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MGT 7999 MBA Project

LMX Theory on Organizational Commitment in the Education Industry in Nilai

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Abstract

With the recent increase in number of education industry in Malaysia as well as the Ministry of Higher Education project to increase it even more in the future, education industries are facing problem to retain employee and maintain the organizational commitment of their employee. In this study, the influence of LMX theory on the organizational commitment of education industry in Nilai, Malaysia are tested. As well as the degree of the influence of each dimensions and which dimension has the biggest influence on the decision making of an employee on staying or leaving the organization thus affecting the organization commitment.

Keywords: LMX, Organizational Commitment

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Chapter 1 Introduction

1.0 Overview

This chapter will act as an introduction for this study where the focus is on investigating influence Leader-Member Exchange (LMX) theory has on the organizational commitment on education industry in Nilai. The background of the research will be briefly introduced in 4 different areas.⁷ Firstly, rationale of conducting the research will be discussed in terms of the settings of the phenomenon, i.e. organizational commitment and context of this study. i.e. education industry in Nilai. Next the problem statement for this study will be laid out and the gaps between the factor influencing organizational commitment will be explained. Followed by the related research objectives and the chapter is concluded with research questions

1.1 Research Background

Organizational commitment is defined as the bond or connection the employees experience with the organization that they are employed in (Alderton, 2016). Van der Werf (2018) continues with the argument that employees who commits to the organization typically feels a connection to that organization, the feeling of fitting in, the feeling of understanding the goals of the organization and willing to work hard to achieve it. The added value of such committed employees is that they are more inclined to be much more determined in executing their work, producing a much higher rate of productivity and takes a more proactive role in offering their support to the organization (Yousef, 2017).

Vince Lombardi (n.d.), a quote from famous sport coach which goes “Individual commitment to a group effort, that is what makes a team work, a company work, a society work, a civilization work. This rings true to many researchers that follow this line of thought and puts a huge importance on organizations achieving high organizational commitment within their organization (Allen, 2017; Georgellis, 2017; Kim and Eisenberger, 2016; Wood, 2015; Yahaya and Ebrahim, 2016). Redmond (2016) convinced that the secret of success or the cause of failure of an organization is very much depends on the motivation and effort of its employee, which is the product of commitment of the employee towards the organization. Organizational commitment is an extremely crucial topic for an organization to understand, the level which an employee commits and believe in the organization goals have a huge impact on the organization (Alderton, 2016). This is especially true in the current economical state where organizations are expected to achieve more with less resources, thus creating an importance for organizations to retain their highly productive employees (Redmond, 2016). According to Dubin (2012), the higher the organizational commitment of an employee, the higher the employee performance will be, which aligns with previous statements on the importance of organizational commitment for an organization. This is further supported by a study by Mathieu et. al. (2015), that established a positive relationship between organizational commitment and work performance, job satisfaction level, employee retention and employee turnover, thus further solidify the importance of organizational commitment in organizations.

Since the organizational commitment plays such huge part in success and failure of an organization, has been discussed above, the author had a good reason to do a study around this phenomenon. There are few factors that has influence on the organizational commitment, such as emotional intelligence, job satisfaction, organizational rewards, organizational work climate, etc. (Brunetto et. al., 2012; Igella, 2014; Khaliq, Naeem and Khalid, 2016; Sangperm, 2017). Leadership style is also a factor influencing the organizational commitment of an organization, and out of the many leadership style, Leader-Member Exchange (LMX) theory will be the focus of this study (Ansari, Aafaqi and Lo, 2015).

LMX theory posits that leaders and the follower or as the theory refers them, members in an organization develops a dyadic relationships over a period of time through series of interactions (Gunavathy and Longina, 2013). In most of the leadership situations, not all the followers are treated the same way by the leader, causing 2 different groups formed, an in group and an out group (Ansari, Tan and Aafaqi, 2014).

