaniam and Arumugam (2013) found out that education level could only help the female employees to reach to a certain position level and unable to be advanced anymore because there was glass ceiling. Azmi et. al. (2012) found that most of the women in the public service sector were being promoted due to the informal network. This was supported by Subramaniam and Arumugam (2013) that when a female employee in public service sector has relationship with someone with higher position, the employee will be promoted, otherwise the employee would not be promoted after achieving position in certain level due to glass ceiling.

Malaysian government found out the issue and was shown in 10th Malaysian Plan report that Malaysian government will put more effort to improve the women's involvement in the decision making level (Saadin et. al., 2015). Lim et. al. (2013) supported the idea by providing a list of top women managers in Malaysia, such as Zety Akhtar Aziz as the National Bank Governor, Siti Norma Yaacob as the Chief Judge Malaysia, Professor Dr Sharifah Habsah as the Vice-Chancellor of the National University of Malaysia and Nooryah Md. Anvar as the Chief Royal Traffic Malaysia.

According to Lim et. al. (2013), there was a research found that a small but increasing number of organisations have implemented practices to support career progression for women. Azmi et. al. (2012) found that the performance for those organisations that supports female employees' career advancement is better than before. Lim et. al. (2013) showed that organisations that provide career progression to the female employees will attract more and more women actively participating in key training and development activities, and therefore result in more women achieving top management level positions. This was

evidence showing that women can perform at the same standard of men, or even perform better than men if women are given the opportunity (Saadin et. al., 2015). Thus, there is a need to further conduct a study related to talent retention within Malaysia's context, with career progression included, specifically on international schools as previous studies (Azmi et. al., 2012; Subramaniam and Arumugam, 2013; Lim et. al., 2013; Saadin et. al., 2015) focused more on the industries.

2.3 Influencing Factors Linkage with Talent Retention

Studies (Cave, Chung and Choi, 2013; Darkwa, Newman and Kawkab et. al., 2015; Leena and Lissy, 2012; Shakeel and Butt, 2015) showed that there is no specific factor for employees' intention to stay, therefore, the organisation needs to identify which factor is more significant in influencing the organisation's retention rate.

According to George (2015), the reasons that causing employees having the intention to leave the organisations are such as less or no opportunity for growth, felt that employees' presence is not being valued, overstress in work, low confidence level and no work-life balance. In a research by Cave et. al. (2013), nature of work, reward strategies and organisational commitment are the possible factors contributing to employee's intention to leave the organisation, while in a research by Leena and Lissy (2012), if an organisation put more effort in employees' training and career development, flexible working scheme, and financial strategy, the employees' intention to stay will increase.

Additionally, factors that are being identified having tendency to influence employees' intention to stay are training and development, relationship with colleagues, working environment, stress level and also the reward (Shakeel and Butt 2015). This was supported by Darkwa et. al. (2015) as in the study, that

retention of rural areas can be improve through enhancing opportunities for growth, training and development, reward and also providing a better working environment. Das and Baruah (2013) also mentioned that organisation need to put focus on providing employees career progression, security of job, support from supervisor, better working condition, organisation justice and reward in order to retain the star performers.

Factors such as reward management, work-life balance and career progression will be discuss further on the influences towards talent retention as these were the factors that are mostly shown in majority of the literatures which perceived to be more influential in most of the industries for talent retention.

2.3.1 Reward Management and Talent Retention

Das and Baruah (2013) found that reward management able to influence employees' intention to stay and satisfaction. Moreover, Balakrishnan and Vijayalakshmi (2014) stated that reward management is the most important factor of attracting and retaining talents in an organisation. This idea was supported by Tangthong, Trimetsoontorn and Rojniruntikul (2014) that reward management is a method used by organisation to reduce managerial turnover rate.

In organisational research, reward management appeared as popular variable because most of the employers allocate huge portion of cost of the factor of production to reward management, hoping that reward management can attract the best fit job applicants, retain the knowledgeable employees and also boost up the employees' working performance (Augsberger, Schudric and McGowan et. al., 2012). Reward management's implication in talent retention is aligned by the job type and job industry, as an example, people who work for non-profit organisation have lesser tendency of concerning rewards as heavy as a

financial planner does because non-profit organisation's employees positioned benefits of the society before own desire (Branham, 2005).

There are also few researches (Chiekezie, et. al., 2017; David, Rajput and Khan et. al., 2015; Zopiatis, Constanti and Theocharous, 2014) showing that higher workload with low rewards will make the employees have intention to leave the organisation. Based on a research from Neog and Barua (2015), employees always have high expectations towards the reward policies provided by the organisation.

Zopiatis et. al. (2014) also stated that performance-based reward policies are able to attract and differentiate employees through performance. Organisation can proceed by providing benefits to retain the good performers because when organisation fails to meet the expectations of rewards of good performers, good performers will leave the organisation (Patra and Singh, 2012). Rewards that are provided by organisations should be with value and respect based on what the employees have contributed as when employees feel underappreciated compared to others who are in the same industry, employees will have the intention to leave the current organisation and join the one that appreciate employees' hard work (Augsberger, et. al., 2012).

There was a research on 60 respondents from 10 selected organisations in Tanzania showing that reward plays an important role in retaining the employees (Muhoho, 2014). Salah (2016) had done research on 308 respondents who are working in Unified Mining Companies of Jordan and the result showed that the respondents agreed that reward is vital in helping employees to be loyal with the organisation. Saari et. al. (2016) believes that by rewarding employees equally, organisations able to attract the new employees to engage and stay with the organisation. However, in a research by Leena and Lissy (2012), reward is insufficient to retain capable employees. Zareen, Razzaq and Ramzan (2013) supported the idea by stating that reward may

bring capable and knowledgeable talents into the organisation, yet there is a tendency that reward fails to retain talents for a long period of time.

Tower Watson (2014) stated that the main factor of retaining employees in Malaysia was reward management. Sanjeevkumar (2012) also found that in Malaysia, if employers provide good reward management, organisation is able to preserve the employees. Studies (Augsberger et. al., 2012; David et. al., 2015; Muhoho, 2014; Tangthong et. al., 2014; Zopiatis et. al., 2014) have shown that there is a relationship between reward management and talent retention, but the studies are done in the industries. Thus, reward management is included as one of the factors to study the influence of reward management towards talent retention in international schools of Malaysia.

2.3.2 Work-Life Balance and Talent Retention

According to Devi and Nagini (2014), there is an influence of work-life balance towards the organisational commitment. This was supported by Neog and Barua (2015) that if employers apply the appropriate work-life policies in the organisation, the organisational commitment will increase while the intention of employees to quit job will decrease. Organisations that give supports for employees in sustaining the integration between social life and employment will let the employees have the intention to stay in the organisation instead of having the intention to leave (Cegarra-Leiva, Sanchez-Vidal and Cegarra-Navarro, 2012). Organisations also can enhance employees' capability in responding to customers' demands and also come out with strategy that contains transfigured way to meet employers and employees expectations (Stone and Deadrick, 2015). In a research by Kumari (2012), there is higher possibility of women switching to small firm from a bigger organisation when comparing to men because women plea for a flexible workplace more than men

do. Work-life balance indeed plays vital role in holding talents of a firm (Stone and Deadrick, 2015).

In Spanish, study also showed that 149 respondents from Spanish South East Metal Industry agreed that when organisation cares both employees' work and life, employees will be satisfied and reduce the intention of leaving the organisation (Cegarra-Leiva, et. al., 2012). According to a study by Hashim, Azman and Ghani et. al. (2016) on 85 respondents of middle-level management at World Vest Base Sdn. Bhd., Malaysia, neglecting the work-life balance of employees will result in having negative outcomes towards the employees, and in the same time bringing bad consequences to the organisation because there is a positive and direct relationship between work-life balance and talent retention. Studies (Kumarasamy et. al., 2015; Omar et. al., 2015; Ramos et. al., 2015; Wong et. al., 2015) focused on industries and found that work-life balance has relationship with talent retention. Therefore, work-life balance is included in the study to determine whether work-life balance influence talent retention in the international schools in Malaysia.

2.3.3 Career Progression and Talent Retention

In a global perspective, Tower Watson (2014) found that according to study on talent management and reward management, career advancement served as the second major factor that influenced talent retention. Moreover, Sanjeevkumar (2012) showed that career progression was the main factor influencing talent turnover. Palanski, Avey and Jiraporn (2014) found that employees will work effectively and efficiently when employees see the opportunity to grow and advance in the career ladder, although the path is full of stress and pressure.

According to Nouri and Parker (2013), there was a relationship between career advancement and talent retention. This was supported by Coetzee and Stoltz (2015) that opportunity for advancement in career has significant influence towards talent retention. According to Kwenin (2013), in retention of health professionals, promotion, which was one of the ways in career progression, was included in the organisation's retention strategies model. George (2015) found that the intention of stay for Indian professionals was influenced by career progression.

Organisations need to be aware of the employees' expectations and try to fulfil otherwise employees will have the intention to quit the organisation because employees realised less chance to go advance in career ladder, the cost of replacing an employee is much more higher than retaining an employee (Palanski, et. al., 2014). Yet, career ladder is a tough path for the employees as many people wish to be promoted and the position is limited (Biswakarma, 2016). Therefore, organisations need to ensure that the employees can perform in different areas instead of snatching for a single position to reduce the chance of turnover (Palanski, et. al., 2014).

In Malaysia's perspective, career progression remained in the top 3 major factors influencing talent retention since year 2012 (Tower Watson, 2015). Sanjeevkumar (2012) found that there was a positive relationship between talent retention and career advancement. This was supported by another research done in Malaysia, showing that the relationship between employees' opportunity for upward trajectory of career and talent retention was positive (Lee, Singram and Luke, 2015). If capable employees were not given sufficient opportunities to be advanced in career ladder, talents will have the intention to leave the organisation because talents wish to try and receive challenges of handling greater roles and responsibilities, instead of remaining in the greenhouse, which also being referred as comfort zone (Nouri and Parker, 2013).

Yet, a research found that career progression had negative relationship with talents' intention to stay in the organisation (Haider, Rasli and Akhtar et. al., 2015). Moreover, in a research by Johari, Tan and Adnan et. al. (2012), opportunity to be advanced in career ladder was not accountable for talent retention. Therefore, the relationship between career progression and talent retention in international schools in Malaysia need to be studied in order to know whether the influence of career progression towards talent retention in international schools is similar to the industries.

2.4 Grounded Theory

Grounded theory is referred as the qualitative research methodology which is formed based on the systematic generation of theory from data (Rosenbaum, More and Steane, 2016). The researcher of grounded theory focused on developing new 'theory' grounded in empirical data collected in the field instead of testing the hypotheses adopted from existing theoretical frameworks (Dunne, 2011). According to Rosenbaum et. al., (2016), social exchange theory is included as grounded theory.

2.4.1 Social Exchange Theory

Social exchange theory (SET) is used in this study as SET is an important theory elaborating the relationship between employees' expectations and intention to stay (Osman, Noordin and Daud et. al., 2015). Employees' intention to stay is determined by the 'exchange' between employees and employers (Augsberger et. al., 2012). The value of things being exchange, which is being referred as employees' contribution and things employees' get from the

organisation in return, should be almost the same in order to get a win-win for both parties (Salah, 2016).

SET was introduced originally by George Homans, a sociologist as a psychology theory in the year 1958 (Redmond, 2015). According to Shiau and Luo (2012), SET used basic concepts of modern economics as a fundamental to study human behaviour and understand social structure complexity. Biron and Boon (2013) stated that SET has been used in business context, emphasising particularly on importance of the norms, social institutions, formal inter-organisational exchange behaviour and more. Osman et. al. (2015) also mentioned that Social Exchange Theory is important as people are able to understand the underlying dynamics better.

According to Biron and Boon (2013), social exchange theory can be categorised into reciprocal and non-reciprocal exchange. Reciprocal exchange is referred to exchange that is non-negotiated, meaning that the benefits provided to another party and contributions are performed separately, while non-reciprocal exchange is referring to negotiated exchange where the parties involved have mutual agreement on the term ‘give-and-take’ and the benefits and costs of each person are measured (Shiau and Luo, 2012). When advantages are given to a person without having any agreement and the advantages are then expected to be exists for the contributor in the future, which requires a longer term of relationship, this was meant by reciprocal exchange (Biron and Boon, 2013). Osman et. al. (2015) stated that the aims for non-reciprocal change differ from reciprocal change as non-reciprocal change focuses more on the tangible advantages that people can gain through or after participation, for example monetary rewards instead of verbal appraisal.

Thus, SET can be regarded as relevant to this research and can be applied to elaborate the framework of this study because employees are expected to return the same value of what is given to the employees by continue working in the firm (Almaaitah, Harada and Sakdan et. al., 2017). In a research by Shiau

and Luo (2012), SET helps to maximise employees' rewards and in the same time minimise organisations' costs using an analysis on subjective cost-benefit and possible options are being analysed thoroughly before a decision is being made. Falola (2014) provided an example that one will choose to leave the firm if one found out that the costs incurred for the relationship exceed the advantage that one received. Biron and Boon (2013) found that advantages such as status, information and love are the positive results caused by the exchange, while costs such as time, energy and money are the negative influences of the exchange. Falola (2014) stated that rewards can be in tangible form such as incentives, increment of salary, promotion and special off-day, while intangible form of rewards can be support, verbal appraisal and personal satisfaction. SET is applicable in this research as these are the 'values' received by employees as a return of the contribution made (Falola, 2014).

Almaaitah et. al. (2017), proactive relationship management and information exchange were important for organisations to improve performance and gaining higher value of return. When advantages such as mutual trust and work-life balance are given to the employees, there are high chances that employees feel satisfied and retain in the organisation (Tastan, 2014). As SET focuses on 'exchange' between employees and employers, reward management, which is one of the factors of talent retention that will be discussed in the study, is able to serve as a 'pull-to-stay' force in an organisation (Osman et. al., 2015). When employees are being provided the benefits according to the expectations, employees will appreciate and retain (Almaaitah et. al., 2017).

However, there are cases that employees might feel that the benefits that organisation gave is what the employees actually entitled to instead of treating the benefits as favourable treatment, therefore organisation was hard to know whether the employees regard this as rights or favours (Osman et. al., 2015). Tastan (2014) also found that not all awarding behaviour was according exactly to logic of reciprocity and rationality because dominant logic of exchange has been surpassed by business experience.

Therefore, firms need to know means and ways of the benefits of SET in analysing the underlying mechanisms so that firms are able to retain the talents effectively (Shiau and Luo, 2012). Taking famous hotelier as an example, the owner of Marriott states that if employers taking good care of employees, the employees will take good care of the clients (Corcoran, 2013). Additionally, Google Inc. and Starbucks also have used this concept and the concept actually helped the organisations to gain competitive advantage over the competitors because the fundamental of SET lies on both employer and employee's trust, mutual commitment and loyalty as well (Oparaocha, 2015). The essential point of holding talents in organisation is to treat employees in a way that employees could feel that the organisation values the presence of talents in the workplace (Corcoran, 2013).

2.5 Gaps in the Literature

There are lots of existing literatures (Branham, 2005; Cave et. al., 2013; Darkwa et. al., 2015; Leena and Lissy, 2012; Shakeel and Butt 2015; Stone and Deadrick, 2015) carried out researches about the topic related to factors influencing talent retention. The significance of the talent retention and the definition of influencing factors of talent retention have been discussed in the previous section. Yet, there are still some gaps for the researcher to fill in study related to the topic of talent retention.

Many scholars have carried out the researches that related to the topic talent retention and the influencing factors of talent retention in various industries such as metal industry in Spanish (Cegaraa-Leiva et. al., 2012), mining industry in Jordan (Salah, 2016), pharmaceutical industry in Pondicherry (Mathimaran and Kumar, 2017) and there are some scholars (Azmi et. al., 2012; Juhdi et. al., 2013; Lim et. al., 2013; Saleh, 2015; Senasi and Khalil, 2015) focus on the talent retention in other industries in Malaysia but not in international schools.

There are limited researches about talent retention in international schools of Malaysia which means that there is a need to carry out study to close the academic gap. With this study, management of international schools in Malaysia will be benefitted by gaining the information needed to understand the expectations of employees in order for employees to retain in the organisation.

2.6 Conceptual Framework

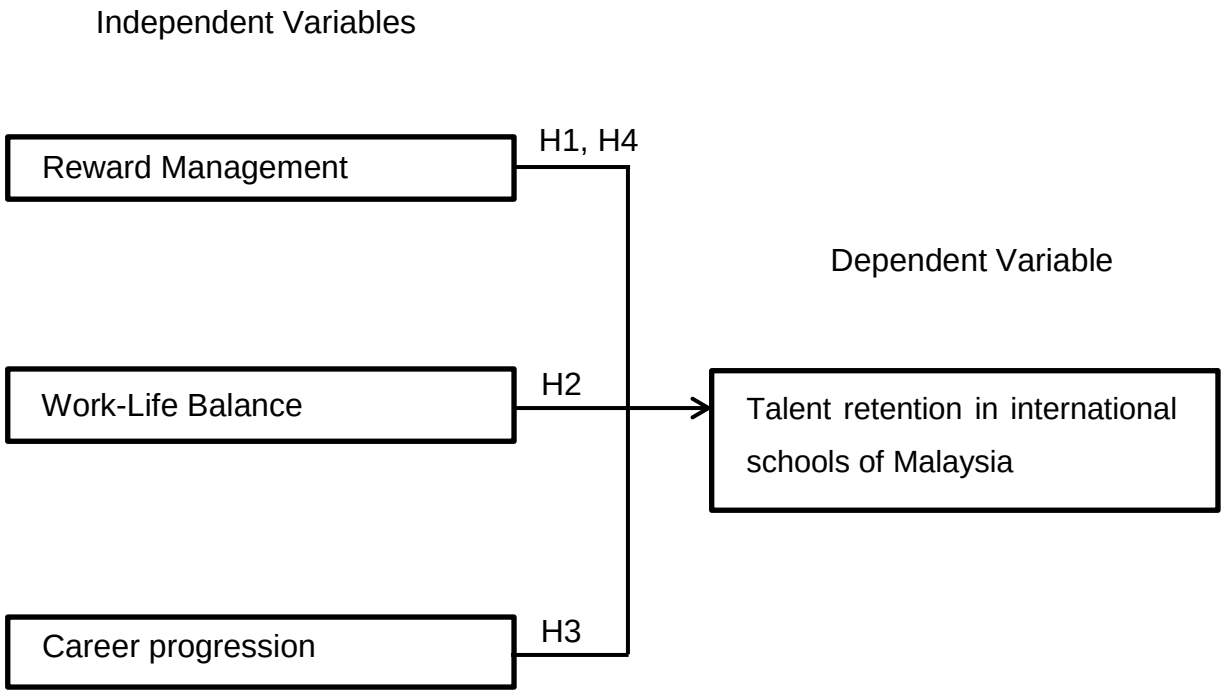

Figure 2.1: Conceptual framework of the study

2.7 Hypotheses

Based on the discussions above, hypotheses are developed as below:

H1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia.

H2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.

H3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia.

H4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.

2.8 Conclusion

In this chapter, existing literatures on talent retention has been reviewed and factors which influenced talent retention have also been explained together with the implication in the international school of Malaysia. Furthermore, conceptual framework has been projected and hypotheses of the study have also been formed after reviewing existing literatures. In the next chapter, research methodology will be elaborated.

Chapter 3: Research Methodology

3.0 Overview

In this chapter, the research methodology that is applied in this study will be elaborated. The research design will be highlighted which will be liked back to the conceptual framework of this research as portrayed in the Chapter 2. The data collection method, sampling method and analysis techniques which are used for this research will be reviewed to make sure that these strategies are appropriately used for this study. Instrument development, testing and data analysis approach will also be explained in this chapter.

3.1 Research Design

Saunders et. al. (2017) pointed out that research design contributes a systemic outline regarding how research will be handled by the researcher to attain the research objectives, as demonstrated in *Figure 3.1*, the research design used for this research.

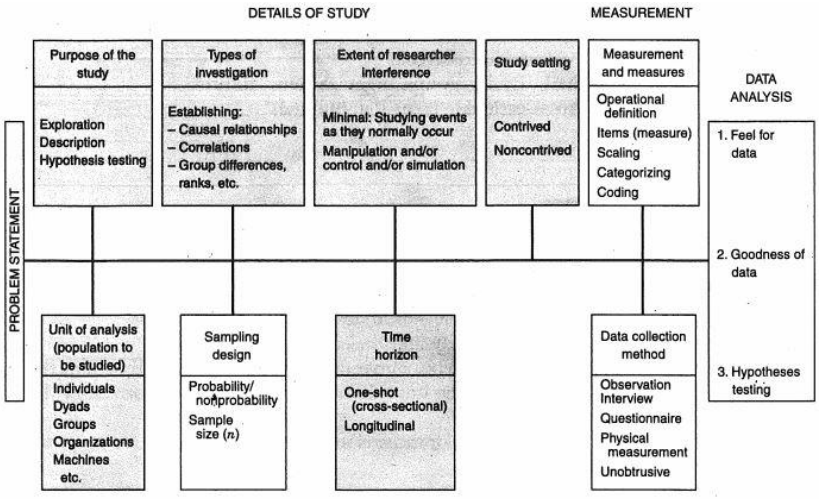

Figure 3.1: Research Design

Source: Saunders et. al. (2017)

Based on a book by Cooper and Schindler (2013), research designs have been classified into three forms, namely descriptive, explanatory and exploratory research. Saunders et al. (2017) pointed out that descriptive research is used when the researcher need to illustrate a characteristic or distinct phenomenon of population and to inaugurate relationship between the selected variable. Sekaran and Bougie (2016) also mentioned that descriptive research put focus on data collection through survey distribution method and the data collected will be analysed and tabularised using quantitative methods.

The purpose of this research is to determine the relationship between talent retention and the factors influencing talent retention in international schools of Malaysia. This research needs to gather data from many respondents; therefore, quantitative research is used as Zikmund et. al. (2013) mentioned that with quantitative research, researcher is able to reach out to a broader range of respondents in a short period of time. Quantitative research is used in research to depict or predict, form and test the theory by having quantitative information as support (Saunders et. al., 2017).

This research is regarded as a Correlation Design by Cooper and Schindler (2013) as this research is to examine the existence of relationship between the independent variables and dependent variables proposed. Saunders et. al. (2017) stated that if relationships between the variables are able to ascertain, the most appropriate way is to conduct a correlation research.

The extent of researcher interference for this research is minimal because the researcher is not interfering into the normal work of the respondents (Sekaran and Bougie, 2016).