LMX has few dimensions that can have effect on the relationship between leader and follower, it can be also used as measure of the quality of the relationship (Mathieu et. al., 2015). The dimensions can be separated into 2 groups, which was previously mentioned, the in group or positive dimension which would result in high quality LMX relationships and the out group or negative dimensions which would result in low quality LMX relationships. For positive dimension, there are 4 that are typically used, which are affect, loyalty, contribution and professional respect; while the negative dimensions, there are 2 which are narcissism and ethnocentrism (Ford and Greguras, 2015). On the early stages of LMX theory, it was considered a uni-dimensional, even now there are some scholars consider LMX as uni-dimensional but Liden and Maslyn (1998) argues that LMX should be considered multi-dimensional to better characterize the LMX relationship and allow for more complete descriptions. Thus, Liden and Maslyn (1998) developed multidimensional scale that included the 4 positive dimension and negative dimensions were later added on by other researchers (Ansari et. al., 2015; Ansari et. al., 2014; Ford and Greguras, 2015; Lim, 2015).

As for the dimensions of LMX, affect dimensions the mutual affection between leader and follower based on primarily the interpersonal attraction (Gligorovic et. al., 2015). Loyalty dimension is the show of public support for goals or personal character of each other (Luo et. al., 2014). Contribution dimension is the perception of level of effort in tasks (Harms and Grijaiiva, 2013). Professional respect dimension is the degree of reputation built by leader or member (Lim, 2015). These 4 dimensions are the positive dimensions, in case of high degree of interaction achieved in any combination of these 4 dimensions will result in the follower considered a in group and achieve high quality of LMX relationship and vice versa in case low degree of interaction (Ansari et. al., 2014). Narcissism dimension is the belief of the leader or follower that one is special and more important than any other (Caligiuri and Tarique, 2012). Lastly, ethnocentrism is the belief that one's way of life is natural or correct and any other way is wrong (Day, 2014). These 2 dimensions are the negative dimensions, in case of high degree of interaction is achieved in any of these dimensions will result in low quality LMX relationship and considered out group and vice versa (Ansari et. al., 2014).

When the leader is close to his/her followers or has a high quality LMX relationship, they will be considered as in group while those who is not close or has a low quality LMX relationship will be considered out group (Jha and Jha, 2013). Leaders and followers with high quality LMX relationships tends to have an enhanced level of satisfaction and effectiveness, more open and honest communications, greater resource availability, higher employee retention and a more extra role behaviour (Martin, Guillaume and Thomas, 2016). While, low quality LMX relationships put the followers at a relative disadvantage when it comes to job benefits and career progress as well as fewer availability to resources and lower employee retention (Meuser, Scandura and Anand, 2018).

As can be seen, LMX has a huge influence on employee which in turn has a influence on the organizational commitment, hence why LMX theory was chosen to be the focus on this study (Li, Zhu and Park, 2018). In fact, according to Meuser et. al. (2018), LMX us the 3rd most studied leadership model from the year 2000-2013, shows that LMX theory has fully accepted by scholars, but majority of the study was done on the west context, not many study and LMX is still relatively un-researched in the east context, and even more so in the education industry. Therefore, proving to be a viable choice to be focused on this study.

As of 2018, according Ministry of Higher Education (2018), Malaysia has 20 public university, 37 polytechnics, 105 community college, 477 private higher education institute of which 36 are private university colleges and 53 are private universities. The number of education institute has been increasing steadily, from last year it has been a 3% increase, although it seems like a small number, but it is still an increase nonetheless (The Star, 2018). This aligns with Ministry of Higher Education's huge project of redesigning the higher education system to be able to receive more international student enrolling from 170,000 to 250,000 by 2025, that's is 47% increase (Ministry of Higher Education, 2018), which shows that the trend of number of education institution keep increasing is very likely to happen in the future. With the number of education institution ever increasing, will it have an influence on the organizational commitment of the employee of the current education industry as this is an opportunity for the employee to leave the institution because they have many more choices for them to choose from (Ahmed and Nawaz, 2015).

From the ever increasing number of universities in Malaysia, it is an interesting context to study the influence LMX has on organizational commitment and as mentioned before, the lack of study on education industry context serve as a good choice that could contribute much more in the study of LMX and organizational commitment (Meuser et. al., 2018). With Nilai, Malaysia dubbed the educational hub with 4 university in the city, it could be a better choice as a representation of the education industry of Malaysia (The Star, 2018).

1.2 Problem Statement

The education industry in Malaysia are very likely to blossom even more in the future with the ever increasing number of institutions as per the statistics provided by Ministry of Higher Education (2018) as well as their project to achieve 47% increase in international student enrolment only contributed to the likelihood of more institution to be built in the future. With more and more education industries coming into play, will the organizational commitment of existing education industry be influenced (Lim, 2015). This study aims to look into the influence of LMX have on organizational commitment of education industry in Nilai.

As mentioned previously, with more institution coming into play, will LMX be the factor that influence the organizational commitment, will LMX influence the decision of the employee to continue stay in the organization or leave the organization as there are much more choices for the employee to choose from (Ahmed and Nawaz, 2015).

It is very important for organizations to understand and achieve healthy level of organizational commitment in order to sustain and compete with other organization, as previously discussed in length, due to the huge influence that organizational commitment has on the organization's success or failure, it is good step to study organizational commitment in different context in order to have a more holistic view and understanding of the organizational commitment phenomena which in turn will only contribute into making organization stronger and able to compete better (McCarvi and Meldrum, 2010; Meyer and Parfyonova, 2010; Nelson, 2012).

Although there are many studies about on organizational commitment and LMX theory individually but studies on LMX influence on organizational commitment are quite limited and studies exploring the context of education industry is limited as well (Li et. al., 2018; Lim, 2015; Meuser et. al., 2018; Ansari et. al., 2015). Furthermore, the studies are more focused on more developed countries like United States of America and such, there are inadequate studies regarding Malaysia, which results in unclear perception of the influence of LMX on organizational commitment in education industry in Nilai, Malaysia (Yousef, 2017).

LMX is often considered as uni-dimensional by scholars, although in recent years more and more scholars are studying LMX as multi-dimensional, they only focus on the positive dimensions, the in group, the study is still lacking (Li et. al., 2013). While the negative dimensions, the out group is very limited, not many scholars discuss the out group dimensions in their study (Luo et. al., 2014). Thus, by studying both the positive and negative dimensions of LMX, a better understanding of the influence of LMX on organizational commitment can be observed.

Therefore, to achieve a better and clear understanding of LMX on organizational commitment in education industry in Nilai, Malaysia, the researcher is conducting a study on the influence, which will be able to provide valuable data for future scholars and seek out effective ways to ensure organizational commitment in education industry in Malaysia which in turn will be able to contribute towards the prosperity of the education industry.

1.3 Research Objectives

The aim of this research is to perceive clearly the relationship between LMX theory and its dimensions and organizational commitment of education industry in Nilai. With this, the dimensions with the most influence on education industry's organizational commitment can be identified.

Thus, the following research objective is formulated:

RO1: To ascertain whether LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

RO1a: To ascertain whether Affect as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

RO1b: To ascertain whether Loyalty as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

RO1c: To ascertain whether Contribution as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

RO1d: To ascertain whether Professional Respect as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

RO1e: To ascertain whether Narcissism as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

RO1f: To ascertain whether Ethnocentrism as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

1.4 Research Questions

Based on the research objectives as mentioned in previous section, detailed research questions are formulated as shown below:

RQ1: Does LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

RQ1a: Does Affect as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

RQ1b: Does Loyalty as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

RQ1c: Does Contribution as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

RQ1d: Does Professional Respect as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

RQ1e: Does Narcissism as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

RQ1f: Does Ethnocentrism as a dimension of LMX Theory has a significant relationship with organizational commitment in education industry in Nilai?

1.5 Significance of Study

LMX and organizational commitment have been the focus of the organizational scholars (Day, 2014; Kessler, 2013) thus massive researches are carried out on these topics. However, majority researches have been conducted on the global scale or in specific western countries for example based on meta-analysis carried out by Dulebohn et al. (2012), 83% of LMX literature up to 2010 are conducted in the United States which may not be able to represent Nilai due to national cultural differences (Hofaidhllaoui, 2014). Therefore, this research studies further on employees in the education industry of Nilai, Malaysia. Furthermore, previous researches on LMX theory typically measure LMX as unidimensional instead of multidimensional, hence this research closes the gap to study further into each dimension of LMX (Greguras and Ford, 2006).

The multidimensionality proposed by Liden and Maslync (2008) has the advantage of providing insights into which LMX dimension is more significant in influencing organizational commitment as each dimension may correlate differently to the outcome, this research is therefore useful for superiors of education industry in Nilai to better manage the employee and determine whether a stratified management policy customized based on results of this research may increase organizational commitment (Farr-Wharton et. al., 2012).