Additionally, the study setting is non-contrived as the research is studying the phenomenon as the study setting is naturally occurs, which means that there is no manipulation of the study setting (Zikmund et. al., 2013). Cooper and Schindler (2013) pointed out that the external validity will be greater and is more reliable when the data is collected in a non-contrived environment, and in this research, this method is embraced.

3.2 Unit of Analysis and Time Horizon

The unit of analysis is the main unit that researchers used to examine and execute analysis in the study, such as individuals and organisation; unit of analysis will be different depends on the different context of the research (Zikmund et. al., 2013).

In this research the unit of analysis is individual as the questionnaire is distributed to the employees who are working in the international schools in Malaysia. The data collected from each respondent are expected to be distinct as the respondents are from different international schools. Hence, the unit of analysis for this research is individual instead of organisation.

Moreover, cross-sectional is chosen for this research. As the data is collected once only for a respondent, Saunders et. al. (2017) regarded this study as cross-sectional, and also pointed out that cross sectional study is a study of specific situation at a specific time. Cross-sectional study normally uses survey strategy as the study might be seeking to express the prevalence of incidents.

3.3 Sampling Design

Sampling is defined as the process of selecting a few from a bigger group as a foundation for assessing or forecasting the predominance of an unknown piece of information, situation or outcome regarding the bigger group (Kumar, 2014). According to Hair, Black, Babin et. al. (2014), sampling design is important because the process involves is used to answer several questions: (1) should a sample or census be used? (2) If a sample is used, which sampling approach is the best? (3) How large a sample is necessary to represent the population? As mentioned in the previous section, this research puts focus on employees who are working in Malaysia, specifically in the international schools, and to ascertain whether the factors influencing talent retention which are stated in this research could influence the employees' intention to stay. Employees working in international schools are chosen as the population because there is limited

research on talent retention for the population. In this research, sample is used instead of census as the population is big. Hair et. al. (2014) pointed out that ideally, census, where the researcher needs to collect data from everyone in the population is used in the research to gain more accurate information, but this is not feasible for large population such as employees working in international schools of Malaysia, consequently, sample is used.

3.3.1 Sampling Plan

Sampling techniques is categorised into two categories, namely probability sampling and non-probability sampling (Saunders et al., 2017). Convenience sampling, which is a type of non-probability sampling, is used in this research. Convenience sampling is a technique used by the researcher to gather information from a few of a bigger group who are conveniently available to provide the information (Sekaran and Bougie, 2016). Convenient sampling is suitable for this research because there is time constraint and convenient sampling allows researcher to collect data in a short period of time by distributing the questionnaires which is setup through online questionnaire websites (Saunders et al., 2017).

3.3.2 Sample size

Determining an appropriate sample size for a research is very important, for the reason that sample size affects the feasibility of the research and proper calculation possess significant effect on the power and validity of the results (Meysamie et al., 2014). In this research, the sample size is determined using the guidelines established by Krejcie and Morgan’s (1970). Based on data from Private Education Division, Ministry of Education, there are 54,128 students studying in international schools in year 2016 (Cardas Research Consulting Sdn. Bhd., 2017). The principal of Garden International School, Mr Stuart Walker stated that in a class of international schools, the number of students is around

20 (Malaysian Digest, 2015). Taking the data from both websites, this research can assumed that there are 2,706 classes of students, and assumed that a teacher is assigned to take care of each class, consequently there is an estimation of 2,706 teachers working in the international schools in Malaysia. According to Krejcie and Morgan (1970), at least 338 valid questionnaires need to be collected. In the assumption of the response rate of 60 percent (Fincham, 2008), this research is estimated to distribute 563 questionnaires among the employees in international schools of Malaysia. Hair et. al. (2014) pointed out that as long as there are 250 questionnaires collected, the data will be statistically valid and significantly evident.

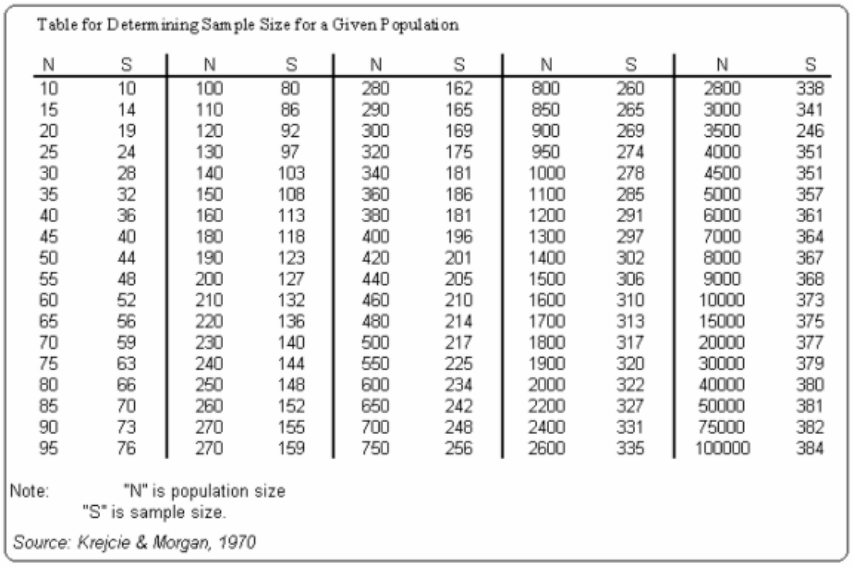

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

Figure 3.2: Table for determining sample size for a population

Source: Krejcie and Morgan (1970)

3.4 Questionnaire Design

According to Hair et. al. (2014), questionnaire consists of standard set of questions with answers to the questions and is often limited to a few predetermined outcomes. The survey questionnaire in this research is categorised into 3 sections: section 1 for demographic profile, section 2 for independent variables which are reward management, work-life balance and

career progression, while section 3 is for dependent variable which is talent retention. In section 1, questions are designed using nominal scale and ordinal scale, while the constructs in section 2 and 3 will be measured using interval scale, which is the five-point Likert scale, ranging from 'strongly disagree (1) to strongly agree (5)'.

Section 1 consists of simple questions about the respondent's demographic details such as age, duration of service (year), job position. The respondents' name is not disclosed and dichotomous scale is used, where simple multiple choice questions are asked. Section 2 is to consider the independent variables and to evaluate the 3 influencing factors on talent retention (dependent variable), namely reward management, work-life balance and career progression. Furthermore, section 3 is to assess the employee's intention to retain in the organisation. All the items in questionnaire were reviewed to suit the nature of this research for the international schools of Malaysia.

Table 3.1: Summary table of questionnaire

Section	Items	No. of Questions	Reference
1	Demographic Profile	3	Ng, Lam, Kampar, et. al. (2012); Sekaran and Bougie (2016)
2 (Independent Variable)	Reward Management	4	Balakrishnan and Vijayalakshmi (2014); Hoole and Hotz (2016); Senasi and Khalil (2015)
	Work-Life Balance	4	Hasan and Teng (2017); Kumari (2012); Saleh (2015); Simmons (2012)
	Career Progression	4	Hassan and Ehsan (2015); Johns (2013); Ladkin and Kichuk (2017); Nirmala (2014)
3 (Dependent Variable)	Talent Retention	5	Das and Baruah (2013); George (2015); Muppuri (2014); Satpal (2016); Suresh and Krishnaraj (2015); Turnea (2018)

3.5 Pilot Test

According to Zikmund et al. (2013) pilot study is vital in a research to check the validity, reliability and consistency of the questionnaires before running preliminary test. The ideal size of sample size for pilot study is 10% to 20% of the sample size for the preliminary test (Baker, 1994). Therefore, in this research, 34 sets of questionnaires are distributed as the real sample size is 338 and 10% is needed for pilot test; some refinement will be done after the pilot test if required.

3.5.1 Pilot Test: Factor Analysis

According to Hair et. al. (2014), factor analysis is a technique that statistically identifies a reduced number of factors from a larger number of measured variables. In this research, factor analysis will be done on a pilot test of 34 sets of questionnaires as mentioned earlier. The data collected will be test under factor analysis, which involves the KMO Bartlett's test of Sphericity, as the test is used to ascertain whether the data collected and the items within the constructs are relevant and appropriate for further analyses (Kumar, 2014). Cooper and Schindler (2013) mentioned that independent variables and dependent variables needed to be separated when running KMO Barlett's Test. The KMO value set for this research is 0.6 and above, meaning that the result should be equal or more than 0.6, otherwise more questions needed to be added in the questionnaire (Zikmund et. al., 2013). Hair et. al. (2014) pointed out that if the KMO values are between 0.5 and 0.7, the results are moderate; 0.7 to 0.8 are good, and values greater than 0.9 are classified as superb for factor analysis. Cooper and Schindler (2013) supported the idea and added that if KMO value less than 0.5, means that the factor may not be appropriate and more data need to be collected for correct predictions.

Furthermore, the data collected should be run under communalities, which is also known as factor loading that indicates the strength of the relationship

between the item and the latent variable and consequently, is applied to ascertain the convergent and discriminant validity of the scales (Hair et al., 2014). Tabachnick and Fidell (2013) pointed out that the result is acceptable for further analyses if is shown as 0.6 and above. If any item or construct do not fulfil the required criteria, but is between 0.5 and 0.599, the item or construct can still remain as this is just a small part of the sample size (Cooper and Schindler, 2013). Yet, if the value is below 0.5, the item or construct needs to be changed for further analyses. The factor analysis needs to be performed prior to the reliability to examine whether specific item or construct needs to be excluded or amended before further tests could be carried out (Zikmund et al., 2013).

Another test in factor analysis that the data need to be run under is Eigenvalues test, which is used to consolidate the variance in a correlation matrix (Tabachnick and Fidell, 2013). According to Kaiser (1960), only those factors with eigenvalues greater than 1.0 should be retained for interpretation. In this research, there are 3 independent variables; consequently, there should be 3 eigenvalues which are greater than 1.0 in order for the factors to be qualified for interpretation. If the amount of eigenvalues that is greater than 1.0 is below the amount of independent variables, the researcher needs to review whether the test is done without separating the independent variables and dependent variable (Tabachnick and Fidell, 2013).

3.5.2 Pilot Test: Reliability Test

According to Bryman (2015), reliability is viewed as a measure of consistency in assessing a concept based on data collected. Sekaran and Bougie (2016) referred reliability test as a measure to examine the internal consistency and stability of the measurement.

Most of the journals and research papers in this research were adopted from established platforms such as Google Scholar, UHStudynet, ScienceDirect, Ebscohost and Procedia, and other reliable sources, which can safeguard the

reliability of the information collected. The online information was only adopted from official websites such as those related to the government agencies that generally have high credibility.

Moreover, Cronbach Alpha is used in this survey to measure the credibility; Cronbach Alpha is a popular test used to determine inter-item consistency of assessing instrument (Kumar, 2014). According to Hair et. al. (2015), the acceptable value for Cronbach Alpha is ranging from 0.70 to 0.90; the statistical results will be more reliable if the value is higher. In pilot test, the value of Cronbach Alpha of 0.6 - 0.69 is still acceptable as only small amount of the sample size is being tested; yet, if the value is lesser than 0.6, the item or construct need to be eliminated (Kumar, 2014). Prior to major distribution of questionnaire, pre-test on reliability of the survey would be performed. In the pre-test phase, 34 sets of questionnaires will be distributed among the employees who are working in the international schools and the data collected is process through Cronbach Alpha test. Sekaran and Bougie (2016) pointed out that if the result shown is low, related questions could be reviewed and eliminated due to lack of understanding. Zikmund et al. (2013) emphasized that although pre-testing is not critical, researcher needs to make sure that following respondents are cognisant of the questions asked, and such pre-tests will also improve face validity as the questionnaire has been at least viewed by small sample of respondents.

3.5.3 Pilot Test: Correlation Matrix

According to Zikmund et. al. (2013), correlation matrix is standard form for reporting observed correlations between two variables. Any number of variables can be displayed in a correlation matrix, but each entry represents the bivariate relationship between a pair of variables (Cooper and Schindler, 2013).

Zikmund et. al. (2013) pointed out that when performing the test, the researcher needs to ensure that there is no correlation between two or more independent variables otherwise the separate effects of individual variables are hard to

ascertain. The dimensions of the same independent variable can be either correlated or not correlated as the effects can be viewed separately or in combine form (Kumar, 2014). Yet, the items in dependent variable must be correlated; if the items are not correlated, the questions in questionnaire need to be reviewed or removed (Cooper and Schindler, 2013). Bustamam et. al. (2014) has used correlation matrix in doing research on the same topic, talent retention.

3.6 Measurements

As mentioned earlier, the measuring instrument to gather data for this research is self-administered questionnaire. According to Sekaran and Bougie (2016), there are a couple of pros and cons of self-administered questionnaire. Broader range of respondents can be reached using internet-mediated self-administered questionnaire and the data acquired can be analysed easily using the available statistical analysing software (Ponto, 2015). Yet, researcher would only be able to view the questionnaires upon completion, which is the disadvantage of self-administered questionnaire, thus ensuring that the responses are valid, resulting in less responses which is invalid (Padayachee, 2016). Additionally, explanation and clarification will be provided by researcher in order for the respondents to reply the questionnaires without any difficulties. The questions in the questionnaire need to relate back to the theories and concepts that would be aligned with the research objectives, which has been mentioned earlier.

In this research, a broad range of tests and measurements will be used to analyse the data gathered from the questionnaires distributed, including preliminary tests, hypotheses tests, and other supporting or confirmatory tests (Sekaran and Bougie, 2016).

3.6.1 Descriptive Information

According to Cooper and Schindler (2013), the descriptive analysis of research is referred to the analysis of information which is relevant to the concern topic. There are two types of information which is usually gathered from the concern sample, namely demographics and descriptive (Kumar, 2014). Demographics analysis helps in assessing the age bracket of respondents that have participated in the research so that the generalisability of the study conducted can be analysed (Hair et. al., 2014). Descriptive analysis, according to Zikmund et. al. (2013) is referring to the overall discussion of the responses gathered on the concern statement on the subject of the main issue of the research. In this research, both demographic analysis and descriptive analysis will be performed using Statistical Package for Social Sciences (SPSS) software. Furthermore, the personal information of the participants is collected anonymously in the research and would not be revealed publicly with the intention of maintaining the ethics. Moreover, multiple choice question method has been applied while constructing the concern statement regarding the main issue of the research.

3.6.2 Preliminary Tests

In preliminary test, KMO Bartlett's test of Sphericity value need to be more than 0.6, and the acceptable of measures of sample adequacy (MSA) should be significant ($p < 0.05$) (Hair et. al., 2014). Kumar (2014) pointed out that the communalities of research must be more than 0.6. During the pilot test, if the value of communalities is lower than 0.6 but is between 0.5 and 0.6, the value is still acceptable; however, in preliminary test, the communalities value must be more than 0.6 (Zikmund et. al., 2013). Cooper and Schindler (2013) stated that the amount of eigenvalue > 1 must equal to the amount of independent variables stated in the research. If in pilot test, the amount of eigenvalue > 1 is equal to the amount of independent variables but during preliminary test, the amount of eigenvalue > 1 is more than the amount of independent variables stated, the researcher needs to check whether the dependent variable is

included in the test; dependent variable needs to be separated from the test otherwise the amount of eigenvalue > 1 is not accurate (Kumar, 2014). If the independent variable and dependent variable has been separated in the beginning, then correlation matrix need to be run in order to review which of the independent variables can be combine as one (Zikmund et. al, 2013). If the amount of the eigenvalue > 1 is lesser than the amount of independent variables stated in the research, literature support is needed to either combine or delete the item (Kumar, 2014). Zikmund et. al. (2013) pointed out that factor analysis needs to be performed before reliability test, in order to make sure that any items or constructs that do not meet the rule of thumb will be eliminated or amended in for further analyses. David et. al. (2015) and George (2015) has used factor analysis as measurement in research.

Sekaran and Bougie (2016) stated that reliability test is performed with the purpose of evaluating the internal consistency, stability of measurement and potential measurement error, in which Cronbach's alpha is applied to examine the reliability of items. According to Hair et. al. (2014), if the value of the satisfactory level is between 0.70 and 0.90, good reliability is shown for each scale and is within a commonly accepted range. Although the value of Cronbach Alpha between 0.6-0.69 is acceptable in pilot test, the value is not acceptable in preliminary test. Reliability test is used in research of Cegarra-Leiva et. al. (2012), David et. al. (2015) and Sinha and Sinha (2012) to ensure all the variables are reliable and accurate.

3.6.3 Hypotheses Testing

Multiple Linear Regression and Analysis of Variance (ANOVA) will be performed to test on all the hypotheses and ensure the link between talent retention (dependent variable) and reward management, work-life balance and career progression (independent variable). Moreover, the tests will help to determine the variance accounted by the independent variable in dependent variable by emphasising the most significant variable (Kumar, 2014).

3.6.3.1 Multiple Regression Analysis

According to Cooper and Schindler (2013), multiple regression analysis is used to develop a self-weighting estimating equation that forecasts the value for a dependent variable from the values of independent variables. Beta coefficient, β, symbolises the forecast of strength of linear relationship and the direction between interval and ratio variables (Zikmund et. al., 2013). The coefficient range is from +1 to -1 and the prefix of '+' and '-' represented the direction of the association while the number represents the power of the relationship, in which the higher number of coefficient represents stronger association (Saunders et. al., 2017). Sekaran and Bougie (2016) pointed out that the significance of p-value < 0.05 is the rule of thumb in research.

Furthermore, the coefficient of determinant, R^2, gives the information about the goodness of fit of the regression model and the percentage of variance of dependent variable is clarified by the variation of independent variable (Saunders et. al., 2017). Sekaran and Bougie (2016) mentioned that if R^2 is nearer to 1, most of the variation of dependent variable can be clarified by regression model; yet, if R^2 is nearer to 0, most of the variation of dependent variable cannot be clarified by regression model. Bustamam et. al. (2014) and Nirmala (2014) used multiple regression analysis when doing research on talent retention.

3.6.3.2 ANOVA

According to Sekaran and Bougie (2016), ANOVA method is applied to compare the mean difference for both groups. Cooper and Schindler (2013) mentioned that if p-value is more than 0.05 means that do not reject null hypothesis; yet, p-value of less than 0.05 means that reject null hypothesis. If the value more than 0.05, there is no difference between factors of retention against talent retention; yet, if the value less than 0.05, there is difference between factors of retention against talent retention (Saunders et. al., 2017). In this study, post-hoc test is used when there is statistically significant difference

in group means ($p<0.05$, null hypothesis is rejected) (Cooper and Schindler, 2013). Tukey test, which controls the alpha inflation, is used to analyse questions that used Likert Five scale in regards to independent variables and dependent variables (Sekaran and Bougie, 2016). ANOVA test has been applied by Neog and Barua (2015), Nirmala (2014) and Turnea (2018) to examine the mean differences for two or more groups against dependent variable.

3.6.3.3 Beta Coefficient

According to Gardner, Mcgowan and Moeller (2013), beta-coefficient, Beta is the degree of change in the dependent variable for every one unit for change in the independent variable. The beta coefficients can be negative or positive, t-value and the significance of t-value associated with each other (Cooper and Schindler, 2013). T-test is assessed to test whether the beta-coefficient is significantly different from 0 because if beta-coefficient is statistically significant, the variable does forecast the outcome (Sekaran and Bougie, 2016). Saunders et. al. (2017) mentioned that if the beta coefficient is positive, for every one unit increase in the independent variable, the dependent variable will increase by the beta coefficient value; yet, if the beta coefficient is negative, for every one unit increase in the independent variable, the dependent variable will decrease by the beta coefficient value. Sekaran and Bougie (2016) pointed out that the nearer the beta coefficient's value is to one, the higher the influence of independent variable towards the dependent variable; hence, the higher value the better.

3.6.3.4 Stepwise Regression Model

According to Ott and Longnecker (2015), stepwise regression is a combination of the forward and backward selection techniques. Stepwise regression is a modification of the forward selection with the intention that after each step in

which a variable was added, all variables in the model are examined to see whether the significance has been reduced below the specified tolerance level (Hair et. al., 2014). If a non-significant variable is found, the variable is removed from the model. Stepwise regression requires two significance levels, one for adding variables and another is to remove variables (Gnanadesikan, 2011). The cut-off probability for adding variables should be less than the cut-off probability for removing variables so that the procedure does not get into an infinite loop (Ott and Longnecker, 2015).

Table 3.2: Summary table of analysis

Tests	Function	Rule of Thumb	Citations
Factor Analysis (Pilot & Preliminary tests)	To identify a reduced number of factors from a larger number of measured variables (Hair et. al., 2014) KMO / Communalities Eigenvalue	0.6 (Zikmund et. al., 2013) >1 valid factor (Cooper and Schindler, 2013)	David et. al. (2015); George (2015)
Reliability Test (Pilot & Preliminary tests)	To evaluate the internal consistency and stability of the measurement (Sekaran and Bougie, 2016)	Cronbach Alpha between 0.70 and 0.90 is acceptable value (Hair et. al., 2015).	Cegarra-Leiva et. al. (2012); David et. al. (2015); Sinha and Sinha (2012)
Correlation Matrix (Pilot test)	To determine the correlations between two variables (Zikmund et. al., 2013),	No correlation between two or more IVs; Dimensions of same IV can be either correlate or not correlate; Items in DV must correlate (Zikmund et. al., 2013)	Bustamam et. al. (2014)

Hypotheses testing (multiple regression)	To develop a self-weighting estimating equation that forecasts the value for a dependent variable from the values of independent variables (Cooper and Schindler, 2013).	R^2 near to 1 = dependent variable can be explained by the regression model (Sekaran and Bougie, 2016). R^2 is near to 0 = most of the data variation cannot be explained by the regression model (Sekaran and Bougie, 2016). Significance: $p < 0.05$ (Sekaran and Bougie, 2016).	Bustamam et. al. (2014); Nirmala (2014)
One-way ANOVA (Tukey)	To compare the mean differences for both groups (Sekaran and Bougie, 2016).	P-value < 0.05: accept alternative hypothesis; P-value > 0.05: reject alternative hypothesis (Saunders et al., 2017).	Neog and Barua (2015); Nirmala (2014); Turnea (2018)
Beta Coefficient (Standardized)	To ascertain the degree of change in the dependent variable for every 1-unit of change in the independent variable (Gardner, Mcgowan and Moeller, 2013).	Beta near to 1 = higher influence towards DV; Beta the higher, the better (Sekaran and Bougie, 2016). '+' means increase by Beta value, '-' means decrease by Beta value (Saunders et. al., 2017).	Bustamam et. al. (2014)
Stepwise Regression Model	In every step, a variable is considered for addition to or subtraction from the set of explanatory variables according to several pre-specified criterion (Saunders et al., 2017).	P-value < 0.05: significant; P-value > 0.05: not significant (Ott and Longnecker, 2015) If a non-significant variable is found, the variable is removed from the model (Hair et. al., 2014).	Kyndt, Dochy and Michielsen, et. al. (2009)

3.7 Ethical Consideration

According to Sekaran and Bougie (2016), the researcher needs to gather data in an ethical manner in order to preserve the research quality and integrity. The ethical consideration as shown by the researcher is beneficial in helping the researcher to maintain the research's quality (Kumar, 2014). The data in the research were gathered ethically and the respondents were permissible to share opinions without misperception, and the respondents are taking part in the study voluntarily (Hair et. al., 2014).

The researcher reassures respondents that the data provided will not be manipulated in the future and the private information will not be revealed publicly (Sekaran and Bougie, 2016). Therefore, there are higher chances for the researcher to gain honest answers. Additionally, a briefing sheet is provided to the respondents before distributing the questionnaires so that the respondents have knowledge in the research topic and knowing why the research is performed (Hair et. al., 2014).

Moreover, secondary data based on literature review were acquired from reliable source and referenced appropriately to make sure that no plagiarised material was applied (Kumar, 2014). In order for the respondents to understand the questions asked in the questionnaire easily, the questions were designed in simple language and was based on the research hypotheses (Hair et. al., 2014). As the questionnaire was adopted from the past studies (Balakrishnan and Vijayalakshmi, 2014; Hasan and Teng, 2017; Kumari, 2012; Ladkin and Kichuk, 2017; Ng et. al., 2012; Satpal, 2016; Suresh and Krishnaraj, 2015), the internal validity was enhanced, and as the data was collected from the natural work environment, consequently the external validity is also served for ethically.

3.8 Conclusion

In this chapter, research methodology that will be applied during the research was elaborated, as well as the quantitative analysis of biographical details of respondents. Additionally, this chapter included few important processes such as research design planning, constructing questionnaire and data collection administration. This chapter also analysed on how the sample selection was performed by testing and analysis. The research findings will then be discussed in the following chapter.

Figure 3.3: Gantt chart for Initial Research Proposal Plan

Source: Gantt (1910)

Chapter 4: Research Findings

4.0 Overview

The main objective of this chapter is to discuss about the findings and analyse the data collected from the talents who are working in international schools of Malaysia. SPSS will be used to portray the analysis of results in grouping the data which derived from Likert 5-scales used in the questionnaire. Tables will also be used to present the results obtain from the respondents. Important information and further explanation of the findings will be included in order to clarify and bring total understanding of the connection between the data gathered and the research presented.

4.1 Pilot Test

According to Zikmund et. al. (2013), pilot testing is a rehearsal of the research study, which enables the researcher to test the research approach with a small number of test participants, which is also referred as respondents too, before the researcher conducting the main study. Kumar (2014) referred pilot study as something similar to the process which is to be done before proper experiment design. Pilot study is a necessity and important for the researcher to take time to evaluate, test, and iteratively enhance the research design, before proceeding to the research execution phase (Hair et. al., 2014). Pilot study is being done on people that represent the various subgroups within the intended sample (Zikmund et al., 2013). By having pilot study, the researcher not only able to ensure that the research process runs smoothly, but also make sure that respondents understand the questions and got what the researcher actually would like to express (Saunders, 2017). Through pilot study, researcher also able to spot whether there is any questions that make respondents feel uncomfortable and need amendment (Hair et. al., 2014). Moreover, pilot study

enables researcher to find out how long does a respondent takes to complete the survey in real time. These results will spectacularly make the output from the study be better (Zikmund et al., 2013).

As the questionnaire of the research was adopted and adapted based on several previous studies (Balakrishnan and Vijayalakshmi, 2014; Johns, 2013; Muppuri, 2014; Nirmala, 2014; Ng, Lam, Kampar, et. al., 2012; Satpal, 2016; Simmons, 2012; Turnea, 2018), pilot test was conducted to ensure that the questions were suitable for this research (Kumar, 2014). Several tests that will be undergone in pilot study of this research include factor analysis, bivariate correlation and reliability test. If the results of these tests did not meet the rule of thumb stated by few scholars (Hair et. al., 2013; Sekaran and Bougie, 2016; Zikmund et al., 2013), some of the questions might need to be amended or being eliminated from the further analyses. According to Baker (1994), the ideal number of sample size for pilot test is 10-20% of the real study's sample size. The number of respondents for this research is 338, thus 10-20% of the sample size would be around 40. The number of respondents for pilot test was 41 respondents. After distributing and gathering questionnaires from respondents, the data was be tabulated via SPSS software.

4.1.1 Pilot Test: Factor Analysis

KMO and Bartlett's Test for Sphericity

As mentioned by Tabachnick and Fidell (2013), both the Kaiser-Meyer-Olkin (KMO) and the Bartlett's Test of Sphericity tests are the minimum standard to proceed for Factor Analysis. Kaiser-Meyer-Olkin test is the measurement for sampling adequacy, which varies between 0 and 1; the KMO value that is closer to 1 is better and the value of 0.6 is the suggested minimum (Zikmund et. al., 2013). If the KMO value is lesser than 0.6, which is the rule of thumb, the study cannot proceed for further analyses (Cooper and Schindler, 2013).

Additionally, the Bartlett's Test of Sphericity is the test for null hypothesis that the correlation matrix has an identity matrix; to be precise, Bartlett's Test of Sphericity test the hypothesis regarding the interrelationship between the variables.

Null Hypothesis:	*Alternate Hypothesis:*
H_0= There is no statistically significant interrelationship between variables influencing the talent retention.	H_1= There may be a statistically significant interrelationship between variables influencing the talent retention.

Figure 4.1 Hypotheses for Bartlett's Test of Sphericity

Based on *Figure, 4.1*, if the Bartlett's Test of Sphericity value is shown more than the significance level which is 0.05, null hypothesis will be accepted, yet, if the test value is shown lesser than 0.05, alternate hypothesis will be accepted (Hair et. al, 2013). The data collected in pilot study of this research is done using SPSS and the results were as followed:

Table 4.1 KMO and Barlett's Test (Independent Variables)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.616
Bartlett's Test of Sphericity	Approx. Chi-Square	304.262
	Df	66
	Sig.	.000

Table 4.2 KMO and Barlett's Test (Dependent Variable)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.883
Bartlett's Test of Sphericity	Approx. Chi-Square	195.673
	Df	10
	Sig.	.000

Table 4.1 and *Table 4.2* showed that the KMO value of independent variables and dependent variables for pilot test are 0.616 and 0.883 respectively; as a matter of fact, both values are more than 0.6, which is the threshold of factor analysis to be considered as acceptable values (Kumar, 2014). Furthermore, as the significance level of Bartlett's Test of Sphericity of both *Table 4.1* and *Table*

4.2 were lower than 0.05, alternative hypothesis was accepted that there may be a statistically significant interrelationship between variables influencing talent retention, which is the dependent variable of this study. All the questions in questionnaire are adequate to be used for further analysis.

As mentioned earlier, KMO and Bartlett's Test of Sphericity were used to evaluate the appropriateness of factor analysis, and the results shown were all fulfilling the requirement, thus factor analysis is considered as an appropriate technique for further analysis of the data. The following test will be tested on the factor loading.

Factor Loadings/Communalities

Factor loadings, or also known as communalities, reveal how well an item correlates with all other items (Sekaran and Bougie, 2016). As said by Tabachnick and Fidell (2013), initial communalities are estimating the variance in each variable accounted for by all components or factors; principal components extraction is always equal to 1.0 for correlation analyses. Extraction communalities are the estimation of variance in each variable accounted for by the components (Kumar, 2014). If the communalities are high, means that the extracted components represent the variables well; if communalities for a particular variable are low, which means the value is lower than the rule of thumb, that variable may struggle to load significantly on any factor (Zikmund et. al., 2013). In pilot study, extraction of 0.5 to 0.599 is still acceptable but not the value below 0.5 (Hair et. al., 2013). Therefore, researcher is recommended to remove the question that has extraction value of below 0.5 (Tabachnick and Fidell, 2013). The results of factor loadings for pilot study of this research are shown in *Table 4.3* and *Table 4.4* below:

Table 4.3 Factor loading for Pilot Test (Independent Variables)

Items	Initial	Extraction
A 'fair' salary based on performance and effort will help to retain me in an organisation.	1.000	0.802
I am recognised with appropriate rewards from the international school on the service and effort that I have provided.	1.000	0.720
Attractive incentives will help me to remain in an organisation.	1.000	0.803
Overall, I would work in an international school which offers better reward management.	1.000	0.603
I am provided with adequate opportunities for career progression.	1.000	0.634
I feel that opportunity to learn skills will improve my chances for promotion.	1.000	0.655
Opportunities for advancement in this organization are available to everyone.	1.000	0.642
I believe that my present job has aided my growth in my career.	1.000	0.617
I believe that organisation that provides flexible working hours will be able to retain talents better.	1.000	0.793
I believe that having a balance between the amount of hours worked and fulfilling family responsibilities will keep me in the organisation.	1.000	0.844
I deem that when I can achieve career success while juggling my family priorities will retain me in the organisation.	1.000	0.895
Overall, my job provides me with the required work-life balance.	1.000	0.640

Table 4.4 Factor loading for Pilot Test (Dependent Variable)

Items	Initial	Extraction
I do not intend to quit my job within next year/short term.	1.000	0.848
I will not leave my current organisation even if I get a more attractive salary.	1.000	0.801
I seldom think about quitting my job.	1.000	0.839
I am likely to complete my career with this organization.	1.000	0.822
Overall, I am very satisfied with my work and organisation.	1.000	0.873

As shown in the *Table 4.3* and *Table 4.4* above, all the values of communalities in extraction column are shown more than 0.6, which implies that questions in the questionnaire are valid. According to Zikmund et. al. (2013), the indicator must be 0.6 and above in order to be considered as valid and acceptable value.

Since all indicators in the study showed values more than 0.6, there is no need to eliminate questions. Thus, the questions are appropriate to be used for further analysis. The next step will be tested for eigenvalues of pilot study.

Eigenvalues

In test for eigenvalues, the initial components are the numbers of the variables used in the factor analysis. However, not all the variables will be retained (Gnanadesikan, 2011). In the research only few factors will be extracted by combining the relevant variables (Ott and Longnecker, 2015). Eigenvalues are the variances of the factors; the total column contains the eigenvalue (Gnanadesikan, 2011). The first factor will always account for most of the variance and hence having the highest eigenvalues, the next factor will account for as much of the leftover variance and the same will continue till the last factor (Ott and Longnecker, 2015). The percentage of variance represents the percent of total variance accounted by each factor while the cumulative percentage provides the cumulative percentage of variance account by the present and the preceding factors (Gnanadesikan, 2011). The results of eigenvalues were shown as followed:

Table 4.5 Eigenvalues of Pilot Test (Independent Variables)

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.366	28.053	28.053	3.366	28.053	28.053
2	2.975	24.794	52.847	2.975	24.794	52.847
3	2.306	19.219	72.066	2.306	19.219	72.066
4	.802	6.684	78.751			
5	.783	6.528	85.279			
6	.514	4.281	89.560			
7	.427	3.558	93.119			
8	.308	2.565	95.683			
9	.216	1.798	97.482			
10	.153	1.279	98.761			
11	.086	.720	99.481			
12	.062	.519	100.000			

Extraction Method: Principal Component Analysis.

Table 4.6 Eigenvalues of Pilot Test (Dependent Variable)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.183	83.662	83.662	4.183	83.662	83.662
2	.333	6.652	90.314			
3	.211	4.220	94.534			
4	.151	3.027	97.561			
5	.122	2.439	100.000			

Extraction Method: Principal Component Analysis.

As said by Kaiser (1960), only those factors that have eigenvalues of 1.0 and above will be sustained for interpretation. This is supported by Hinton, McMurray and Brownlow (2014) that eigenvalue of 1 means that the factor can be explain as much variability in the data as a single original variable. In *Table 4.5*, there were 3 eigenvalues being extracted, which is equal to the amount of independent variables in the study, and in *Table 4.6*, 1 eigenvalue is being extracted and is equal to the amount of dependent variable. One of the criteria of extraction was met. According to Cooper and Schindler (2013), as the amount of eigenvalues being extracted is equal to the amount of independent variables and dependent variables, there is no need for the researcher to amend or check for elements that can be combined based on the correlation matrix.

Additionally, in the *Table 4.5*, the 3 factors explain 72.06% of variance, whereas in *Table 4.6*, the factor explains 83.66% of variance. The results fulfilled the requirement stated in Ott and Longnecker (2015) that the chosen factors should explain at least 70 to 80% of the variance. Hence, no element will be excluded from the interpretation (Tabachnick and Fidell, 2013). All the questions in the questionnaire can be used in preliminary test and are appropriate for further analysis.

4.1.2 Pilot Test: Reliability Analysis

In reliability analysis, there are few approaches and internal consistency reliability is one of the approaches (Kumar, 2014). Internal consistency is used to examine the reliability of a summated scale where several items are added together to form a total score (Hinton et. al., 2014). In other words, the reliability of any given measurement refers to the extent to measure the consistency of a concept, and Cronbach's alpha is a way to measure the strength of consistency (Gnanadesikan, 2011). The table below showed the reliability of the variables in pilot test of this study.

Table 4.7 Reliability test of Pilot Test (Independent Variables and Dependent Variable)

Variables	Cronbach's Alpha	Number of Items
Reward Management (Independent variable)	0.863	4
Work-life Balance (Independent variable)	0.899	4
Career Progression (Independent variable)	0.766	4
Talent Retention (Dependent variable)	0.950	5
All Variables	0.799	17

According to Sekaran and Bougie (2016), Cronbach's Alpha (α) value between 0.7 and 0.9 is acceptable and when the Cronbach's Alpha is closer to 1, the higher the internal consistency reliability is. Based on *Table 4.7* above, the Cronbach's Alpha values were in the range between 0.7 and 0.9, thus, whole questionnaire was reliable and is allowed to proceed for further analyses. Yet, according to Ott and Longnecker (2015), highly correlated items will contribute in producing a high α coefficient; therefore, correlation analysis is done in the next step.

4.1.3 Pilot Test: Correlation Analysis

Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of the relationship. The value of the correlation coefficient varies between +1 and -1 to represents the strength of relationship. The direction of the relationship is indicated by the sign of the coefficient; '+' means positive relationship and '–' means negative relationship. The value of 1, regardless of '+' and '–', indicates a perfect degree of association between the two variables. If the value nearer to 1, the relationship between the two variables will be stronger; yet, if the value is near to 0, the relationship is weaker.

Zikmund et. al. (2013) stressed that researcher needs to make sure that there is no correlation between the independent variables otherwise the separate effects of individual variables will be hardly to ascertain. Kumar (2014) also mentioned that the dimensions of the same independent variable can be either correlated or not correlated as the effects can be viewed separately or in combine form. Furthermore, Cooper and Schindler (2013) stated that the items in dependent variable must be correlated. This is supported by Sekaran and Bougie (2016) that if the items are not correlated, the questions in questionnaire need to be reviewed or removed. Correlation matrix table for both independent variables and dependent variable were shown as followed:

Table 4.8 Correlation matrix of Pilot Test (Independent Variables)

	B1.1	B1.2	B1.3	B1.4	B2.1	B2.2	B2.3	B2.4	B3.1	B3.2	B3.3	B3.4
B1.1	1											
B1.2	0.709**	1										
B1.3	0.685**	0.693**	1									
B1.4	0.607**	0.407**	0.706**	1								
B2.1	0.133	0.098	0.082	-0.037	1							
B2.2	-0.079	-0.065	-0.105	-0.041	0.462**	1						
B2.3	-0.284	-0.239	-0.133	-0.119	0.391*	0.533**	1					
B2.4	-0.006	0.146	-0.119	-0.070	0.498**	0.451**	0.447**	1				
B3.1	0.071	0.261	0.124	0.171	0.025	-0.140	0.136	0.242	1			
B3.2	0.013	0.175	-0.070	0.094	-0.176	-0.121	0.093	0.059	0.742**	1		
B3.3	0.047	0.202	-0.036	0.079	-0.009	-0.092	0.154	0.079	0.749**	0.911**	1	
B3.4	-0.151	0.064	0.011	-0.044	0.207	-0.139	0.237	0.020	0.609**	0.551**	0.684**	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.9 Correlation matrix of Pilot Test (Dependent Variable)

	C1	C2	C3	C4	C5
C1	1				
C2	0.740**	1			
C3	0.814**	0.762**	1		
C4	0.848**	0.735**	0.786**	1	
C5	0.808**	0.860**	0.825**	0.779**	1

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

Correlation test was conducted in pilot test of the study with the objective to determine the construct and items are relevant with the expected results. As shown in *Table 4.8*, which is correlation matrix for independent variables, the items that are of a same construct have relation with each other but do not correlate with other constructs. The items within the same construct correlate to each other with the significant level of 0.01 and 0.05. This means that the independent variables were not inter-correlate; if the items of a same factor are inter-correlate with items of other constructs, there is a tendency that one of the factors is actually a subset of another factor instead of being a construct (Ott and Longnecker, 2015). In *Table 4.9*, which is the dependent variable's

correlation matrix, all the items are correlated with each other at the significant level of 0.01. Hence, *Table 4.8* and *Table 4.9* showed that further analysis could be done prior to this result.

4.1.4 Pilot Test: Conclusion

Pilot test of this study is done based on the data collected from 44 respondents to examine the accurateness and significance of the data. As shown from the findings of factor analysis, reliability test and correlation matrix, all the items of the constructs in the questionnaire were not inter-correlated, clearly proved that all the items of the constructs in the study were appropriate and applicable to proceed for collection of full scale data and further analyses.

4.2 Preliminary Test: Response Rate

In survey research, response rate is referring to the number of respondents who answered the survey divided by the number of people in the sample. Higher response rate is better as response rate is normally being seen as survey quality. The possible problem occurs by having low response rate is sampling bias, which is known as non-response bias too, if the non-response is unequal among the participants regarding exposure and outcome. Low response rate will also lead to higher level of error as the result obtained might not be reliable. Thus, higher response rate is preferable.

Table 4.10 Response Rate of the study

Total Questionnaire Distributed	Total Questionnaire Received	Usable Questionnaire	Response Rate
500	366	362	72.4%

A total of 500 questionnaires were distributed online via Google Forms to the employees working in international schools of Malaysia, yet, there are only 366 responses received from respondents. Based on the responses, 4 were not

usable due to respondents did not complete the questions as required. According to respondent of equation by Tabachnick and Fidell (2013), N > 50 + 8m (m represents the number of independent variables, which is 3 in this study), at least 74 questionnaires need to be collected in order for the sample size to be sufficient. Additionally, this aligns with Krejcie and Morgan (1970) table for determining sample size for a population as the amount of usable questionnaire, 362 is actually higher than the requirement which is 338. The response rate of 72.4% is acceptable to justify and generalised for the target population too as the rate is higher than the assumption proposed by Fincham (2008), which is 60%.

4.3 Preliminary Test: Demographic Profile of Respondents

Table 4.11 Demographic Profile of Respondents

Demographic	Categories	Frequency n=362	Percentage (%)
Age	20-29 years old	129	35.6
	30-39 years old	65	18.0
	40-49 years old	81	22.4
	50 years old and above	87	24.0
Highest Education Level	No formal education	0	0
	Secondary	75	20.7
	Pre-university	60	16.6
	Bachelor's degree	174	48.1
	Postgraduate	53	14.6
Length of Service (Tenure)	Below 3 years	143	39.5
	3-5 years	139	38.4
	6-10 years	45	12.4
	11-15 years	23	6.4
	Above 16 years	12	3.3

The demographic characteristics of the respondents were analysed and transformed into a presentable manner as portrayed in *Table 4.11* using descriptive statistics. The information accounted for includes the respondents' age, highest education level and the length of service in current organisation.

4.3.1 Age

Based on *Table 4.11*, the total number of respondents of the study is 362 and majority of the respondents were 20 to 29 years old (35.64%, n=129), followed by respondents of age 50 years old and above (24.03%, n=87), then is the respondents of age 40 to 49 years old (22.38%, n=81), and lastly is respondents of age 30 to 39 years old (17.96%, n=65).

4.3.2 Highest Education Level

As shown in *Table 4.11*, majority of the respondents have a Bachelor's Degree (48.07%, n=174), followed by respondents (20.7%, n=75) who have Secondary School as highest education level and 16.6% (n=60) have completed pre-university. There were only 53 (14.64%) of the respondents has a Postgraduate Degree and none of the respondents had no formal education.

4.3.3 Length of Service

Table 4.11 presented above shows that the percentage of respondents working in current organisation in terms of years. Out of 362 respondents, 143 (39.5%) of respondents has been working in the organisation below 3 years, while 139 (38.4%) of respondents has been working for 3 to 5 years. 12.43% (n=45) of respondents has been working for 6 to 10 years, 6.35% (n=23) has been working for 11 to 15 years, whereas minority of respondents (3.31%, n=12) of the respondents has been working in the organisation for 16 years and above. As majority of the respondents working in current organisation below 3 years,

this result was shown aligned to the survey done by Michael Page (2015) and Yeong (2017) that the employment period for Malaysian nowadays is not more than 3 years.

4.4 Preliminary Test: Data Analysis

This research conducted two preliminary analyses, namely factor analysis and reliability analysis.

According to Zikmund et. al. (2013), factor analysis is usually used to decrease the variables by grouping or indexing the variables that measure similar construct. It could be grouped into Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) (Kumar, 2014). CFA and EFA are similar techniques, but in EFA, data is simply explored and provides information about the numbers of factors required to represent the data. In EFA, all measured variables are related to every latent variable, while in CFA, researchers can specify the number of factors required in the data and which measured variable is related to which latent variable (Hair et. al., 2013). In other words, CFA is a tool that is used to confirm or reject the measurement theory (Sekaran and Bougie, 2016). Therefore, in this study, CFA is utilised to determine the relationship between the observed variable, which is the data gathered and the factors proposed (Bryman, 2015).

Furthermore, reliability analysis, as mentioned by Cooper and Schindler (2013), represents a scale that should be unfailingly reflects the construct that is being measured. This means that although the construct is being measured or perceived by different individual at different point of time, the measurement of construct has the internal consistency (Kumar, 2014).