1.6 Scope and Limitations

Target sample of this research will be the employees of the education industry in Nilai. Although education industry has 4 main areas, i.e. preschool, elementary education, secondary education, and postsecondary education (Whitby, 2013), for the purpose of this study only postsecondary education in Nilai, Malaysia are being looked into. Thus, the employees of INTI International University and Colleges, Nilai University, Manipal International University and Universiti Sains Islam Malaysia (USIM) will be approached.

Questionnaires will be distributed by 2 different means, online distribution or physical distribution with a total of 400 questionnaires and expected 65% response rate for a reliable result to be produced through statistical data analysis.

The major limitation of this research is the data collection method, which is through survey questionnaire. This is because individual response style may vary although standard rating category is used as they may interpret rating category differently, for example some respondents may prefer extreme ratings while others avoid them (Brown and Maydeu-Olivares, 2013). However, as stated by Sekaran and Bougie (2011), this is unavoidable for correlation study due to the variance in respondents' perception which is corresponding to their background and the environment where the questionnaire is answered. However, as the questionnaire is fully adopted from prominent researches, the validity is greatly enhanced (Field, 2005).

Also, this research is only carried out in the education industry in Nilai, Malaysia which the sample size is much smaller as compare to meta-static analysis carried out globally or nationwide. As the main objective of this research is to understand in depth on the relationship between LMX and organizational commitment in specific geographical location, which is Nilai in this case rather than understanding the topic on the global scale, the limited sample size is not critical limitation for this research.

Another limitation is the time constraints, there is only 14 weeks available to complete the research which is quite short for a comprehensive study to be carried out. Due to the time constraints, the quality or the depth of the research will be affected unfortunately.

1.7 Operational Definitions

Keyword	Definition
Organization Commitment	An emotional attachment of an employee towards the individual's job (Gruneiro, Marquez and Rosario, 2015).
LMX Theory	Dyadic relationship between the leader figure and the subordinate (Day, 2014).
i) Affect	Mutual affection between managers and employee primarily based on the interpersonal attraction, rather than professional or work values (Gligorovic et. al., 2015).
ii) Loyalty	Expression of public support for personal characters and goals of the counterpart in LMX exchange (Gligorovic et. al., 2015).
iii) Contribution	Perception of level of effort put forth in terms of work oriented activity by the members to strive towards the mutual goals (Luo et. al., 2014).
iv) Professional Respect	Perception of the degree of reputation built of excelling at the line of work by the manager or employee, within or outside of the organizations (Day, 2014).
v) Narcissism	Belief that one is special and more important than any other member of the organization (Harms and Grijaiwa, 2013).
vi) Ethnocentrism	Nationalistic self centeredness of an individual, believes that those from other culture are inferior compared to own culture (Harms and Grijaiwa, 2013).
Education Industry	Education industry can be divided into four main areas: preschool, elementary education, secondary education, and postsecondary education (Whitby, 2013).

1.8 Organizational of Chapters

The research is organized into 5 chapters with specific purpose for a better understanding and in organized manner. The brief explanation of each respective chapters is expanded as below:

Chapter One: Introduction - This chapter elaborated the overview of the study which will delves into the background, problem statements, research objectives and questions, study significance and lastly scope and limitations. Chapter one will assist readers to understand the core reasons on why the study is carried out.

Chapter Two: Literature Review – This chapter explains the definition and theory of keywords as well as relevant researches that have been done on the keywords. Chapter two also discuss the evidence to support the relevance between the keywords and the hypotheses based on the researches done previously. Through chapter two, readers will be able to understand the supporting theories behind the theoretical framework.

Chapter Three: Research Methodology – This chapter on the methods used in data collections and data analysis which includes the research approaches, research designs and measurement instruments. To ensure the reliability and validity of the research, justifications are provided for each methodology proposed.

Chapter Four: Research Findings – This chapter will be delving into the descriptive as well as the statistical analysis of the collected data to verify the hypotheses. All the collected data will be analysed through the use of Statistical Package for Social Science (SPSS). The analysis will be presented in a easy to understand graphics, such as charts and table for the sake of the reader's ease of interpretation.