Table 4.12 Summary of the Dependent Variable and Independent Variables

Dependent Variable	Independent Variables
Talent retention in international schools of Malaysia	Reward Management
	Work-life Balance
	Career Progression

4.4.1 Preliminary Test: Factor Analysis

In order to confirm the validity of the constructs of the study, several tests were performed. According to Kumar (2014), Kaiser-Meyer-Olkin (KMO), followed by Bartlett's tests were utilised not only to determine the adequacy of research data, but also to validate the relationship of the constructs respectively. As mentioned by Sekaran and Bougie (2016), the acceptable value of overall KMO should be greater than 0.6, whereas the significance value for Bartlett's test should be $p < 0.05$. Moreover, communalities test was done in the study in order to examine the validity of the research constructs. Thus, the communalities value should be more than 0.6 (Zikmund et. al., 2013). Tests have been run and the results were being summarised in Table 4.13.

Table 4.13 Summary of Factor Analysis of Independent Variables and Dependent Variable

Variables		Number of questions	Factor loadings (>0.6)	Overall KMO Measure of adequacy (>0.6)	Bartlett's significance (p<0.05)
1	Reward Management	4	0.613 > 0.894	0.787	0.000
2	Work-life Balance	4			
3	Career Progression	4			
4	Talent retention in international schools of Malaysia	5	0.853 > 0.950	0.876	0.000

Based on the *Table 4.13*, factor loadings for reward management, career progression, work-life balance and talent retention in international schools of Malaysia were shown between the range of 0.613 to 0.894, which is more than the requirement of not less than 0.6 (Hair et. al, 2014). Furthermore, the overall

KMO of these independent variables and dependent variable were 0.787 and 0.876 respectively, which also met the standard of more than 0.6 (Cooper and Schindler, 2013). The significance level for both independent variables and dependent variable were 0.000, which was significant at 0.05 level; the result of KMO is accepted (Kumar, 2014). Hence, all the variables taken for this research purpose are adequate for further analyses as all the results were shown fulfilling the minimum requirement.

Table 4.14 Eigenvalues of Preliminary Test (Independent Variables)

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.111	42.594	42.594	5.111	42.594	42.594
2	2.970	24.754	67.348	2.970	24.754	67.348
3	1.330	11.081	78.429	1.330	11.081	78.429
4	.589	4.910	83.339			
5	.487	4.056	87.395			
6	.400	3.332	90.727			
7	.361	3.012	93.739			
8	.250	2.080	95.818			
9	.174	1.451	97.270			
10	.132	1.099	98.369			
11	.104	.865	99.233			
12	.092	.767	100.000			

Extraction Method: Principal Component Analysis.

Table 4.15 Eigenvalues of Preliminary Test (Dependent Variables)

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.439	88.774	88.774	4.439	88.774	88.774
2	.215	4.305	93.079			
3	.176	3.515	96.594			
4	.127	2.541	99.135			
5	.043	.865	100.000			

Extraction Method: Principal Component Analysis.

As shown in *Table 4.14*, the eigenvalue > 1 has been extracted and the amount is 3, which is equivalent to the amount of constructs in this study. In addition, the amount of eigenvalue > 1 that has been extracted in *Table 4.15* was also equal to the amount of dependent variable appears in this research. As mentioned by Zikmund et. al. (2013), the amount of extraction should be the same as the amount of variables in the research, and the requirement has been fulfilled in the study.

Furthermore, *Table 4.14* showed that the three factors which were being extracted explain nearly 78.43% of the variance while the factor in *Table 4.15* explains nearly 89% of the variance. The results shown were higher than the percentage shown in *Table 4.5* and *Table 4.6* (72.06% for independent variables, 83.66% for dependent variables), which was the percentage for pilot study. This means that the factors of this study were able to explain the variables even better when the number of data collected increased. As the requirements for eigenvalue have been fulfilled, the research can proceed to further analyses.

4.4.2 Preliminary Test: Reliability Analysis

Reliability analysis is an important analysis used by researchers in order to analyse the consistency of the variables, further by ensuring that the variables are consistent (Sekaran and Bougie, 2016). Cronbach's Alpha is measured and the rule of thumb is that the values need to be equal or greater than 0.7 in order to regard as having good internal consistency (Kumar, 2014). As said by Cooper and Schindler (2013), if the Cronbach's Alpha value is between 0.70 to 0.80, then is considered as acceptable value, whereas if the value is more than 0.80 but is below 0.90, then is considered as having good reliability while any value that is above 0.90 is counted as having an excellent consistency.

Table 4.16 Summary of Results of Reliability Analysis

Variables	Cronbach's Alpha	Number of Items
Reward Management (Independent variable)	0.869	4
Work-life Balance (Independent variable)	0.810	4
Career Progression (Independent variable)	0.871	4
Talent Retention (Dependent variable)	0.967	5
All Variables	0.925	17

As illustrated in *Table 4.16*, all the Cronbach's Alpha of variables are more than the threshold which is 0.70, thus is taken as acceptable and good internal consistency. In the table, the independent variables (reward management, work-life balance and career progression) were showed as having good reliability as the Cronbach's Alpha of these variables were above 0.8 but lesser than 0.9, whereas the dependent variable was having an excellent consistency (Cronbach's Alpha=0.967). Overall, the reliability analysis conducted shows good results (Cronbach's Alpha=0.925) indicating that the 17 items of independent variables as well as dependent variable are appropriate for further analyses.

4.5 Preliminary Test: Hypothesis Analysis

As portrayed in *Table 4.17*, a total of 4 hypotheses were proposed in this study. These hypotheses were developed with the basis of reviewing literatures in Chapter 2. These hypotheses were tested using the Multiple Linear Regression.

Table 4.17 Research Hypotheses

Hypothesis 1	There is a significant relationship between reward management and talent retention in the international schools of Malaysia.
Hypothesis 2	There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.
Hypothesis 3	There is a significant relationship between career progression and talent retention in the international schools of Malaysia.
Hypothesis 4	Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.

4.5.1 Assumption of Regression Analysis

The assumption of normality is an important assumption for many statistical tests; the researcher is assuming that the sampling is gathered from a normally distributed population (Ott and Longnecker, 2015).

4.5.1.1 Normality test

The normal Q-Q plot is one of the methods to assess normality. Q-Q Plots (Quantile-Quantile plots) are plots of two quantiles against each other (Hinton et. al., 2014). A quantile is a fraction where certain values fall below that quantile (Gnanadesikan, 2011). The purpose of Q-Q plots is to determine if two sets of data is collected from the same distribution (Ott and Longnecker, 2015). A 45 degree angle is plotted on the Q-Q plot; if the two data sets come from a common distribution, the points will fall on that reference line (Hinton et. al., 2014).

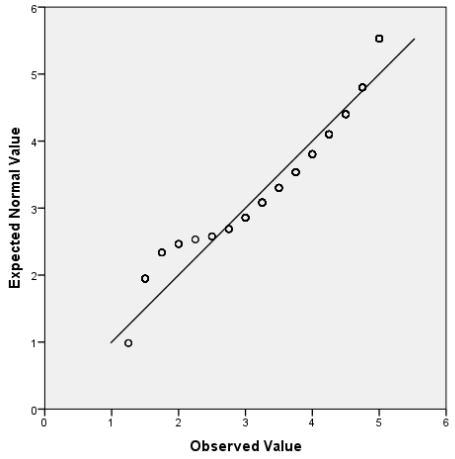

Figure 4.2 Normal Q-Q Plot of Reward Management

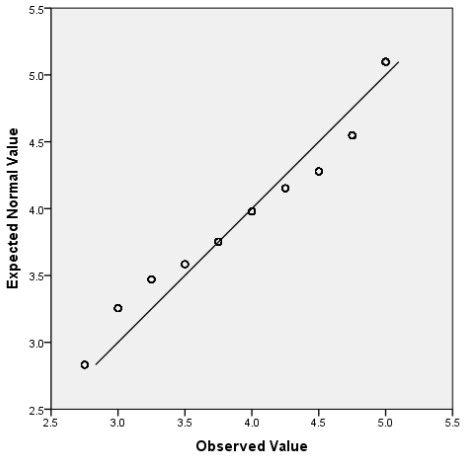

Figure 4.3 Normal Q-Q Plot of Work-life Balance

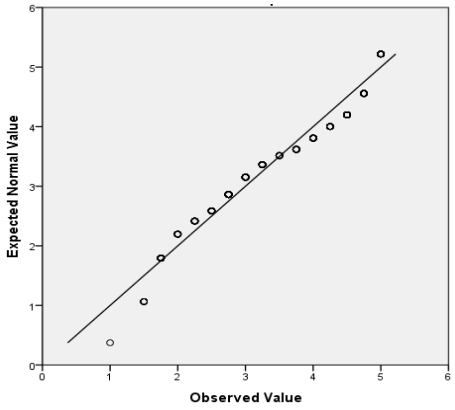

Figure 4.4 Normal Q-Q Plot of Career Progression

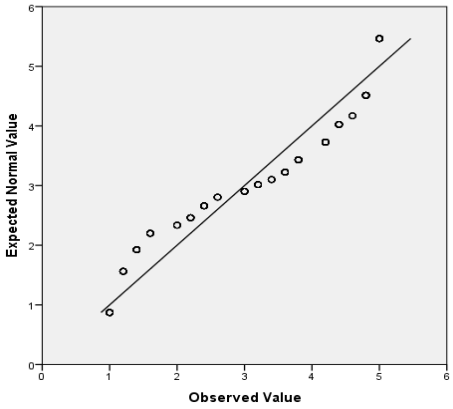

Figure 4.5 Normal Q-Q Plot of Talent Retention

Figure 4.2 to *Figure 4.5* showed quantiles from a theoretical normal distribution on the horizontal axis. The data is being compared to a set of data from a distribution on the y-axis (Ott and Longnecker, 2015). This particular type of Q-Q plot is called a normal quantile-quantile (QQ) plot (Gnanadesikan, 2011). As shown in the figures, the points are clustered on the 45 degree line; the researcher concluded that the sample data is normally distributed.

4.5.1.2 Homoscedasticity

Homoscedasticity is one of three major assumptions underlying parametric statistical analyses (Gnanadesikan, 2011). Homoscedasticity is also an assumption which evaluates the foundations of model (Hinton et. al., 2014). In this study, researcher assumed that equal variances of the dependent variable exist across levels of the independent variables. If the homoscedasticity is violated, the researcher cannot rely on the results as the foundations of model are bad (Gnanadesikan, 2011).

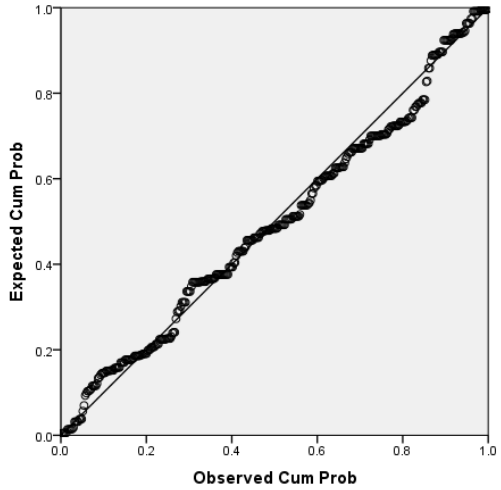

Figure 4.6 Normal P-P Plot of regression Standardised Residual

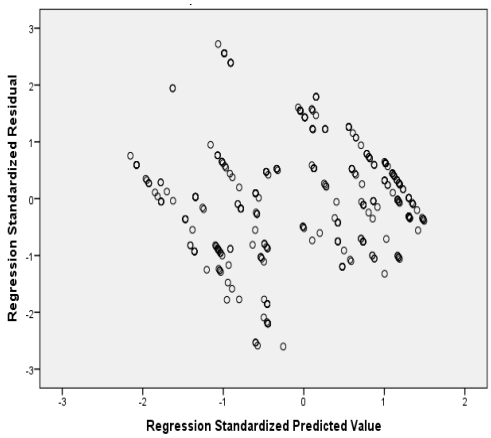

Figure 4.7 Scatterplot

As shown in *Figure 4.6*, the points are all very near to the regression line. Additionally, *Figure 4.7* shows a random displacement of scores that take on a rectangular shape with no clustering or systematic pattern. Thus, with the findings from both *Figure 4.6* and *Figure 4.7*, the assumption of homoscedasticity is met.

To conclude, as the data of preliminary study has met both normality test and homoscedasticity, the data can proceed for further analyses in multiple linear regression and stepwise regression model.

4.5.2 Hypothesis Testing for Direct Relationship (Multiple Linear Regression)

Multiple Linear Regression analysis was conducted to examine the relationship between the factors (reward management, work-life balance and career progression) and talent retention. Saunders et. al. (2017) stated that the coefficient range is from +1 to -1 and the sign of '+' and '-' represented the direction of the association, whereas the number represents the power of the relationship, in which when the number of coefficient is higher, the association is stronger. In addition, Sekaran and Bougie (2016) mentioned that the rule of thumb in research is having p-value of equal or lesser than 0.05. The estimated parameters and the statistical significance levels were shown in the table below:

Table 4.18 Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.905[a]	.819	.817	.60868	1.501

a. Predictors: (Constant), Work-life Balance, Reward Management, Career Progression

Table 4.19 Multiple Regression ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	598.279	3	199.426	538.269	.000[b]
	Residual	132.637	358	.370		
	Total	730.916	361			

a. Dependent Variable: Talent Retention

b. Predictors: (Constant), Work-life Balance, Reward Management, Career Progression

As shown in *Table 4.18* and *Table 4.19*, the multiple regression model with all three predictors produced R-squared of 0.819, F(3,358)=538.269 and p-value of 0.000 ($p<0.05$). As the F-test is significant, researcher concluded that the model is a good fit for the research (Hinton et. al., 2014).

Moreover, in *Table 4.18*, the value of Adjusted R-square is 0.817, connotes that 81.7% of variance of talent retention have been explained by the three independent variables used in this study. Based on Sekaran and Bougie (2016), the remaining 18.3% variations could be explained by other factors that have not been considered in the study. Therefore, based on the findings in *Table 4.18*, the model of the study can be assumed that is depicting a positive strong relationship between talent retention and the three independent variables used. This is supported by Henseler, Ringle and Sinkovics (2009) that adjusted R-squared value of 0.75 and above is seen as having substantial level of fitness; adjusted R-squared value of this study which is 0.817, means that the model of this study has strong level of fitness.

The Durbin-Watson value in *Table 4.18* also indicates that the residual shown in *Table 4.19* are not correlated as the Durbin-Watson value (1.501) is between 1.5 and 2.5, which is the acceptable range.

After evaluating the F-value and R-squared, evaluation on the regression beta coefficients is vital (Gnanadesikan, 2011). There are two types of beta coefficient, namely standardized coefficient and unstandardized coefficient (Hinton et. al., 2014). Unstandardized coefficient indicates the amount of

dependent variable changes if researcher changes independent variable by one unit and keeping other independent variables constant (Saunders et. al., 2017). Standardized coefficient is measured in units of standard deviation; for example, beta value of 0.12 represents that a change of standard deviation in the independent variable results in a 0.12 standard deviations increase in dependent variable (Ott and Longnecker, 2015).

Table 4.20 Beta Coefficient Results from Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	-2.425	.229		-10.582	.000	
	Reward Management	-.065	.032	-.047	-2.075	.039	Accepted
	Work-life Balance	.762	.071	.375	10.778	.000	Accepted
	Career Progression	.787	.046	.590	16.946	.000	Accepted

a. Dependent Variable: Talent Retention

As the assumption of multiple linear regression has been fulfilled, the following step is to observe the outcome of regression which is portrayed in *Table 4.20*. Upon evaluating the table, three factors of talent retention were shown significant at 0.05 level, which is the rule of thumb in research (Sekaran and Bougie, 2016). Reward management (P=0.039, significant at 0.05 level), work-life balance (P=0.000, significant at 0.05 level), and career progression (P=0.000, significant at 0.05 level), were perceived to be the predictor for talent retention. Furthermore, with the highest standard coefficient of 0.590, career progression tends to be the most dominant predictor that influences talent retention in the international schools of Malaysia, following by 0.375 of work-life balance. Reward management was having -0.047 as beta coefficient. Thus, as shown in the findings in *Table 4.20*, both career progression and work-life balance have a significant positive relationship with talent retention, but reward management has a significant negative relationship with talent retention.

Based on the findings, following equation can be formulated, where

$$\mathbf{y = – 2.425 – 0.047\ X_1 + 0.375\ X_2 + 0.590\ X_3 + \varepsilon}$$

y = Talent Retention in international schools of Malaysia

X_1 = Reward Management

X_2 = Work-life Balance

X_3 = Career Progression

ε = Error

Among three factors that are discussed in the study, reward management (Hypothesis 1) was accepted although having a negative relationship with talent retention. Work-life balance (Hypothesis 2) and career progression (Hypothesis 3) are shown having a significant positive relationship with talent retention in the international schools of Malaysia.

Hypothesis 1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia.

Based on the findings, the beta coefficient of reward management is – 0.047 with the p-value of 0.039, which is significant at 0.05 level. Reward management is shown having a significantly negative relationship towards talent retention. This means that talent retention will decrease by 0.047 when a unit of reward management is increased. The relationship is negative, but is significant; therefore, hypothesis 1 was accepted.

Hypothesis 2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.

According to the findings, the beta coefficient of work-life balance is 0.375 with the p-value of 0.000, which is significant at 0.05 level. Work-life balance was significantly positive in the relationship with talent retention. This means that talent retention will increase by 0.375 when a unit of reward management is increased. Hence, hypothesis 2 was accepted.

Hypothesis 3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia.

As shown in the findings, the beta coefficient of career progression is 0.590 with the p-value of 0.000, which is significant at 0.05 level. Career progression was significantly positive in the relationship with talent retention. This means that talent retention will increase by 0.590 when a unit of reward management is increased. Thus, hypothesis 3 was accepted.

4.5.3 Hypothesis Testing for Highest Influence on Talent Retention (Stepwise Regression)

In statistics, stepwise regression is a way of fitting regression models in which the choice of predictive variables is carried out by an automatic procedure (Ott and Longnecker, 2015). In every step, a variable is considered for addition to or subtraction from the set of explanatory variables according to some pre-specified criterion (Hinton et. al., 2014).

Table 4.21 Stepwise method of regression table (Variables Entered/Removed)

Model	Variables Entered	Variables Removed	Method
1	Career Progression	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Work-life balance	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	Reward Management	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Talent Retention

Table 4.21 showed that the Stepwise method of regression has been used in the study. The results portrayed that SPSS has entered the three variables, namely Career Progression, Work-life Balance and Reward Management into the regression equation as the three variables are significantly correlated with Talent Retention. According to Gnanadesikan (2011), SPSS begins by entering the variable with the smallest p-value based on the p-value of F; the step continues by choosing the smallest p-value of F from the list of variables, which is not yet enter in the equation. Variables that have already in the equation will be removed if the p-value becomes larger than the default limit due to the inclusion of another variable (Hair et. al., 2014). The method terminates when no more variables are eligible for inclusion or removal (Hinton et. al., 2014). The method is based on both probability-to-enter and probability to remove (Ott and Longnecker, 2015). In *Table 4.21*, probability-of-F-to-enter is lesser or equal to 0.05, whereas the probability-of-F-to-remove is equal or greater than 0.1.

Table 4.22 Model Summary of Stepwise method of regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871[a]	.758	.758	.70060
2	.904[b]	.816	.815	.61148
3	.905[c]	.819	.817	.60868

a. Predictors: (Constant), Career Progression

b. Predictors: (Constant), Career Progression, Work-life Balance

c. Predictors: (Constant), Career Progression, Work-life Balance, Reward Management

By observing *Table 4.22*, SPSS produced 3 models by using Stepwise method. Model 1 includes the results of career progression; Model 2 includes the results of career progression and work-life balance; whereas Model 3 includes the result of career progression, work-life balance and reward management.

According to Hinton et. al. (2014), R-square value shows the amount of variance in the dependent variable. Based on *Table 4.22*, the independent variable 'career progression' accounts for 75.8% of the variability in the talent retention, while both the independent variables 'career progression' and 'work-life balance' account for 81.5% of the variability of the talent retention. Independent variables 'career progression', 'work-life balance' and 'reward management' account for 81.7% of the variability of the talent retention. Based on the results, Model 3, which has three factors, is able to explain more of the variability in the talent retention comparing to the other 2 models.

Table 4.23 Stepwise ANOVA table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	554.216	1	554.216	1129.127	.000[b]
	Residual	176.701	360	.491		
	Total	730.916	361			
2	Regression	596.684	2	298.342	797.904	.000[c]
	Residual	134.233	359	.374		
	Total	730.916	361			
3	Regression	598.279	3	199.426	538.269	.000[d]
	Residual	132.637	358	.370		
	Total	730.916	361			

a. Dependent Variable: Talent Retention

b. Predictors: (Constant), Career Progression

c. Predictors: (Constant), Career Progression, Work-life Balance

d. Predictors: (Constant), Career Progression, Work-life Balance, Reward Management

In the table above, the models were showed significant at 0.05 level as the significance level of all models are 0.000, which is lower than 0.05. The ANOVA showed in *Table 4.23* examined the significance of each regression model to see if the regression predicted by the independent variables (reward management, career progression and work-life balance) explains a significant amount of the variance in the dependent variable (talent retention) (Kumar, 2014).

Table 4.24 Stepwise method of regression (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.744	.126		-5.892	.000
	Career Progression	1.161	.035	.871	33.602	.000
2	(Constant)	-2.627	.208		-12.615	.000
	Career Progression	.783	.047	.587	16.802	.000
	Work-life Balance	.757	.071	.372	10.657	.000
3	(Constant)	-2.425	.229		-10.582	.000
	Career Progression	.787	.046	.590	16.946	.000
	Work-life Balance	.762	.071	.375	10.778	.000
	Reward Management	-.065	.032	-.047	-2.075	.039

a. Dependent Variable: Talent Retention

Table 4.25 Stepwise method of regression (Excluded Variables)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Reward Management	-.038[b]	-1.445	.149	-.076	.989
	Work-life Balance	.372[b]	10.657	.000	.490	.419
2	Reward Management	-.047[c]	-2.075	.039	-.109	.988

a. Dependent Variable: Talent Retention

b. Predictors in the Model: (Constant), Career Progression

c. Predictors in the Model: (Constant), Career Progression, Work-life Balance

As shown in the coefficients table, *Table 4.24*, only the variables selected (career progression and work-life balance) for the final model is included. Reward management is excluded from the final model (*Table 4.25*). Although the independent variable 'work-life balance' was shown in *Table 4.25*, as the same variable has been included in the final model, the variable has no longer mentioned in the Excluded Variables table.

As per to *Table 4.24*, career progression is the factor that has the highest significant relationship (Coefficient=0.590) with talent retention in international schools of Malaysia, instead of reward management (Hypothesis 4). This result was being supported by the Multiple Linear Regression equation, which found out that career progression is the factor that has highest influence on talent retention.

Hypothesis 4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.

Based on *Table 4.24* and *Table 4.25*, reward management is actually been excluded from the final model. This means that reward management's influence is lower comparing to career progression and work-life balance. Thus, hypothesis 4 was rejected.

4.5.4 Multicollinearity

Variation inflation factor (VIF) was examined to make sure that there was no multicollinearity problem in the study (Kumar, 2014). Multicollinearity problem normally happens when the indicators of the same construct are too highly correlated with each other. As said by Cooper and Schindler (2013), the VIF value need to be above 10 in order to show that there is multicollinearity between the variables.

Table 4.26 Multicollinearity of Independent Variables

Model		Collinearity Statistics	
		Tolerance	VIF
1	Reward Management	.988	1.012
	Career Progression	.419	2.389
	Work-life Balance	.419	2.389

a. Dependent Variable: Talent Retention

Based on the findings in *Table 4.26*, there was no multicollinearity between variables as the values are lower than 10, thus means that the factors are not correlating too severely with each other to resulting in skewness (Hair et. al., 2014). This was supported by the Durbin-Watson value shown in *Table 4.18* which also showed that the Durbin-Watson value is in an acceptable range of 1.5 to 2.5.

4.6 Summary of Findings

Overall in this chapter, pilot test have been done by examining the factor analysis and reliability test using 41 respondents' data. Both of the tests have met the requirement and thus the study is further analysed. A total of 362 respondents were being examined for this study and the characteristics of the respondents were analysed by looking at the frequency and percentage. Furthermore, all the results for the preliminary data analyses such as loadings, reliability test and validity test were met. In hypotheses testing, there were 3 hypotheses being accepted and 1 not supported hypotheses. The supported hypotheses are reward management, career progression and work-life balance while the not supported hypotheses are reward management having highest influence towards talent retention in international schools of Malaysia. All the complete findings from both pilot and preliminary tests of this study have been summarised into a table as follow:

Table 4.27 Summary of Findings

Test	Sample size	Type of Tests	Rule of Thumb	Findings and Decision		
Pilot Test	41	Factor Analysis	KMO > 0.6	Fit to the research		
				IV	0.616 (p=0.000)	
				DV	0.883 (p=0.000)	
			Factor Loadings > 0.6	Fit to the research		
				IV DV	0.603>0.895 0.801>0.873	
			Eigenvalues > 1	Fit to the research		
				Extracted		*Cumulative %*
				IV	3	72.066%
				DV	1	83.662%
		Correlation Matrix	IV- no inter-correlate	Fit to the research as constructs cannot inter-correlate. If inter-correlate, there is tendency of subset.		
			DV- all correlate	Fit to the research		
		Reliability Test	Cronbach's Alpha > 0.7	Fit to the research		
				IV	RM	0.863
					WLB	0.899
					CP	0.766
				DV	0.950	
				All	0.799	

Preliminary Test	362	Factor Analysis	KMO > 0.6	Fit to the research			
				IV	0.787		
				DV	0.876		
			Factor Loadings > 0.6	Fit to the research			
				IV	0.613>0.894		
				DV	0.853>0.950		
			Eigenvalues > 1	Fit to the research			
					Extracted	*Cumulative %*	
				IV	3	78.429%	
				DV	1	88.774%	
		Reliability Test	Cronbach's Alpha > 0.7	Fit to the research			
				IV	RM	0.869	
					WLB	0.810	
					CP	0.871	
				DV	0.967		
				All	0.925		
		Multiple Linear Regression	Durbin-Watson: 1.5-2.5	Durbin-Watson		1.501	
			F: significant (good fit for research)	F (3,358)		538.269	
				Sig. level		0.000 (<0.05)	
			R^2 > 0.75 (substantial level of fitness)	Adjusted R^2		0.817	
			Multiple Linear Regression Equation	*Standardised*		*Beta*	*Sig.*
				Constant		-2.425	0.000
				RM		-0.047	0.039
				WLB		0.375	0.000
				CP		0.590	0.000
		Stepwise Regression	Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100	*Final Model* Career Progression (CP) Work-life Balance (WLB)			
				Excluded Variable Reward Management (RM)			
		VIF/ Multicollinearity	VIF < 10	IV	RM	1.012	
					WLB	2.389	
					CP	2.389	
Hypothesis 1		Accepted	There is a significant relationship between reward management and talent retention in the international schools of Malaysia.				
Hypothesis 2		Accepted	There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.				
Hypothesis 3		Accepted	There is a significant relationship between career progression and talent retention in the international schools of Malaysia.				
Hypothesis 4		Rejected	Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.				

4.7 Conclusion

This chapter highlighted the research findings based on the data analysis. SPSS statistical software version 22.0 was primarily used to evaluate the hypotheses testing. The result indicated that among the three factors (reward management, career progression, and work life balance), apart from reward management, the other two have a positive influence and the carer progression has the highest influence on talent retention in international schools of Malaysia. The following chapter will present about the key findings, contributions, and recommendations of this study.

Chapter 5: Conclusion and Recommendation

5.0 Overview

This chapter represented a thorough and detailed discussion on the research findings based on the data analysis in the preceding chapter. Hence, significance of the study, recommendations and future research were discussed. Personal reflection of the researcher was provided to wrap up this chapter.

5.1 Discussion of Findings

The main objective of this research is to determine the relationship between the retention factors of talents working in international schools of Malaysia and the intention to stay in the organisation. In fulfilling this aim, two objectives were developed:

- To determine the relationship between the retention factors and talent retention in the international schools of Malaysia.

- To ascertain the most significant factor that influence talent's intention to stay in the international schools of Malaysia.

Thus, in the proposed framework which has been portrayed in Chapter 2, all independent variables including reward management, career progression and work-life balance was directed to the dependent variable which is talent retention. Through distributing questionnaires to 362 respondents who are talents working in the international schools of Malaysia, the aims achieved could be discussed based on the findings of the data analysis.

5.1.1 Hypothesis 1 – 3

Objective 1: To determine the relationship between the retention factors and talent retention in the international schools of Malaysia.

According to George (2015), talent retention has become a major source of competitive advantage in the modern and rapidly globalising business world nowadays. The success and failure of the organisations all depends on the ability of the employers and management level in attracting, retaining and rewarding the star performers appropriately (Neog and Barua, 2015). Yet, a major issue that organisation faced was high employee turnover and talent retention has been proven as successful strategy to retain star performers by many researchers (Al-Battat and Som, 2013; Cegarra-Leiva et. al., 2012; Mathimaran and Kumar, 2017; Salah, 2016; Senasi and Khalil, 2015; Sinha and Sinha, 2012)

Thus, based on the literature reviewed, three aspects, namely reward management, career progression and work-life balance were proposed as factors that could influence talent retention in the international schools of Malaysia. These factors were correlated to talent retention elements to get a statistical overview of the interactions of the variables and to determine the prominence of these factors as the independent variables.

In order to evaluate the relationship between independent variable (reward management, career progression and work-life balance) and dependent variable (talent retention), multiple regression analysis was applied to check the hypothesis results. The results of hypothesis testing are presented as follow:

Hypothesis 1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia.

Hypothesis testing result indicated that there was a significant relationship between reward management and talent retention in international schools of

Malaysia, and, thus, the hypothesis was accepted. In multiple regression ANOVA table, the relationship between reward management and talent retention was negative as the beta coefficient of reward management was –0.047. The result, which is a negative relationship, implied that the star performers in Malaysia do not consider reward management as the factor to boost intention to stay. The result was contradictory with the literature review in Chapter 2 that there was a positive correlation between reward management and talent retention (Arokiasamy et. al., 2013; Bustamam et. al., 2014; Das and Baruah, 2013; Munap et. al., 2013).

The reasons for having negative relationship between reward management and talent retention could be due to the talents who work in international schools are shifting focus towards other elements that influence talent retention instead of reward management. Thus, managers are not recommended to focus on providing reward management to talents in international schools as the star performers are not motivated by reward management. Subsequently, when the talents were given more on reward management, the talents will not appreciate the reward and will still leave the organisation.

Hypothesis 2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.

The hypothesis was accepted as the p-value for this hypothesis was less than 0.05. This shows that career progression will influence the star performers in intention to stay. Based on the result in multiple regression ANOVA, there was a positive relationship between work-life balance and talent retention. This means that the talents who were participated in the research prefer to have work-life balance in order to stay in the current organisation. The result was in line with the previous researches that various studies ascertained that talents with work-life balance have lower tendency to leave the organisation (Cegarra-Leiva, et. al., 2012; Hashim et. al., 2016; Omar et. al., 2015; Ramos et. al., 2015; Wong et. al., 2015). Subsequently, management level in international schools of Malaysia

should emphasise the significance of work-life balance as it plays a very crucial role for retaining talents in an organisation (Neog and Barua, 2015).

Hypothesis 3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia.

The result of the study showed that there was a positive significant relationship between career progression and talent retention as the p-value for the hypothesis was less than 0.05 and the beta coefficient was a positive value. This means that the more career progression opportunities are given to the talents, the higher the chances for star performers to retain in the organisation. The result is aligned with the previous studies which also show that career progression is an important element in retaining the star performers in different industries (Kwenin, 2013; Nouri and Parker, 2013; Palanski, et. al., 2014). The management level of international schools are recommended to keep updating the talents about development plans and succession plan in order to ensure that the talents are aware about the opportunities and keep the talents in the organisation (Biswakarma, 2016). Yet, the result of the study was not aligned with the past study which showed that career progression was not related to talent retention (Haider et. al., 2015).

5.1.2 Hypothesis 4

Objective 2: To ascertain the most significant factor that influence talent's intention to stay in the international schools of Malaysia.

In order to fulfil this aim, a hypothesis was developed according to the literature review in Chapter 2. Stepwise regression was done to check the hypothesis result.

Hypothesis 4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.

From the result, three factors (reward management, work-life balance and career progression) were entered in the test. However, the result showed that only career progression and work-life balance were included in the final model; reward management was included in the excluded variable table. Thus, reward management is concluded as having relationship that is not as highly significant comparing to career progression and work-life balance. As career progression is shown having the highest significant relationship with talent retention in international schools of Malaysia, therefore, management level of international schools in Malaysia is recommended to put attention on career progression instead of reward management. However, the result of this study was not aligned with Sanjeevkumar (2012) and Tower Watson (2014) which shown that reward management is the main factor of retaining talents in Malaysia.

5.2 Recommendations

This study has discovered that some of the factors do affect the talent retention in positive and negative ways. It has been found that among the three factors, apart from reward management, the other two factors, including career progression and work-life balance have a positive influence and the career progression has the highest influence on talent retention in international schools of Malaysia. Thus, organisations should focus more on retaining star performers depending on these factors especially increasing talents' career progression opportunities. Some of the recommendations have been proposed to alleviate the challenges faced by the organisations in international schools of Malaysia in terms of talent retention.

In terms of career progression, the on-job interview policy apart from exit interview must be present in every organisation as by conducting on-job interview, the management will not only be able to understand talent's problems, but also the expectations and aspirations while working in the organisation. The

on-job interview makes sense to discover the star performers' minds while the talents' are still working in the organisation. Management level can take the talents' feedbacks for changes rather than asking for the feedback after losing the talents to competition.

Apart from career progression, work life balance such as flexible work schedules, childcare assistance, parental leave as well as maternal leave should be provided to keeping up the talents' motivational level up. Alternatively, balancing the star performers' time spend at work as well as the workloads will give talents additional time to spend with family and friends. Workload and working long hours will increase talents' level of stress as mental stress will result in influencing the talents' performance and further lead to turnover (Devi and Nagini, 2014).

In summary, as the international schools of Malaysia is growing rapidly, so retention of talents is very crucial in business world nowadays. Talents' productivity level not only will increase along with the talents' experiences, but also will enable the organisations to accomplish business goals.

5.3 Contributions

5.3.1 Contribution to the academia

After reviewing the literature, researcher found that most of the studies were discussing about the retention factors and talent retention in other industries of other countries such as metal industry in Spanish (Cegaraa-Leiva et. al., 2012), mining industry in Jordan (Salah, 2016), pharmaceutical industry in Pondicherry (Mathimaran and Kumar, 2017). There are some scholars (Azmi et. al., 2012; Juhdi et. al., 2013; Lim et. al., 2013; Saleh, 2015; Senasi and Khalil, 2015) emphasise on the talent retention in other industries in Malaysia but not in international schools. The findings of this research are beneficial for future researches in understanding more on the factors that will influence talent retention in international schools. This research has shown two significantly

positive relationships and a significantly negative relationship. Career progression was shown having highest significance towards talent retention instead of reward management. Thus, these results will assist the academicians to further research on this topic by referring to this study.

5.3.2 Contribution to the industry

This study helps to provide a better analysis of the influence of reward management, career progression and work-life balance in international schools of Malaysia. Based on the findings, the highest beta coefficient value is career progression, then followed by work-life balance, and lastly is reward management. The result of this research helps the management level of the international schools to make the appropriate actions based on the findings in order to retain the star performers. the results can assist the organisations to design an effective retention plans by giving the talents more opportunities to be promoted to a higher level, more flexible time and empowerment for talents to make more significant decisions with the intention of letting the talents feel appreciated in the organisations. The organisations also should give special work-life balance benefits and diverse career progression opportunities which is different from other organisations so as to retain the star performers. Furthermore, this also helps the management level to focus more on giving work-life balance benefits so as to motivate and retain talents in the organisation. By giving the talents more work-life balance and career progression opportunities, the talents will then stay in the organisation and resulting in helping the organisations to save a lot of cost in replacing new employees.

5.4 Future Research

Future research should be conducted with enhancing the framework by adding moderating variable which is the generation rather than just looking the topic in

a general perspective. The questionnaires can be constructed in a way that analyse what is the best way to retain each generation; the factor that is used to retain Generation X might different from the Generation Y. This will help the future study to have more accurate results on the behaviour of star performers based on generations. Moreover, future researchers can analyse talent retention in other industries that have limited researches.

Furthermore, future research can be better in terms of the questionnaire design. As an example, future research can be done by interviewing the respondents with the purpose to understand talents' behaviour instead of questionnaire. By interviewing the respondents, a better insight on talents in international schools of Malaysia can be achieved and there may be other factors that influence the intention to stay in the current organisation.

In this research, there are merely 3 variables that are being utilised as the factors that influence talent retention in international schools of Malaysia. With the intention to improve the study, future researches can also remodel the variables and affix other variables such as stress level, working environment, job security, organisational commitment and many more as the independent variables. Apart from that, future researches can research in other moderators such as generation and location so as to analyse the difference in behaviour between these groups.

5.5 Personal Reflection

The accomplishment of this research was not only significant to the academia, industry but also meaningful for me personally. This project has assisted to enhance my skills related to the searching of information through the internet. I comprehended that it is vital to type the correct keywords so that suitable information can be searched. Furthermore, I have learnt to use database to search for secondary information so as to make sure that the information is reliable and relevant for this study. I do obtained a lot of knowledge by reading

lots of journals and I found that I have deeper understanding regarding talent retention after reading the journals.

Furthermore, I have learnt to summarize all the information gathered from journals into a concise form in my own research. I learnt to adapt only the relevant information for my study as only important information should be written in the project. This is done in order for the readers will think that this project is informative. Firstly, I found it hard to sort the information because there were a lot. Yet, I learnt to organise my project properly by having guideline before I start to write this project for my project to look organised and neat. I also understood that it is crucial to attract the attention of the readers by having proper format and organised structure.

I have learnt to manage my time properly by having a schedule ahead of time too. I realised that time management is a crucial element while completing this project in order to produce a good quality piece of project. By doing the project ahead of time and discussing with my dedicated supervisor, Associate Professor Dr Lee Karling, I am able to enhance my project better. Thus, I have created a schedule by allocating the parts that should be achieved each day.

Moreover, I have learnt many types of analyses that can be done so as to obtain the research objectives of this research. It is vital to interpret the data accurately in order to provide better insight for future research. All the analyses done must be constructive for the research and there must be an intention for doing the tests. Subsequently, I have to recognise the functions of the analyses in order to interpret the data appropriately and discuss the findings in an interesting way.

I have also learnt to link all the theory that is applicable for this research into this research. It is crucial to assimilate the theories into the research so as to have better understanding about the topic. I learnt to link the data analyses and interpretation back to the research objectives too to ensure that I have accomplished the objectives. I understood that the linkage between all the

chapters is vital with the purpose of having a better flow and understanding of the research.

When the research was accomplished, I felt satisfied and delightful as I have completed a thesis with quality not solely for my MBA programme, but also for academia and industry. I would like to thanks my supervisor, Associate Professor Dr. Lee Karling once again, without whom this research could not be such a smooth and success.

Last of all, I would like to thank everyone, who was participated in this research directly and indirectly, for their assistance, encouragement and cooperation in accomplishing this last chapter of my Master's journey.

5.6 Conclusion

This is the final chapter of the research. This chapter started off with the key findings, following by the necessary recommendations made based on the key findings. Subsequently, future research along with the research contribution was emphasised. This chapter concluded with a personal reflection that underlines the motive behind conducting the study.

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Appendix

Appendix A: Research Questionnaire

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

I am Annie Chin Ann Nee (ID: I18014654) and currently doing my postgraduate program in the Master of Business Administration at INTI International University, Malaysia. As partial fulfilment for the completion of this program, I am conducting a research on:

Talent Retention in the International Schools of Malaysia.

This research complies with the Ethics protocol: BUS/PGT/CP/03824 at INTI International University, Malaysia, and the University of Hertfordshire, UK. Any information that I collect will be treated confidentially and the anonymity of the respondent will be preserved. I will be very grateful if you would complete the enclosed questionnaire which should take approximately ten (10) minutes. Furthermore, be aware that participation is absolutely voluntary and that participants have the option to refuse participation or withdraw at any time.

Thank you in anticipation for your cooperation.

This survey is carried out on voluntary basis. Please proceed with questionnaire if you agree to take this survey.

Yours faithfully,

Annie Chin Ann Nee

Section A – [Demographic Factors]

Please tick '✓' in the box which contains most appropriate answer of your choice.

1. Age:

☐ 20 – 29 years

☐ 30 – 39 years

☐ 40 – 49 years

☐ 50 years and above

2. Highest education level:

☐ No formal education

☐ Secondary

☐ Pre-university

☐ Bachelor's degree

☐ Postgraduate

3. Length of service in current organisation (Tenure):

☐ Below 3 years

☐ 3 – 5 years

☐ 6 – 10 years

☐ 11 – 15 years

☐ Above 16 years

Section B – [Factors influencing Talent Retention]

The scale is given below:

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

Listed below are the series of statements that represents feeling that you may have about **reward management**, **career progression** and **work life balance**. There are no right or wrong answers and it will be treated as strictly confidential.

Please tick '✓' in the box which contains most appropriate answer of your choice.

#	Statement	1	2	3	4	5
B1.1	A 'fair' salary based on performance and effort will help to retain me in an organisation.					
B1.2	I am recognised with appropriate rewards from the international school on the service and effort that I have provided.					
B1.3	Attractive incentives will help me to remain in an organisation.					
B1.4	Overall, I would work in an international school which offers better reward management.					
B2.1	I am provided with adequate opportunities for career progression.					
B2.2	I feel that opportunity to learn skills will improve my chances for promotion.					
B2.3	Opportunities for advancement in this organization are available to everyone.					
B2.4	I believe that my present job has aided my growth in my career.					
B3.1	I believe that organisation that provides flexible working hours will be able to retain talents better.					
B3.2	I believe that having a balance between the amount of hours worked and fulfilling family responsibilities will keep me in the organisation.					
B3.3	I deem that when I can achieve career success while juggling my family priorities will retain me in the organisation.					
B3.4	Overall, my job provides me with the required work-life balance.					

Section C – [Talent Retention]

The scale is given below:

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

Listed below are the series of statements that represents feeling that you may have about your **intention to stay**. There are no right or wrong answers and it will be treated as strictly confidential.

Please tick '✓' in the box which contains most appropriate answer of your choice.

#	Statement	1	2	3	4	5
C1	I do not intend to quit my job within next year/short term.					
C2	I will not leave my current organisation even if I get a more attractive salary.					
C3	I seldom think about quitting my job.					
C4	I am likely to complete my career with this organization.					
C5	Overall, I am very satisfied with my work and organisation.					

-Thank you-

Appendix B: Initial Research Paper Proposal

Student Name & ID No.	ANNIE CHIN ANN NEE (I18014654)
Broad Area	Human Resource Management

Concise Title	Talent Retention in International Schools of Malaysia
Problem Definition	Talent retention in Malaysia is a critical issue as 84% of the employees have the idea of not staying in the current role in next 3 years' time or lesser; 63% employees' employment period in current organisation was not more than 3 years (Michael Page, 2015). The findings are supported by Yeong (2017) that average turnover for any individual working in Malaysia is two-and-a-half years. In Malaysia, based on a survey by Malaysian Employers Federation in the period of July 2010 to June 2011 on the average yearly turnover rate of executives, education sector (29.28%) is one of the top three industries having high turnover rate in non-manufacturing sector (Goh, 2012). Additionally, the number of international schools has been growing rapidly over the past few years, following rising standards of living and wealth, with parents being able to afford better quality education for their children (Malaysian Digest, 2015). Parents are increasingly moving children to international schools in order to have the added advantage of an international education (Lee, 2013). This means that international schools are increasingly important in education sector of Malaysia. There are many studies (Al-Battat and Som, 2013; Mathimaran and Kumar, 2017; Salah, 2016; Saleh, 2015; Senasi and Khalil, 2015) carried out researches that related to the topic talent retention, but these researches focused on talent retention in

	other industries instead of international schools. Hence, this research is done to help to reduce the academic gap and improve the manager's understanding on the ways and means that can be applied by organisation in order to retain talented employees.
Research Objectives	The main purpose of this study is to ascertain the relationship between talent retention and retention factors in Malaysia. The dependent variable here, which is referred as the outcome response, is talent retention; while the independent variable, which is also called as the influencer, is the retention factors (Green-Pedersen, 2004). The relationship between talent retention and the influencing factors need to be determined clearly so that organisation in Malaysia can have better understanding and direction on ways to retain the star performers to achieve organisational goals. Few objectives have been defines to be the stepping stone in order to achieve the aim: RO1: To determine whether reward management influence talent retention in the international schools of Malaysia. RO2: To ascertain whether work-life balance influence talent retention in the international schools of Malaysia. RO3: To ascertain whether career progression influence talent retention in the international schools of Malaysia. RO4: To determine whether reward management has the highest influence on talent retention in the international schools of Malaysia.