Chapter Five: Conclusion and Recommendation – This chapter will summarise all the discussions that were done throughout the project and provide practical implications and recommendations for future research.

Chapter 2 Literature Review

2.0 Overview

In this chapter, literatures related to phenomenon of the study which is organizational commitment is reviewed, first the term is defined and then analysed in the perspective of both globally and locally in Malaysia. Next the focus will be shifted to the Leader-Member Exchange theory (will be referred as LMX theory here on out) as the factor that influence the organizational commitment, with the positive (affect, loyalty, contribution and professional respect) and negative dimensions (narcissism and ethnocentrism) of LMX theory is analysed. Gaps found in the literature will also be presented followed by a comprehensive explanation of how the grounded theory of Social Exchange Theory supports this study. Then, the theoretical framework of the study will be illustrated and elaborated. Lastly, hypotheses will be proposed and justified, and this chapter will be ended with a conclusion.

2.1 Organizational Commitment

In order to have a better understanding of Organizational Commitment, the dependent variable of this study, it is important to look at the definition first.

According to Crow, Joo and Lee (2012) the term organizational commitment is defined as the psychological connections that an employee feels to the organization that they are involved in and can be presented by various indicators. This definition aligns with the definition coined by Gruneiro et. al. (2015) that states organizational commitment is an emotional attachment of an employee towards the individual's job. This is further supported by many different journals that defines the term as the loyalty of an individual to their employers (Akanbi and Ofoegbu, 2013; Katsikea et. al., 2012; Manshor et. al., 2016).

Although the wordings differ from researcher to researcher, but from the definitions found and as explained above, the core meaning of the term organizational commitment remains the same and can be summarised to a main keyword – psychological attachment.

Organizational commitment is a major factor in maintaining or establishing a competitive organization (Gruneiro et. al., 2015). Lau and Oger (2012) stressed that an organization benefits from a higher level of organizational commitment from its employees and the inverse is true as well, when the organizational commitment level is low, the organization stand a lot to lose. This shows that it is viable to further delve into organizational commitment to understand the concept better as this study aims to do.

2.1.1 Global Perspective on Organizational Commitment

Organizational commitment had been studied by scholars since the 1960s, and over the years, there was 3 approaches that commonly used to explain organizational commitment, namely calculative approach, attitudinal approach and multidimensional approach (Kessler, 2013).

Among those 3 approaches, the earliest to be introduced was calculative approach which was conceived by Becker (1960), that states a person commits to an organization in the fear of losing income, seniority, friendship, status, etc. that Becker calls “side bets”.

During the early 1970s to mid-1980s, attitudinal approach dominated the literature whereby it suggests that due to the desire of a person to be a member of the organization, accepting and believing the values and goals that the organization put out and the willingness of the individual to contribute extra for the organization that the person becomes committed to the organization (Kessler, 2013).

Lastly, multidimensional approach that are still used to this day, as the name suggest, there are few dimensions to this approach, 3 to be exact, which are affective commitment, continuance commitment and normative commitment that were originated by Allen and Meyer (1984). Affective commitment suggests that an individual wants to retain in the same organization depending on how strong the individual is emotionally attached to the organization and how the individual identify themselves with the organization (McCarvi and Meldrum, 2010). While continuance commitment suggests that an individual evaluates the perceived cost of leaving the organization and might stay in the organization depending on the cost (Jackson et. al., 2012). Finally, normative commitment suggests that an individual perceived their responsibility to stay at the same organization to reciprocate all the benefits received from the organization that the individual becomes committed to the organization (Meyer and Parfyonova, 2010).

According to Jackson et. al. (2012), affective commitment is regarded as the true commitment as it is more strongly associated with desirable work attitudes compared to the other 2 dimensions. Thus, most organizational committed related studies focus more on affective commitment (Luo et. al., 2014).

As mentioned previously, organizational commitment plays a crucial part in establishing an organization's competitive edge (Gruneiro et. al., 2015). Thus, it has gained the interest of many scholars as well as managers all around the world as the importance of achieving high level of organizational commitment among the employee for the sake of the future of company has been acknowledged (Dhar and Garg, 2014). Low level of organizational is commitment is unwanted by the organizations as it has detrimental effect, such as low performance quality and key employees quitting (Bachmann and DeConinck, 2012). Therefore, in the global perspective, organizations aim to achieve high organizational commitment in order to maintain and motivate key employee (Dhar and Garg, 2014).