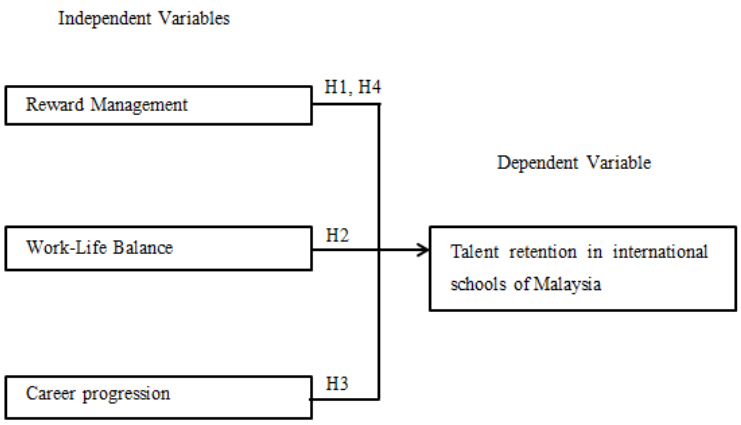
Scope of Study	The core of this research is to determine the factors influencing talent retention in international schools, and the geographic focus of this study is in Malaysia. Talents of all international schools in Malaysia are the unit of analysis of this research. The suitable sample size of this research will be 338 based on a table by Krejcia and Morgan (1970), and this is a cross-sectional study using quantitative methods based on descriptive research (Saunders, Lewis, and Thornhill, 2017). Internet-mediated self-administered questionnaires are selected as data collection tools in this research to collect data from target respondents. The sampling procedure of this research is convenience sampling. In order to achieve the research objectives, an analytical tool namely, Statistical Package for Social Sciences (SPSS) is used to analyse and reach to a conclusion with the research questions that have been well-answered.
Significance of the Research	**Academia** The findings and results of this research will enhance the knowledge on factors influencing talent retention as currently there are researches (Kanapur and Deeravath, 2017; Neog and Barua, 2015; Vrajlal and Patel, 2013; Zafar and Mahmood, 2016) on talent retention, but there is limited researches carried out in international schools of Malaysia. **Industry** The result of this research will be useful for managerial levels in organisation, to provide better understandings and broader perspective of ways and means that organisation can execute to retain star performers (Khalid and Kenneth, 2013; Shakeel and Butt, 2015).

Literature Review	**The concept of Talent Retention** According to Robinson, Krajl and Sonet et. al. (2014), there was an extensive literature on talent turnover and many organisations assumed that the reasons why people stayed in an organisation were the same as the reasons why employees leave the organisation. In the past research, intention to stay was seen as the opposite of turnover intention (George, 2015). However, a research claimed that turnover and retention are not simply two sides of the same construct, which means that the reasons for a person retain in an organisation are not the converse of the reasons why the person might leave (Robinson et. al., 2014). According to Turnea (2018), talent retention can be defined as the processes in which employees are encouraged or motivated to stay with the organisation for the maximum period of time. Talent retention also defined as the policies and practices which are adopted by the organisation to prevent the highly experienced employees, who are hardly available in the employment market to leave the organisation (Neog and Barua, 2015; Vrajlal and Patel, 2013). **Reward Management and Retention** Das and Baruah (2013) found that reward management able to influence employees' intention to stay and satisfaction. Moreover, Balakrishnan and Vijayalakshmi (2014) stated that reward management is the most important factor of attracting and retaining talents in an organisation. This idea was supported by Tangthong, Trimetsoontorn and Rojniruntikul (2014) that reward management is a method used by organisation to reduce managerial turnover rate. In organisational research, reward management appeared as popular variable because most of the employers allocate huge

	portion of cost of the factor of production to reward management, hoping that reward management can attract the best fit job applicants, retain the knowledgeable employees and also boost up the employees' working performance (Augsberger, Schudric and McGowan et. al., 2012). Tower Watson (2014) stated that the main factor of retaining employees in Malaysia was reward management. Sanjeevkumar (2012) also found that in Malaysia, if employers provide good reward management, organisation is able to preserve the employees. Studies (Augsberger et. al., 2012; David et. al., 2015; Muhoho, 2014; Tangthong et. al., 2014; Zopiatis et. al., 2014) have shown that there is a relationship between reward management and talent retention, but the studies are done in the industries. Thus, reward management is included as one of the factors to study the influence of reward management towards talent retention in international schools of Malaysia. **Work-life and Retention** According to Devi and Nagini (2014), there is an influence of work-life balance towards the organisational commitment. This was supported by Neog and Barua (2015) that if employers apply the appropriate work-life policies in the organisation, the organisational commitment will increase while the intention of employees to quit job will decrease. Organisations that give supports for employees in sustaining the integration between social life and employment will let the employees have the intention to stay in the organisation instead of having the intention to leave (Cegarra-Leiva, Sanchez-Vidal and Cegarra-Navarro, 2012). In a research by Kumari (2012), there is higher possibility of women switching to small firm from a bigger organisation when comparing to men because women plea for

	a flexible workplace more than men do. Work-life balance indeed plays vital role in holding talents of a firm (Stone and Deadrick, 2015). In Spanish, study also showed that 149 respondents from Spanish South East Metal Industry agreed that when organisation cares both employees' work and life, employees will be satisfied and reduce the intention of leaving the organisation (Cegarra-Leiva, et. al., 2012). According to a study by Hashim, Azman and Ghani et. al. (2016) on 85 respondents of middle-level management at World Vest Base Sdn. Bhd., Malaysia, neglecting the work-life balance of employees will result in having negative outcomes towards the employees, and in the same time bringing bad consequences to the organisation because there is a positive and direct relationship between work-life balance and talent retention. Studies (Kumarasamy et. al., 2015; Omar et. al., 2015; Ramos et. al., 2015; Wong et. al., 2015) focused on industries and found that work-life balance has relationship with talent retention. Therefore, work-life balance is included in the study to determine whether work-life balance influence talent retention in the international schools in Malaysia. **Career Progression and Retention** According to Nouri and Parker (2013), there was a relationship between career advancement and talent retention. This was supported by Coetzee and Stoltz (2015) that opportunity for advancement in career has significant influence towards talent retention. According to Kwenin (2013), in retention of health professionals, promotion, which was one of the ways in career progression, was included in the organisation's retention strategies model. George (2015) found that the intention of stay for Indian professionals was influenced by career progression.

	Organisations need to be aware of the employees' expectations and try to fulfil otherwise employees will have the intention to quit the organisation because employees realised less chance to go advance in career ladder, the cost of replacing an employee is much more higher than retaining an employee (Palanski, et. al., 2014). Yet, career ladder is a tough path for the employees as many people wish to be promoted and the position is limited (Biswakarma, 2016). In Malaysia's perspective, career progression remained in the top 3 major factors influencing talent retention since year 2012 (Tower Watson, 2015). Sanjeevkumar (2012) found that there was a positive relationship between talent retention and career advancement. This was supported by another research done in Malaysia, showing that the relationship between employees' opportunity for upward trajectory of career and talent retention was positive (Lee, Singram and Luke, 2015). However, a research found that career progression had negative relationship with talents' intention to stay in the organisation (Haider, Rasli and Akhtar et. al., 2015). Moreover, in a research by Johari, Tan and Adnan et. al. (2012), opportunity to be advanced in career ladder was not accountable for talent retention. Therefore, the relationship between career progression and talent retention in international schools in Malaysia need to be studied in order to know whether the influence of career progression towards talent retention in international schools is similar to the industries.

	Conceptual Framework  **Hypotheses** H1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia. H2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia. H3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia. H4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.
Research Methodology	• Research Method: Quantitative • Type of Research: Descriptive research • Nature of Research: Correlations • Time Horizon: Cross-sectional • Target Population: 2,706 employees (in International Schools of Malaysia) • Sample Size: 338 employees • Sampling Procedure: Convenience sampling • Data Collection: Online questionnaire

Appendix C: SPSS Output for Pilot Test

Reliability Test

Reward Management

Reliability Statistics

Cronbach's Alpha	N of Items
.863	4

Work-life Balance

Reliability Statistics

Cronbach's Alpha	N of Items
.899	4

Career Progression

Reliability Statistics

Cronbach's Alpha	N of Items
.766	4

Talent Retention

Reliability Statistics

Cronbach's Alpha	N of Items
.950	5

All variables

Reliability Statistics

Cronbach's Alpha	N of Items
.799	17

Appendix D: SPSS Output for Preliminary Test

KMO and Bartlett's Test of Sphericity

Independent Variables (reward management, work-life balance, career progression)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.787
Bartlett's Test of Sphericity	Approx. Chi-Square	3558.733
	Df	66
	Sig.	.000

Dependent Variable (talent retention)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.876
Bartlett's Test of Sphericity	Approx. Chi-Square	2505.323
	Df	10
	Sig.	.000

Communalities

Independent Variables (reward management, work-life balance, career progression)

Communalities

	Initial	Extraction
A 'fair' salary based on performance and effort will help to retain me in an organisation.	1.000	.855
I am recognised with appropriate rewards from the international school on the service and effort that I have provided.	1.000	.658
Attractive incentives will help me to remain in an organisation.	1.000	.863
Overall, I would work in an international school which offers better reward management.	1.000	.827
I am provided with adequate opportunities for career progression.	1.000	.834
I feel that opportunity to learn skills will improve my chances for promotion.	1.000	.613
Opportunities for advancement in this organization are available to everyone.	1.000	.816

I believe that my present job has aided my growth in my career.	1.000	.722
I believe that organisation that provides flexible working hours will be able to retain talents better.	1.000	.752
I believe that having a balance between the amount of hours worked and fulfilling family responsibilities will keep me in the organisation.	1.000	.894
I deem that when I can achieve career success while juggling my family priorities will retain me in the organisation.	1.000	.815
Overall, my job provides me with the required work-life balance.	1.000	.760

Extraction Method: Principal Component Analysis.

Dependent Variable (talent retention)

Communalities

	Initial	Extraction
I do not intend to quit my job within next year/short term.	1.000	.950
I will not leave my current organisation even if I get a more attractive salary.	1.000	.857
I seldom think about quitting my job.	1.000	.853
I am likely to complete my career with this organization.	1.000	.878
Overall, I am very satisfied with my work and organisation.	1.000	.902

Extraction Method: Principal Component Analysis.

Reliability Test

Reward Management

Reliability Statistics

Cronbach's Alpha	N of Items
.869	4

Work-life Balance

Reliability Statistics

Cronbach's Alpha	N of Items
.810	4

Career Progression

Reliability Statistics

Cronbach's Alpha	N of Items
.871	4

Talent Retention

Reliability Statistics

Cronbach's Alpha	N of Items
.967	5

All variables

Reliability Statistics

Cronbach's Alpha	N of Items
.925	17

Appendix E: Presentation Slides

Proposal Defence slides (after enhancement)

Agenda

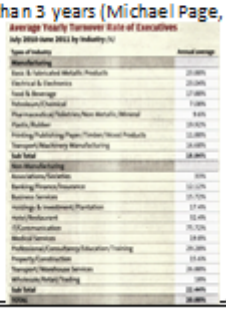
- Introduction
- Problem Statement
- Research Questions and Objectives
- Significance of Study – will not provide due to slide number and time limitations
- Literature Review – will not provide due to slide number and time limitations (supervisor has reviewed)
- Gaps Identified
- Conceptual Framework
- Research Methodology
- Q & A

Introduction

- In a research done by George (2015), talent retention has become a major source of competitive advantage in the today's business world, which is rapidly globalised and digitalised.
- Several researchers (Cave, Chung and Choi, 2013; Darkwa, Newman and Kawkab et. al., 2015; Leena and Lissy, 2012; Tee, 2013) have emphasized on the factors influencing talent retention all over the world, such as reward management, work-life balance and career progression. Studies (Branham, 2005; Das and Baurah, 2013; Shakeel and Butt, 2015) pointed out that there is no specific factor for talent retention. Hence, there is a need for organisation to examine which factor has influence organisation's retention rate more significantly.

Problem Statement

- Talent retention in Malaysia is a critical issue as 84% of the employees have the idea of not staying in the current role in next 3 years' time or lesser; 63% employees' employment period in current organisation was not more than 3 years (Michael Page, 2015).
- Education sector (29.28%) is one of the top three industries having high turnover rate in non-manufacturing sector (Goh, 2012).
- The number of international schools has been growing rapidly over the past few years (Malaysian Digest, 2015).

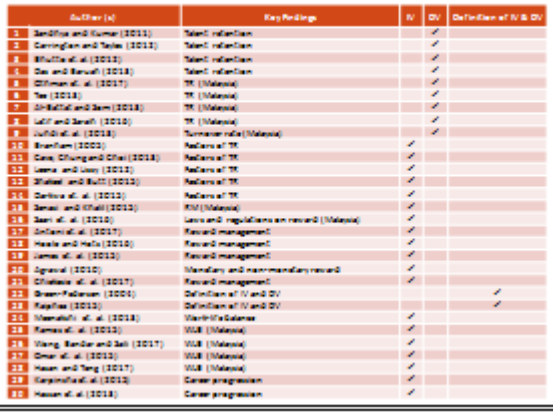

Average Yearly Turnover Rate of Executives

Research Objectives & Research Questions

- The main purpose of this study is to ascertain the relationship between talent retention and retention factors in international schools of Malaysia.

Research Objectives (ROs)	Research Questions (RQs)
RO1: To determine whether reward management influence talent retention in the international schools of Malaysia.	RQ1: Will reward management influence talent retention in the international schools of Malaysia?
RO2: To ascertain whether work-life balance influence talent retention in the international schools of Malaysia.	RQ2: Will work-life balance influence talent retention in the international schools of Malaysia?
RO3: To ascertain whether career progression influence talent retention in the international schools of Malaysia.	RQ3: Will career progression influence talent retention in the international schools of Malaysia?
RO4: To determine whether reward management has the highest influence on talent retention in the international schools of Malaysia.	RQ4: Will reward management have the highest influence on talent retention in the international schools of Malaysia?

Literature Review

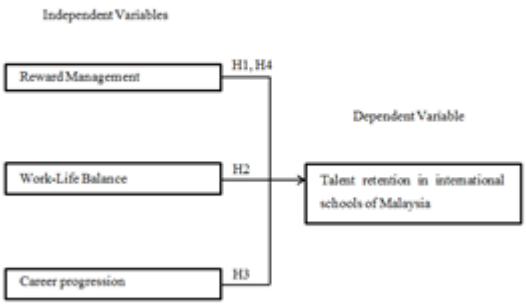


	Author (s)	Key findings	IV	DV	Definition of IV & DV
1	Sandhya and Kumar (2011)	Talent retention		✓	
2	Cunningham and Tekleab (2011)	Talent retention		✓	
3	Mustafa et al. (2011)	Talent retention		✓	
4	Das and Baruah (2013)	Talent retention		✓	
5	Othman et al. (2017)	TR (Malaysia)		✓	
6	Tan (2013)	TR (Malaysia)		✓	
7	Al-Suraihi and Samsudin (2016)	TR (Malaysia)		✓	
8	Latif and Saraih (2016)	TR (Malaysia)		✓	
9	Juhdi et al. (2013)	Turnover rate (Malaysia)		✓	
10	Branham (2001)	Reasons of TR	✓		
11	Gong, Chuang and Chen (2009)	Reasons of TR	✓		
12	Lawler and Lee (2006)	Reasons of TR	✓		
13	Shaikat and Butt (2015)	Reasons of TR	✓		
14	Barkhuizen et al. (2014)	Reasons of TR	✓		
15	Senasi and Khalil (2015)	RM (Malaysia)	✓		
16	Saari et al. (2010)	Laws and regulations on reward (Malaysia)	✓		
17	Ghani et al. (2017)	Reward management	✓		
18	Hasan and Hafiz (2010)	Reward management	✓		
19	Jamali et al. (2013)	Reward management	✓		
20	Agrawal (2010)	Monetary and non-monetary reward	✓		
21	Chukwu et al. (2017)	Reward management	✓		
22	Green-Pedersen (2004)	Definition of IV and DV			✓
23	Kapfer (2013)	Definition of IV and DV			✓
24	Mamabolo et al. (2013)	Work-life balance	✓		
25	Ramos et al. (2011)	WLB (Malaysia)	✓		
26	Wang, Bardoel and Bell (2017)	WLB (Malaysia)	✓		
27	Omar et al. (2013)	WLB (Malaysia)	✓		
28	Hasan and Tang (2017)	WLB (Malaysia)	✓		
29	Kanjanakul et al. (2013)	Career progression	✓		
30	Hassan et al. (2014)	Career progression	✓		

Gaps of Study

- Many scholars (Azmi et. al., 2012; Juhdi et. al., 2013; Lim et. al., 2013; Saleh, 2015; Senasi and Khalil, 2015) have carried out the researches that related to the topic talent retention and the influencing factors of talent retention in other industries in Malaysia but not in international schools.
- **There are limited researches on talent retention in international schools of Malaysia.** There is a need to carry out study to close the academic gap.

Conceptual Framework



Hypotheses

- H1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia.
- H2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.
- H3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia.
- H4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.

Research Methodology

	Details	Citations
Purpose of Study	Descriptive research	Saunders et al. (2017)
Type of investigation	Quantitative based correlations design	Zikmund et. al. (2013)
Extent of researcher interference	Minimal	Sekaran and Bougie (2016)
Study Setting	Non-contrived	Zikmund et. al. (2013)
Time Horizon	Cross-sectional	Saunders et. al. (2017)
Target Population	Employees in international school of Malaysia (estimated 2, 706 employees)	Cardas Research Consulting Sdn. Bhd. (2017)
Sample size	338	Krejcie and Morgan (1970)
Sampling Procedure	Non-probability (Convenience sampling)	Sekaran and Bougie (2016)
Data collection	Online Questionnaire (Friends' assistance)	Pedayachee (2016)

Data Analysis Techniques and Tools

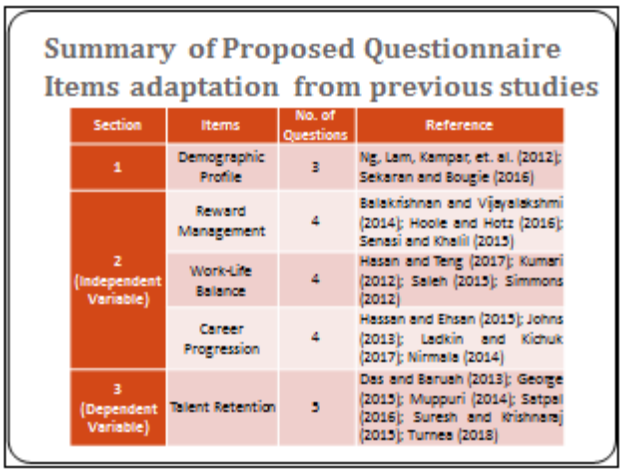
Tests	Function	Rule of Thumb	Citations
Factor Analysis (Pilot & Preliminary tests)	To identify a reduced number of factors from a larger number of measured variables (Hair et. al., 2014) KMO / Communalities Eigenvalue	 0.6 (Dikmund et. al., 2015) >1 valid factor (Cooper and Schindler, 2015)	David et. al. (2015); George (2015)
Reliability Test (Pilot & Preliminary tests)	To evaluate the internal consistency and stability of the measurement (Sekaran and Bougie, 2016)	Cronbach Alpha between 0.70 and 0.90 is acceptable value (Hair et. al., 2015).	Cepeda-Lopez et. al. (2012); David et. al. (2015); Sinha and Sinha (2012)
Correlation Matrix (Pilot test)	To determine the correlations between two variables (Dikmund et. al., 2015).	No correlation between two or more IVs; Dimensions of same IV can be either correlate or not correlate; Items in DV must correlate (Dikmund et. al., 2015)	Sustamam et. al. (2014)

Data Analysis Techniques and Tools

Hypotheses testing (multiple regression)	To develop a self-weighting estimating equation that forecasts the value for a DV from the values of IVs (Cooper and Schindler, 2015).	R^2 near to 1 = DV can be explained by the regression model (Sekaran and Bougie, 2016). R^2 is near to 0 = most of the data variation cannot be explained by the regression model (Sekaran and Bougie, 2016). Significance: p < 0.05 (Sekaran and Bougie, 2016).	Sustamam et. al. (2014); Nirmala (2014)
One-way ANOVA (Tukey)	To compare the mean differences for both groups (Sekaran and Bougie, 2016).	P-value < 0.05: accept alternative hypothesis; P-value > 0.05: do not accept alternative hypothesis (Saunders et al., 2017).	Neog and Barua (2015); Nirmala (2014); Tumea (2018)

Data Analysis Techniques and Tools

Beta Coefficient (Standardized)	To ascertain the degree of change in the dependent variable for every 1-unit of change in the independent variable (Gardner, Mogowan and Macllor, 2015).	Beta near to 1 = higher influence towards DV; Beta the higher the better (Sekaran and Bougie, 2016). '+' means increase by Beta value, '-' means decrease by Beta value (Saunders et. al., 2017).	Sustamam et. al. (2014)
Stepwise Regression Model	In every step, a variable is considered for addition to or subtraction from the set of explanatory variables according to several pre-specified criterion (Saunders et al., 2017).	P-value < 0.05: significant; P-value > 0.05: not significant (Ott and Longnecker, 2015) If a non-significant variable is found, the variable is removed from the model (Hair et. al., 2014).	Kyndt, Dochy and Michielsen, et. al. (2009)

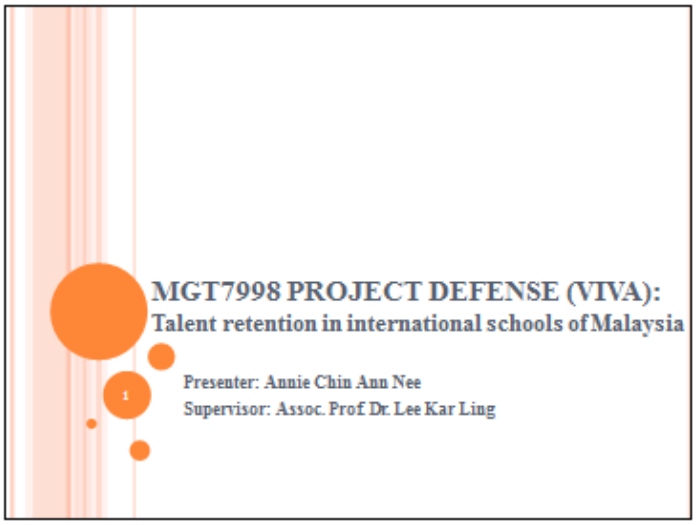


Summary of Proposed Questionnaire Items adaptation from previous studies

Section	Items	No. of Questions	Reference
1	Demographic Profile	3	Ng, Lam, Kampar, et. al. (2012); Sekaran and Bougie (2016)
2 (Independent Variable)	Reward Management	4	Balakrishnan and Vijayalakshmi (2014); Hoole and Hotz (2016); Senasi and Khalil (2015)
	Work-Life Balance	4	Hasan and Teng (2017); Kumari (2012); Saleh (2015); Simmons (2012)
	Career Progression	4	Hassan and Ehsan (2015); Johns (2013); Ladkin and Kichuk (2017); Nirmala (2014)
3 (Dependent Variable)	Talent Retention	5	Das and Baruah (2013); George (2015); Muppuri (2014); Satpal (2016); Suresh and Krishnaraj (2015); Turnea (2018)

Feedback for Enhancement
Thank you

VIVA slides



MGT7998 PROJECT DEFENSE (VIVA):
Talent retention in international schools of Malaysia

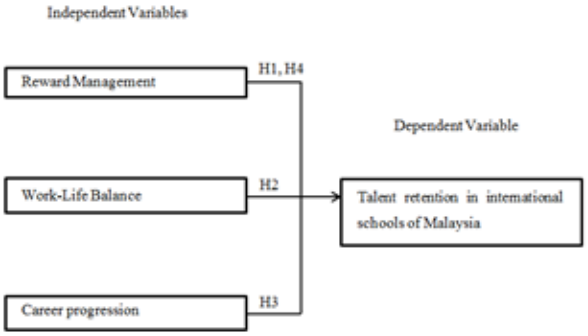
Presenter: Annie Chin Ann Nee
Supervisor: Assoc. Prof. Dr. Lee Kar Ling

AGENDA

- Conceptual Framework
- Hypotheses
- Pilot test results
- Demographic Data of Respondents
- Preliminary Analysis
- Hypotheses Testing
- Findings

2

CONCEPTUAL FRAMEWORK



3

HYPOTHESES

- H1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia.
- H2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.
- H3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia.
- H4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.

4

PILOT TEST RESULTS

Test	Sample size	Type of Tests	Rule of Thumb	Findings and Decision		
Pilot Test	41	Factor Analysis	KMO > 0.6	Fit to the research		
				IV	0.616 (p=0.000)	
				DV	0.883 (p=0.000)	
			Factor Loadings > 0.6	Fit to the research		
				IV	0.603>0.895	
				DV	0.801>0.873	
			Eigenvalues > 1	Fit to the research		
					Extracted	*Cumulative %*
				IV	3	72.066%
				DV	1	83.662%
		Correlation Matrix	IV- no inter-correlate	Fit to the research as constructs cannot inter-correlate. If inter-correlate, there is tendency of subset.		
			DV- all correlate	Fit to the research		
		Reliability Test	Cronbach's Alpha > 0.7	Fit to the research		
				IV	RM	0.863
					WLB	0.899
					CP	0.766
				DV	0.950	
				All	0.799	

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Correlation Matrix - Detailed

IV:

	B1.1	B1.2	B1.3	B1.4	B2.1	B2.2	B2.3	B2.4	B3.1	B3.2	B3.3	B3.4
B1.1	1											
B1.2	0.709**	1										
B1.3	0.685**	0.693**	1									
B1.4	0.607**	0.403**	0.706**	1								
B2.1	0.133	0.098	0.082	-0.037	1							
B2.2	-0.079	-0.065	-0.105	-0.041	0.462**	1						
B2.3	-0.284	-0.239	-0.133	-0.119	0.391*	0.535**	1					
B2.4	-0.006	0.146	-0.119	-0.070	0.498**	0.451**	0.447**	1				
B3.1	0.071	0.261	0.124	0.171	0.025	-0.140	0.136	0.242	1			
B3.2	0.013	0.175	-0.070	0.094	-0.176	-0.121	0.093	0.059	0.742**	1		
B3.3	0.047	0.202	-0.036	0.079	-0.009	-0.092	0.154	0.079	0.749**	0.911**	1	
B3.4	-0.151	0.064	0.011	-0.044	0.207	-0.139	0.237	0.020	0.609**	0.551**	0.684**	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

DV:

	C1	C2	C3	C4	C5
C1	1				
C2	0.740**	1			
C3	0.814**	0.762**	1		
C4	0.848**	0.755**	0.786**	1	
C5	0.808**	0.860**	0.825**	0.779**	1

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

6

RESPONSE RATE

Total Questionnaire Distributed	Total Questionnaire Received	Usable Questionnaire	Response Rate
500	366	362	72.4%

DEMOGRAPHIC DATA OF RESPONDENTS

Demographic	Categories	Frequency n=362	Percentage (%)
Age	20-29 years old	129	35.6
	30-39 years old	65	18.0
	40-49 years old	81	22.4
	50 years old and above	87	24.0
Highest Education Level	No formal education	0	0
	Secondary	75	20.7
	Pre-university	60	16.6
	Bachelor's degree	174	48.1
	Postgraduate	53	14.6
Length of Service (Tenure)	Below 3 years	143	39.5
	3-5 years	139	38.4
	6-10 years	45	12.4
	11-15 years	23	6.4
	Above 16 years	12	3.3

7

PRELIMINARY ANALYSIS

- KMO and Bartlett's Test of Sphericity

Variables	KMO	Bartlett's Test of Sphericity
Reward Management	0.781	0.000
Work-life Balance	0.709	0.000
Career Progression	0.762	0.000
Talent Retention	0.876	0.000
All variables	0.879	0.000

8

PRELIMINARY ANALYSIS

- Factor Loadings

Variables	Communalities
Reward Management	0.658 > 0.863
Work-life Balance	0.752 > 0.894
Career Progression	0.613 > 0.834
Talent Retention	0.853 > 0.950

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PRELIMINARY ANALYSIS

- Eigenvalues

Variables	Eigenvalues	
	Extractions	*Cumulative %*
Reward Management		
Work-life Balance	3	78.429%
Career Progression		
Talent Retention	1	88.774%

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PRELIMINARY ANALYSIS

- Eigenvalues - Detailed

IV:

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.111	42.594	42.594	5.111	42.594	42.594
2	2.970	24.754	67.348	2.970	24.754	67.348
3	1.330	11.081	78.429	1.330	11.081	78.429
4	.589	4.910	83.339			
5	.487	4.056	87.395			
6	.400	3.332	90.727			
7	.361	3.012	93.739			
8	.250	2.080	95.818			
9	.174	1.451	97.270			
10	.132	1.099	98.369			
11	.104	.865	99.233			
12	.092	.767	100.000			

Extraction Method: Principal Component Analysis.

DV:

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.439	88.774	88.774	4.439	88.774	88.774
2	.215	4.305	93.079			
3	.176	3.515	96.594			
4	.127	2.541	99.135			
5	.043	.865	100.000			

Extraction Method: Principal Component Analysis.

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PRELIMINARY ANALYSIS

- Reliability Analysis

Variables	Cronbach's Alpha	Number of Items
Reward Management (Independent variable)	0.869	4
Work-life Balance (Independent variable)	0.810	4
Career Progression (Independent variable)	0.871	4
Talent Retention (Dependent variable)	0.967	5
All Variables	0.925	17

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HYPOTHESES TESTING

- H1: There is a significant relationship between reward management and talent retention in the international schools of Malaysia.
- H2: There is a significant relationship between work-life balance and talent retention in the international schools of Malaysia.
- H3: There is a significant relationship between career progression and talent retention in the international schools of Malaysia.

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HYPOTHESES TESTING

- Regression Analysis
  - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.905a	.819	.817	.60868	1.591

Multiple Regression ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	598.279	3	199.426	538.269	.000b
	Residual	132.637	358	.370		
	Total	730.916	361			

a. Dependent Variable: Talent Retention

b. Predictors: (Constant), Work-life Balance, Reward Management, Career Progression

- Variables are independent (Durbin Watson: between 1.5 and 2.5)
- The regression model is reaching statistical significance (ANOVA Table, $p < 0.005$)
- Approximately 82% of variance of dependent variable is able to explain by the variation of the proposed three independent variables, while, remaining could be explained by factors outside of the scope of study.

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HYPOTHESES TESTING

- Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	-2.425	.229		-10.582	.000	
	Reward Management	-.065	.032	-.047	-2.075	.039	Accepted
	Work-life Balance	.762	.071	.375	10.778	.000	Accepted
	Career Progression	.787	.046	.590	16.946	.000	Accepted

a. Dependent Variable: Talent Retention

Model		Collinearity Statistics	
		Tolerance	VIF
1	Reward Management	.988	1.012
	Career Progression	.419	2.389
	Work-life Balance	.419	2.389

a. Dependent Variable: Talent Retention

- Multicollinearity assumption is fulfilled where the VIF is lesser than 10.
- All three factors (reward management, work-life balance and career progression) have reached statistical significance and become predictor in this study.

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HYPOTHESES TESTING

- H4: Reward management has the highest significant relationship with talent retention in the international schools of Malaysia.
- Stepwise Regression:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.744	.126		-5.892	.000
	Career Progression	1.161	.035	.871	33.602	.000
2	(Constant)	-2.627	.208		-12.615	.000
	Career Progression	.783	.047	.587	16.802	.000
	Work-life Balance	.757	.071	.372	10.657	.000
3	(Constant)	-2.425	.229		-10.582	.000
	Career Progression	.787	.046	.590	16.946	.000
	Work-life Balance	.762	.071	.375	10.778	.000
	Reward Management	-.065	.032	-.047	-2.075	.039

a. Dependent Variable: Talent Retention

- Only the variables selected (career progression and work-life balance) for the final model is included. Reward management is excluded from the final model.

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Reward Management	-.039b	-1.445	.149	-.076	.989
	Work-life Balance	.372b	10.657	.000	.490	.419
2	Reward Management	-.047c	-2.075	.039	-.109	.988

a. Dependent Variable: Talent Retention

b. Predictors in the Model: (Constant), Career Progression

c. Predictors in the Model: (Constant), Career Progression, Work-life Balance

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HYPOTHESES TESTING SUMMARY

Hypothesis	Accept/Reject
Hypothesis 1	Accepted
Hypothesis 2	Accepted
Hypothesis 3	Accepted
Hypothesis 4	Rejected

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FINDINGS AND RECOMMENDATIONS

- Typical factor, reward management, is proven statistically not a recommended factor to enhance talent retention in international schools of Malaysia. This is because the relationship between reward management and talent retention is significantly negative. When the talents were given more on reward management, the talents will not appreciate the reward and will still leave the organisation.
  - Not aligned with researches by Arokiasamy et. al. (2015), Brateman et. al. (2014), Das and Baruah (2015) and Mustap et. al. (2015) that reward management was significantly has a positive relationship towards talent retention.
- Work-life balance is proven statistically a good factor of retaining talents in international schools of Malaysia. The result found is that the relationship of work-life balance is significantly positive towards talent retention in international schools of Malaysia. Management levels are suggested to emphasise more on talent's work-life balance.
  - Aligned with studies by Cegarra-Leiva et. al. (2012), Hashim et. al. (2016), Omar et. al. (2015), Ramos et. al. (2015) and Wong et. al. (2015).

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FINDINGS AND RECOMMENDATIONS

- This research showed that there was a positive significant relationship between career progression and talent retention. The more career progression opportunities are given to the talents, the higher the chances for star performers to retain in the organisation.
  - Aligned with researches by Kroznin (2015), Nouri and Parker (2015) and Palanski, et. al. (2014).
  - Not aligned with the past study which showed that career progression was not related to talent retention (Haider et. al., 2015).
- In this study, reward management is found out having relationship that is not as highly significant comparing to career progression and work-life balance. As career progression is shown having the highest significant relationship with talent retention in international schools of Malaysia, therefore, management level of international schools in Malaysia is recommended to put attention on career progression instead of reward management.
  - Not aligned with Sanjeevkumar (2012) and Tower Watson (2014) which shows that reward management is the most important factor of retaining talents in Malaysia.

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THANKS

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Appendix F: Ethics Form

UNIVERSITY OF HERTFORDSHIRE

FORM EC1A: APPLICATION FOR ETHICS APPROVAL OF A STUDY INVOLVING HUMAN PARTICIPANTS

(Individual or Group Applications)

Please complete this form if you wish to undertake a study involving human participants.

Applicants are advised to refer to the Ethics Approval StudyNet Site and read the Guidance Notes (GN) before completing this form.

http://www.studynet2.herts.ac.uk/ptl/common/ethics.nsf/Homepage?ReadForm

Use of this form is mandatory [see UPR RE01, 'Studies Involving Human Participants', SS 7.1-7.3]

Approval must be sought **and granted** before any investigation involving human participants begins [UPR RE01, S 4.4 (iii)]

If you require any further guidance, please contact either hsetecda@herts.ac.uk or ssahecda@herts.ac.uk

Abbreviations: GN = Guidance Notes UPR = University Policies and Regulations

---

THE STUDY

Q1 Please give the title of the proposed study
Talent retention in international schools of Malaysia.

THE APPLICANT

Q2 Name of applicant/(principal) investigator (person undertaking this study)
ANNIE CHIN ANN NEE

Student registration number/Staff number
I18014654

Email address
I18014654@student.newinti.edu.my

Status:

☐Undergraduate (Foundation) ☐Undergraduate (BSc, BA)

☒Postgraduate (taught) ☐Postgraduate (research)

☐Staff ☐Other

If other, please provide details here:

Click here to enter text.

School/Department:
INTI International University

If application is from a student NOT based at University of Hertfordshire, please give the name of the partner institution: INTI International University, Malaysia

Name of Programme (eg BSc (Hons) Computer Science): MBADI/ MAMS

Module name and module code: MGT7998

Name of Supervisor: Assoc. Prof. Dr. Karling, LEE Supervisor's email: **karling.lee@newinti.edu.my**

Name of Module Leader if applicant is undertaking a taught programme/module:
Assoc. Prof. Dr. Karling, LEE

Names and student/staff numbers for any additional investigators involved in this study

Click here to enter text.

Is this study being conducted in collaboration with another university or institution and/or does it involve working with colleagues from another institution?

☐Yes ☒No

If yes, provide details here:
Click here to enter text.

DETAILS OF THE PROPOSED STUDY

Q3 Please give a short synopsis of your proposed study, stating its aims and highlighting where these aims relate to the use of human participants (See GN 2.2.3)

The main purpose of this study is to ascertain the relationship between talent retention and retention factors in Malaysia. The factors that have been included in this study are reward management, work-life balance and career progression. The relationship between talent retention and these influencing factors need to be determined clearly so that organisation in Malaysia can have better understanding and direction on ways to retain the star performers to achieve organisational goals.
There are many studies carried out researches that related to the topic talent retention, but these researches focused on talent retention in other industries instead of international schools. Hence, this study is done to help to reduce the academic gap and improve the manager's understanding on the ways and means that can be applied by organisation in order to retain talented employees.

Q4 Please give a brief explanation of the design of the study and the methods and procedures used. You should clearly state the nature of the involvement the human participants will have in your proposed study and the extent of their commitment. Ensure you provide sufficient detail for the Committee to, particularly in relation to the human participants. Refer to any Standard Operating Procedures SOPs under which you are operating here. (See GN 2.2.4).

The research design of this study is quantitative research, and using the questionnaire survey for cross-sectional collection of data. I this study, the population is all the talents working in international schools of Malaysia. The number of participants is about 338. The author randomly chooses different international schools. The candidate must meet the condition of being a talent working in international school. The researcher asks target respondents to fill out the questionnaire to obtain raw data, as this is the primary way of collecting raw data and enabling researcher to access large number of respondents in a short period of time with the high degree of flexibility and low cost.

Q5 Does the study involve the administration of substances?

☒Yes ☒No

PLEASE NOTE: If you have answered yes to this question you must ensure that the study would not be considered a clinical trial of an investigational medical product. To help you, please refer to the link below from the Medicines and Healthcare Products Regulatory Agency:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/317952/Algothrim.pdf

To help you determine whether NHS REC approval is required, you may wish to consult the Health Research Authority (HRA) decision tool: http://www.hra-decisiontools.org.uk/ethics/

If your study is considered a clinical trial and it is decided that ethical approval will be sought from the HRA, please stop completing this form and use Form EC1D, 'NHS Protocol Registration Request'; you should also seek guidance from Research Sponsorship.

I confirm that I have referred to the Medicines and Healthcare Products Regulatory Agency

information and confirm that that my study is not considered a clinical trial of a medicinal product.
Please type your name here: Click here to enter text.
Date: Click here to enter a date.

Q6.1 Please give the starting date for your recruitment and data collection: 5th NOVEMBER 2018

Q6.2 Please give the finishing date for you data collection: 23rd NOVEMBER 2018
(For meaning of 'starting date' and 'finishing date', see GN 2.2.6)

Q7 Where will the study take place?

The data for this study are mainly collected online. Data collection methods are mainly through electronic questionnaires, which will be created using Google Forms. The e-questionnaire links will be posted on social networking sites of the international schools, such as Facebook, portal and others.

Please refer to the Guidance Notes (GN 2.2.7) which set out clearly what permissions are required;

Please tick all the statements below which apply to this study

☐ I confirm that I have obtained permission to access my intended group of participants and that the agreement is attached to this application

☐ I confirm that I have obtained permission to carry out my study on University premises in areas outside the Schools and that the agreement is attached to this application

☐ I confirm that I have obtained permission to carry out my study at an off-campus location and that the agreement is attached to this application

☐ I have yet to obtain permission but I understand that this will be necessary before I commence my study and that the original copies of the permission letters must be verified by my supervisor before data collection commences

☐ This study involves working with minors/vulnerable participants. I/we have obtained permission from the organisation (including UH/UH Partner Institutions when appropriate) in which the study is to take place and which is responsible for the minors/vulnerable participants. The permission states the DBS requirements of the organisation for this study and confirms I/we have satisfied their DBS requirements where necessary.
NB If your study involves minors/vulnerable participants, please refer to Q18 to ensure you comply with the University's requirement regarding Disclosure and Barring Service clearance.

☒ Permission is not required for my study as:
There is no need for any official permission as the study is conducted outside campus grounds. The questionnaires are distributed to the targeted respondents via online through electronic questionnaires.

HARMS, HAZARDS AND RISKS

Q8.1 It might be appropriate to conduct a risk assessment (in respect of the hazards/risks affecting both the participants and/or investigators). Please use Risk Assessment Form EC5 if the answer to any of the questions below is 'yes'.

If you are required to complete and submit a School specific risk assessment in addition to Form EC5, please append it to your completed Form EC5.

Will this study involve any of the following?

Invasive Procedures/administration of any substance/s? ☐YES ☒NO

Are there potential hazards to participant/investigator(s) from the proposed study? (Physical/Emotional) ☐YES ☒NO

Will or could aftercare and/or support be needed by participants? ☐YES ☒NO

IF 'YES' TO THE ABOVE PLEASE COMPLETE EC1 APPENDIX 1 AND INCLUDE IT WITH YOUR APPLICATION

Q8.2 Is the study being conducted off-campus (i.e. not at UH/UH Partner?) ☐YES ☒NO

It might be appropriate to conduct a risk assessment of the proposed location for your study (in respect of the hazards/risks affecting both the participants and/or investigators) (this might be relevant for on-campus locations as well). Please use Form EC5 and, if required, a School-specific risk assessment (See GN 2.2.8 of the Guidance Notes).

If you do not consider it necessary to submit a risk assessment, please give your reasons:

The e-questionnaire links will be posted on social networking sites of the international schools and a brief introduction will be explained to potential participants. The purpose is to let potential respondents to understand our research, and to let them know that participants need to be talents of international schools. The readers can choose not to participate; hence, all participants are based on their will to participate. The EC3 and EC6 will be posted online and only when permission has been obtained, will the questionnaire is accepted. As it is all conducted online, no risk assessment is needed.

ABOUT YOUR PARTICIPANTS

Q9 Please give a brief description of the kind of people you hope/intend to have as participants, for instance, a sample of the general population, University students, people affected by a particular medical condition, children within a given age group, employees of a particular firm, people who support a particular political party, and state whether there are any upper or lower age restrictions.

Respondents of this research are selected from talents working in international schools. Random selection of 338 respondents amongst the international schools' talents in Malaysia is the method employed, whereby all of them have different ages, employment period and understanding on the retention factors.

The main purpose is to better understand which retention factor would influence the talent retention in international schools of Malaysia.

Q10 Please state here the maximum number of participants you hope will participate in your study. Please indicate the maximum numbers of participants for ***each*** method of data collection.

As the research focuses on quantitative research methods, the researcher will randomly select 338 respondents from different international schools of Malaysia.

Q11 By completing this form, you are indicating that you are reasonably sure that you will be successful in obtaining the number of participants which you hope/intend to recruit. Please outline here your recruitment (sampling) method and how you will advertise your study. (See GN 2.2.9).

Permissions will be obtained from respective respondents through by providing the potential respondent with the Ethics EC6 Information Sheet prior to the conduct of the survey/ the distribution of the questionnaire. Once the respondent agrees to complete the Survey/ Questionnaire, the respondents will complete the EC3 Form to signify agreement to the study. These respondents are FREE to withdraw at any time although consent (EC3) has been given earlier.

CONFIDENTIALITY AND CONSENT

(For guidance on issues relating to consent, see GN 2.2.10, GN 3.1 and UPR RE01, SS 2.3 and 2.4 and the Ethics Approval StudyNet Site FAQs)

Q12 How will you obtain consent from the participants? Please explain the consent process for each method of data collection identified in Q4

☐ Informed consent using EC3 and EC6 (equivalent)

☒ Implied consent (e.g. via participant information at the start of the questionnaire/survey etc)

☐ Consent by proxy (for example, given by parent/guardian)

Use this space to describe how consent is to be obtained and recorded for each method of data collection. The information you give must be sufficient to enable the Committee to understand exactly what it is that prospective participants are being asked to agree to.

Information of the Consent Form (see Attached Form EC6) will be adapted and will be circulated to obtain consent from the participants before interview. Respondents are still FREE to withdraw at any time before, or during the interview although consent has been given earlier via the EC3 Form

If you do not intend to obtain consent from participants please explain why it is

considered unnecessary or impossible or otherwise inappropriate to seek consent.
Click here to enter text.

Q13 If the participant is a minor (under 18 years of age) or is unable for any reason to give full consent on their own, state here whose consent will be obtained and how? (See especially GN 3.6 and 3.7)
The target respondents are talents working in international schools over the age of 18. The author will ask the respondent's age before the distribution of the Survey/ Questionnaire so there will be no respondents below 18 years of age.

Q14.1 Will anyone other than yourself and the participants be present with you when conducting this study? (See GN 2.2.10)
☐YES ☒NO
If YES, please state the relationship between anyone else who is present other than the applicant and/or participants (eg health professional, parent/guardian of the participant).
Click here to enter text.

Q14.2 Will the proposed study be conducted in private?
☒YES ☐NO

If 'No', what steps will be taken to ensure confidentiality of the participants' information. (See GN 2.2.10):
Click here to enter text.

Q15 Are personal data of any sort (such as name, age, gender, occupation, contact details or images) to be obtained from or in respect of any participant? (See GN 2.2.11) (You will be required to adhere to the arrangements declared in this application concerning confidentiality of data and its storage. The Participant Information Sheet (Form EC6 or equivalent) must explain the arrangements clearly.)
☒YES ☐NO

If YES, give details of personal data to be gathered and indicate how it will be stored.
Only personal data such as age and employment period shall be shown on the "Profile of Participants ". The personal information question will be addressed only it is relevant to the study, and used for this study only, it will not be revealed to any other parties or for any purpose other than this study. All answered questionnaires will be stored online with encrypted password only known to researcher

Will you be making audio-visual recordings?
☐YES ☒NO

If YES, give details of the types recording to be made and indicate how they will be stored.

State what steps will be taken to prevent or regulate access to personal data/audio-visual recordings beyond the immediate investigative team, as indicated in the Participant Information Sheet.
First, the data collection process is safe. The account issuing the questionnaire will bind the email to prevent theft, so respondents' information will only be visible to the researcher. Second, data conversion and analysis are safe. Researchers' computers will be equipped with anti-virus software to prevent virus attacks. Third, the preservation of the data is encrypted. Password will be set in the document file, to increase the protection level. Only the researcher has the password

Indicate what assurances will be given to participants about the security of, and access to, personal data/ audio-visual recordings, as indicated in the Participant Information Sheet.
The data will be entered and saved by SPSS software and the file recording results will be encrypted by the researcher. The password will be set in the backup document file to increase the level of protection. After the study, the data will be deleted permanently in order to prevent the leakage in data to the third parties. Therefore, the security level should be enough to secure the respondents' information. Furthermore, the respondents will only provide personal information such as age and level of education, hence, no identification is shown within the questionnaire received.

State as far as you are able to do so how long personal data/audio-visual recordings collected/made during the study will be retained and what arrangements have been made for its/their secure storage, as indicated in the Participant Information Sheet.
Data is to be kept for 2-years period in an off-line environment. Reason for this is because examiners might request to show proof of the data in order to confirm that the data is accurate. The data retained

will also be encrypted and safely stored with only the researcher knowing the password and storage area and file name.

Will data be anonymised

prior to storage? ☒YES

☐NO

Q16 Is it intended (or possible) that data might be used beyond the present study? (See GN 2.2.10) ☐YES ☒NO

If YES, please indicate the kind of further use that is intended (or which may be possible).
Click here to enter text.
If NO, will the data be kept for a set period and then destroyed under secure

conditions? ☒YES ☐NO

If NO, please explain why not:
Click here to enter text.

Q17 Consent Forms: what arrangements have been made for the storage of Consent Forms and for how long?

The consent form will be stored in the form of a document that will be encrypted by the researcher and not accessible by others. Consent form retain period will be for 2 year as per the other data.

Q18 If the activity/activities involve work with children and/or vulnerable adults satisfactory Disclosure and Barring Service (DBS) clearance may be required by investigators. You are required to check with the organisation (including UH/UH Partners where appropriate) responsible for the minors/vulnerable participants whether or not they require DBS clearance.

Any permission from the organisation confirming their approval for you to undertake the activities with the children/vulnerable group for which they are responsible should make specific reference to any DBS requirements they impose and their permission letter/email must be included with your application.

More information is available via the DBS website -
https://www.gov.uk/government/organisations/disclosure-and-barring-service

REWARDS

Q19.1 Are you receiving any financial or other reward connected with this study? (See GN 2.2.14 and UPR RE01, S 2.3)
☐YES ☒NO

If YES, give details here:
Click here to enter text.

Q19.2 Are participants going to receive any financial or other reward connected with the study? (Please note that the University does not allow participants to be given a financial inducement.) (See UPR RE01, S 2.3)
☐YES ☒NO

If YES, provide details here:
Click here to enter text.

Q19.3 Will anybody else (including any other members of the investigative team) receive any financial or other reward connected with this study?
☐YES ☒NO

If YES, provide details here:
Click here to enter text.

OTHER RELEVANT MATTERS

Q20 Enter here anything else you want to say in support of your application, or which you believe may assist the Committee in reaching its decision.
Click here to enter text.

DOCUMENTS TO BE ATTACHED

Please indicate below which documents are attached to this

application:

☐ Permission to access groups of participants from student body

☐Permission to use University premises beyond areas of School

☐Schools Permission from off-campus location(s) to be used to conduct this study

☐Risk Assessment(s) in respect of hazards/risks affecting participants/investigator(s)

☒Copy of Consent Form (See Form EC3/EC4) Copy of Form EC6 (Participant Info Sheet)

☒ Copy of Form EC6 (Participant Info Sheet)

☐A copy of the proposed questionnaire and/or interview schedule (if appropriate for this study). For unstructured methods, please provide details of the subject areas that will be covered and any boundaries that have been agreed with your Supervisor

☐Any other relevant documents, such as a debrief, meeting report. Please provide details here:
Click here to enter text.

DECLARATIONS

1 DECLARATION BY APPLICANT

1.1 I undertake, to the best of my ability, to abide by UPR RE01, 'Studies Involving the Use of Human Participants', in carrying out the study.

1.2 I undertake to explain the nature of the study and all possible risks to potential participants,

1.3 Data relating to participants will be handled with great care. No data relating to named or identifiable participants will be passed on to others without the written consent of the participants concerned, unless they have already consented to such sharing of data when they agreed to take part in the study.

1.4 All participants will be informed **(a)** that they are not obliged to take part in the study, and **(b)** that they may withdraw at any time without disadvantage or having to give a reason.

(**NOTE**: Where the participant is a minor or is otherwise unable, for any reason, to give full consent on their own, references here to participants being given an explanation or information, or being asked to give their consent, are to be understood as referring to the person giving consent on their behalf. (See Q 12; also GN Pt. 3, and especially 3.6 & 3.7))

Enter your name here: ANNIE CHIN ANN NEE Date 14/09/2018

2 GROUP APPLICATION
(If you are making this application on behalf of a group of students/staff, please complete this section as well)
I confirm that I have agreement of the other members of the group to sign this declaration on their behalf
Enter your name here: Click here to enter text. Date Click here to enter a date.

DECLARATION BY SUPERVISOR (see GN 2.1.6)

I confirm that the proposed study has been appropriately vetted within the School in respect of its aims and methods; that I have discussed this application for Ethics Committee approval with the applicant and approve its submission; that I accept responsibility for guiding the applicant so as to ensure compliance with the terms of the protocol and with any applicable ethical code(s); and that if there are conditions of the approval, they have been met.

Enter your name here: Assoc. Prof. Dr. Karling, LEE Date 14/09/2018

UNIVERSITY OF HERTFORDSHIRE
ETHICS COMMITTEE FOR STUDIES INVOLVING THE USE OF HUMAN PARTICIPANTS ('ETHICS COMMITTEE')

FORM EC3
CONSENT FORM FOR STUDIES INVOLVING HUMAN PARTICIPANTS

I, the undersigned _____hereby freely agree to take part in the study entitled Talent retention in international schools of Malaysia.

1 I confirm that I have been given a Participant Information Sheet (a copy of which is attached to this form) giving particulars of the study, including its aim(s), methods and design, the names and contact details of key people and, as appropriate, the risks and potential benefits, and any plans for follow-up studies that might involve further approaches to participants. I have been given details of my involvement in the study. I have been told that in the event of any significant change to the aim(s) or design of the study I will be informed, and asked to renew my consent to participate in it.

2 I have been assured that I may withdraw from the study at any time without disadvantage or having to give a reason. There is no obligation on my part to complete the answers to the survey/ questionnaire provided.

3 I have been told how information relating to me (data obtained in the course of the study, and data provided by me about myself) will be handled: how it will be kept secure, who will have access to it, and how it will or may be used.

4 I understand that if there is any revelation of unlawful activity or any indication of non-medical circumstances that would or has put others at risk, the University may refer the matter to the appropriate authorities.

Signature of participant……..Date……..

Signature of (principal) investigator……*Annie Chin Ann Nee*……Date……15/11/2018…

Name of (principal) investigator

ANNIE CHIN ANN NEE

UNIVERSITY OF HERTFORDSHIRE

ETHICS COMMITTEE FOR STUDIES INVOLVING THE USE OF HUMAN PARTICIPANTS
('ETHICS COMMITTEE')
FORM EC6: PARTICIPANT INFORMATION SHEET

1 **Title of study**

Talent retention in international schools of Malaysia.

2 **Introduction**

You are being invited to take part in a study. Before you decide whether to do so, it is important that you understand the study that is being undertaken and what your involvement will include. Please take the time to read the following information carefully and discuss it with others if you wish. Do not hesitate to ask us anything that is not clear or for any further information you would like to help you make your decision. Please do take your time to decide whether or not you wish to take part. The University's regulations governing the conduct of studies involving human participants can be accessed via this link:
http://sitem.herts.ac.uk/secreg/upr/RE01.htm
Thank you for reading this.

3 **What is the purpose of this study?**

The main purpose of this study is to ascertain the relationship between talent retention and retention factors in Malaysia. The factors that have been included in this study are reward management, work-life balance and career progression. The relationship between talent retention and these influencing factors need to be determined clearly so that organisation in Malaysia can have better understanding and direction on ways to retain the star performers to achieve organisational goals.
There are many studies carried out researches that related to the topic talent retention, but these researches focused on talent retention in other industries instead of international schools. Hence, this study is done to help to reduce the academic gap and improve the manager's understanding on the ways and means that can be applied by organisation in order to retain talented employees.

4 **Do I have to take part?**

It is completely up to you whether or not you decide to take part in this study. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. Agreeing to join the study does not mean that you have to complete it. You are free to withdraw at any stage without giving a reason. A decision to withdraw at any time, or a decision not to take part at all, will not affect any treatment/care that you may receive (should this be relevant).

5 **Are there any age or other restrictions that may prevent me from participating?**

The target respondents are talents working in international schools over the age of 18.

6 **How long will my part in the study take?**

If you decide to take part in this study, you will be involved in it for 15 minutes to 30 minutes.

7 **What will happen to me if I take part?**
The first thing to happen will be the findings and results of this research will enhance the knowledge on factors influencing talent retention as currently there are researches on talent retention, but there is limited researches carried out in international schools of Malaysia. Second, the result of this research will be useful for managerial levels in organisation, to provide better understandings and broader perspective of ways and means that organisation can execute to retain star performers.

8 **What are the possible disadvantages, risks or side effects of taking part?**
The only thing that will cost you is your time because the time it takes to complete the questionnaire is estimated to be 15 minutes to 30 minutes. Questionnaire questions mainly related to retention factors, so the process of participation will not be risky and will not have any side effects.

9 **What are the possible benefits of taking part?**
This research is significant for the future career development of international schools' talents. For career development of international schools' talents, by providing a great choice via the identification of the factors attracting them to retain in the organization will help them know better of the factors influencing their intention to stay in the organisation.

10 **How will my taking part in this study be kept confidential?**
The questionnaires were collected and saved by researchers themselves. Third parties are not allowed to access the questionnaire detail and the questionnaire details will be stored via encryption method with password.

11 **What will happen to the data collected within this study?**
The results of the research shall be used as the interview detail for my MBA thesis only and shall not be used for any other purposes. The results shall be disposed of permanently in the future once the MBA thesis has been graded and finalized. The data collected will be stored electronically, in a password-protected environment, for 24 months (2-years), after which time it will be destroyed under secure conditions.

12 **Who has reviewed this study?**
This research has been reviewed by my supervisor Assoc. Prof. Dr. Lee Kar Ling. She is currently stationed in INTI International University, Malaysia. Besides, this research has reviewed by The University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority.
The UH protocol number is BUS/PGT/C/P03824

13 **Who can I contact if I have any questions?**
If you would like further information or would like to discuss any details personally, please get in touch with me, in writing, by phone or by email:
ANNIE CHIN ANN NEE; I18014654@student.newinti.edu.my
Or to:
Sue Grant; s.c.grant@herts.ac.uk from the University of Hertfordshire, UK

Although we hope it is not the case, if you have any complaints or concerns about any aspect of the way you have been approached or treated during the

course of this study, please write to the University's Secretary and Registrar at the following address:

Secretary and Registrar
University of Hertfordshire
College Lane
Hatfield
Herts
AL10 9AB

Thank you very much for reading this information and giving consideration to taking part in this study.

Appendix G: Ethics Approval

University of Hertfordshire UH

SOCIAL SCIENCES, ARTS AND HUMANITIES ECDA

ETHICS APPROVAL NOTIFICATION

TO: Annie Chin Ann Nee

CC: Assoc. Prof. Dr. Karling, LEE

FROM: Dr Brendan Larvor, Social Sciences, Arts and Humanities ECDA Chair

DATE: 15/11/2018

Protocol number: BUS/PGT/CP/03824

Title of study: Talent retention in international schools of Malaysia.

Your application for ethics approval has been accepted and approved by the ECDA for your School and includes work undertaken for this study by the named additional workers below:

This approval is valid:

From: 15/11/2018

To: 23/11/2018

Additional workers: no additional workers named

Please note:

If your research involves invasive procedures you are required to complete and submit an EC7 Protocol Monitoring Form, and your completed consent paperwork to this ECDA once your study is complete. You are also required to complete and submit an EC7 Protocol Monitoring Form if you are a member of staff. This form is available via the Ethics Approval StudyNet Site via the 'Application Forms' page http://www.studynet1.herts.ac.uk/ptl/common/ethics.nsf/Teaching+Documents?Openview&count=9999&restricttocategory=Application+Forms

Any necessary permissions for the use of premises/location and accessing participants for your study must be obtained in writing prior to any data collection commencing. Failure to obtain adequate permissions may be considered a breach of this protocol.

Approval applies specifically to the research study/methodology and timings as detailed in your Form EC1A. Should you amend any aspect of your research, or wish to apply for an extension to your study, you will need your supervisor's approval (if you are a student) and must complete and submit form EC2. In cases where the amendments to the original study are deemed to be substantial, a new Form EC1A may need to be completed prior to the study being undertaken.

Should adverse circumstances arise during this study such as physical reaction/harm, mental/emotional harm, intrusion of privacy or breach of confidentiality this must be reported to the approving Committee immediately. Failure to report adverse circumstance/s would be considered misconduct.

Ensure you quote the UH protocol number and the name of the approving Committee on all paperwork, including recruitment advertisements/online requests, for this study.

Students must include this Approval Notification with their submission.

Appendix H: Project Paper Log

INTI International University

FACULTY OF BUSINESS, COMMUNICATIONS AND LAW

PROJECT PAPER LOG

This is an important document, which is to be handed in with your dissertation. This log will be taken into consideration when awarding the final mark for the dissertation.

Student Name:	Annie Chin Ann Nee
Supervisor Name:	Associate Professor Dr Lee Karling
Dissertation Topic: Talent Retention in International Schools of Malaysia	

SECTION A. MONITORING STUDENT DISSERTATION PROCESS

The plan below is to be agreed between the student and supervisor and will be monitored against progress made at each session.

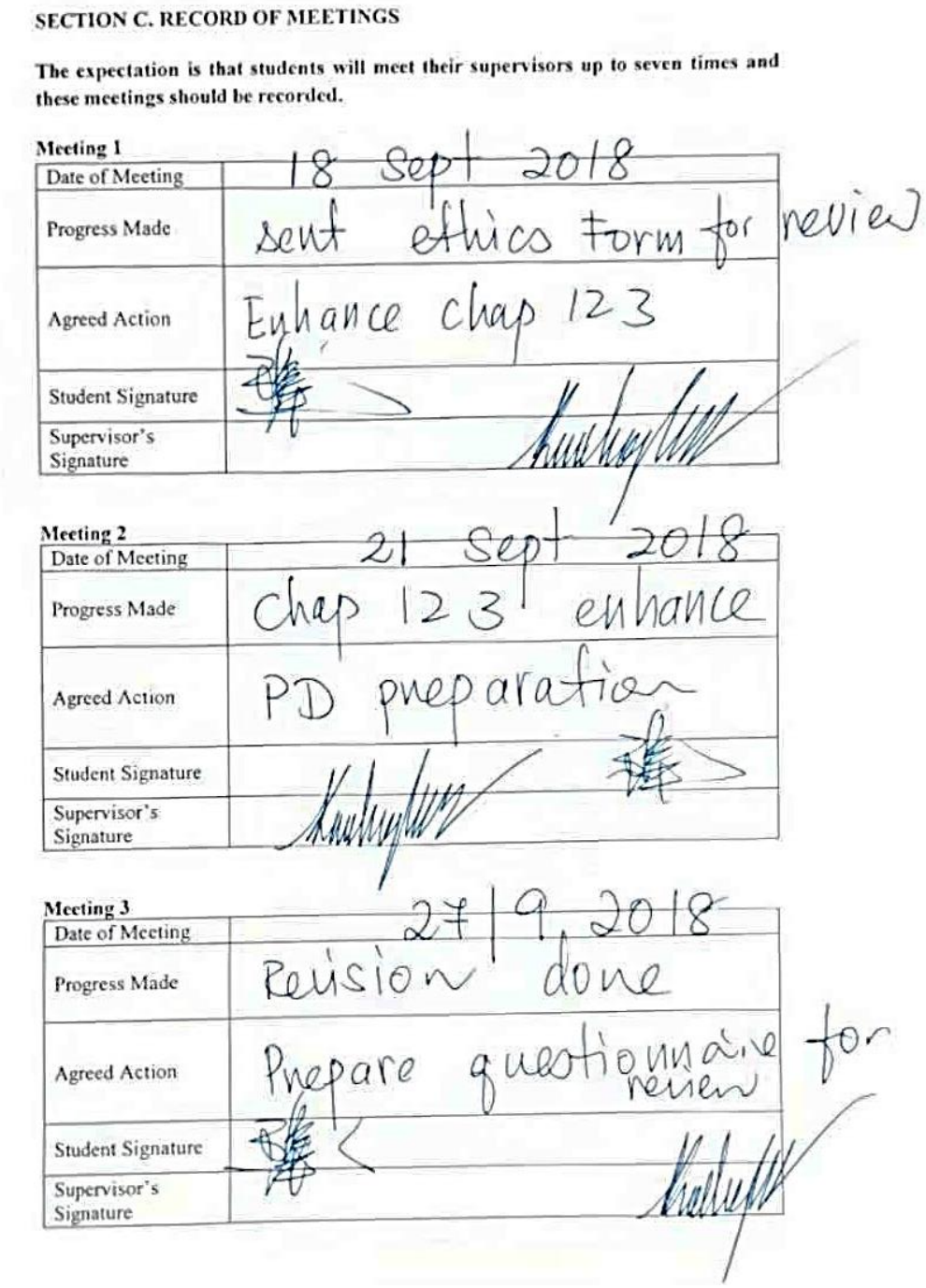
Activity	**Milestone (September – December 2018)**								
	18/9	27/9	4/10	18/10	30/10	15/11	22/11	28/11	5/12
Submit the IRPP									
Finalise the Research Topic									
Chapter 1									
Chapter 2									
Chapter 3									
Send ethics Form									
Proposal Defence									
Data Collection									
Chapter 4 – 5 (draft version)									
Chapter 4 – 5 (final version)									
Final Project Presentation									
Final Submission									

SECTION B. ETHICS FORM PROTOCOL NUMBER:

BUS/PGT/CP/03824

SECTION C. RECORD OF MEETINGS

The expectation is that students will meet their supervisors up to seven times and these meetings should be recorded.



SECTION C. RECORD OF MEETINGS

The expectation is that students will meet their supervisors up to seven times and these meetings should be recorded.

Meeting 1

Date of Meeting	18 Sept 2018
Progress Made	Sent ethics form for review
Agreed Action	Enhance chap 123
Student Signature	
Supervisor's Signature	

Meeting 2

Date of Meeting	21 Sept 2018
Progress Made	Chap 123 enhance
Agreed Action	PD preparation
Student Signature	
Supervisor's Signature	

Meeting 3

Date of Meeting	27/9/2018
Progress Made	Revision done
Agreed Action	Prepare questionnaire for review
Student Signature	
Supervisor's Signature	

Meeting 4

Date of Meeting	4 Oct 2018
Progress Made	Finalised PD slides
Agreed Action	Enhance questionnaires
Student Signature	
Supervisor's Signature	

Meeting 5

Date of Meeting	11 Oct 2018
Progress Made	Questionnaire finalised
Agreed Action	PD strengthen
Student Signature	
Supervisor's Signature	

Meeting 6

Date of Meeting	18 Oct 2018
Progress Made	Pilot key in
Agreed Action	Review & send ethics
Student Signature	
Supervisor's Signature	

Meeting 7

Date of Meeting	23 Oct 2018
Progress Made	Awaiting protocol approval
Agreed Action	continue to prepare for PD
Student Signature	
Supervisor's Signature	

Meeting 8

Date of Meeting	30 Oct 2018
Progress Made	Prepare questionnaire for review
Agreed Action	Wait for protocol
Student Signature	
Supervisor's Signature	

Meeting 9

Date of Meeting	15 NOV. 2018
Progress Made	Ethics protocol revised for approval
Agreed Action	PD done need to proceed
Student Signature	
Supervisor's Signature	

Meeting 10

Date of Meeting	22 Nov 2018
Progress Made	Complete chap 4 + 5
Agreed Action	Resend for review
Student Signature	
Supervisor's Signature	

Meeting 11

Date of Meeting	28/11/18
Progress Made	Viva completed
Agreed Action	① Add scatter plot ② Run heteroschedacity
Student Signature	
Supervisor's Signature	

Meeting 12

Date of Meeting	5 Dec 2018
Progress Made	Enhanced after viva
Agreed Action	Prepare for submission
Student Signature	
Supervisor's Signature	

Section D. Comments on Management of Project

(to be completed at the end of the dissertation process)

Student Comments

Dr Karling encourages me by showing enthusiasm when demonstrating complete projects. She praises me when I do a good job, and positively corrects me when I make mistakes. I appreciate for Dr Karling's patience in guiding me step-by-step all the tasks I would be doing and made sure to let me know that if I had any questions, she would be there to answer them.

Supervisor Comments

Very focused & conscientious candidate & quick on the up take with a strong willingness to learn

Signature of Student		Date	4/12/2018
Signature of Supervisor		Date	5/12/18
Ethics Confirmed	BUS/PGT/CP/03824	Date	15/11/2018