The research of Jamal (2012) supports the previous claim, where the results of study made on employees of multinational organizations in Pakistan shows that organizational commitment is a substantial moderator on performance. Based on another study, Choi et. al. (2015) conducted a study on 113 South Korean employees, it was concluded that organizational commitment is inversely correlated with interpersonal deviance and organizational deviance. Brown et. al. (2012) argued that interpersonal deviance and organization deviance are detrimental to the interest of both the member of an organization and the organization itself. These are critical findings, based on the studies presented above, it can be reasoned that organizational commitment, if not managed properly, will have a harmful effect on all involved parties in an organization in various forms of problems, such as stress on employee, low performance level, etc. in one way or another (Brown et. al., 2012; Choi et. al., 2015; Jamal, 2012). Therefore, through understanding and learning to manage and maintain the level of organizational commitment among employees, managers or executives of an organization might minimize the risk of encountering interpersonal deviance, etc., which was a costly and serious problem for organizations globally (Berry. Ones and Sackett, 2007).

There are few possible explanations as to why organizational commitment has been receiving so much interest to this very day. According to Choi et. al. (2015), one of the reasons is that organizational commitment can act as a solid predictor for certain behaviours, such as willingness to perform at high level, turnover intention, etc. This can be a very important detail as a more committed employee are more likely to want to remain at the same organization and perform towards achieving organization's goals (Dhar and Garg, 2014). Another reason is that the very concept of commitment is naturally interesting and appealing to manager as well as social scientist, as it is much more beneficial to increase the level of organizational commitment among the employees (Choi et. al., 2015). Managers would always prefer to surround themselves with committed employees rather than uncommitted in order to have a smooth sailing of working together and work towards achieving organization goals as mentioned in the previous reason (Heller et. al., 2012). The final reason would be that an increased and deeper understanding of the organizational commitment and how to go about achieving it would help to comprehend to some degree on how people find purposes in life and also help to understand the nature of more general psychological processes by which people choose to identify with anything in their environment (Manshor et. al., 2016).

2.1.2 Malaysia's Perspective on Organizational Commitment

One of the biggest challenges that Malaysian organization faces is to incite a sense of commitment in the employees and engage in imbuing loyalty and commitment to their employees (Kokubun, 2017). There is a study that shows by enhancing the level of organizational commitment in the organization, the turnover intention rate in the organization was lowered (Gentry et. al., 2017).

Quite a few studies that was conducted, especially in Malaysia, that shows evidence that organizational commitment has a strong association with the decision to leave the organization or remain with the organization and contribute as a key role in strengthening the organization's growth (Ali, Mustamil and Syeh, 2014; Dwaikat and Queiri, 2016; Harun, Nair and Salleh, 2012; Kadiresan, Mohamed and Selamat, 2015; Mahenthiran, Rachagan and Terpstra, 2014). For instances, another research that was conducted on 457 employees in Malaysia from various sectors, and it was found that organizational commitment has substantial influence on the employee's intention to leave (Hansaram, Juhdi and Pa'wan, 2013). This is further strengthened with the result from a study conducted by Rohani (2012) on 62 employees from a retail company which produced the same outcome that organizational commitment was inversely proportional to turnover intention.

According to Basuil, et. al. (2012), downsizing the organization will most of the time result in drop of organizational commitment among the employee who remained or what Basuil et. al. termed as "survivors". There has been similar case occurred in Malaysia, where Fairchild Semiconductor International ceased operation in one of their plant in Penang and 1000 employees was expected let go (The Star, 2015). There was also another instances where Intel downsize globally and approximately 300 employees from the Penang branch was laid off (MarketWatch, 2013). These downsizing unquestionably left an influence on all the "survived" employee that remained in the organization (Dierendonck and Jacobs, 2012).

According to Tanaka (2016), despite the Malaysian government's effort to enrich higher education to develop varied range of human resource to become a member of developed countries, organizations in Malaysia contradictorily have huge complications with lack of skilled labour force to employ. There are total of 48 percent of organization in Malaysia that cited the lack of availability of talented workers contributes to the impediment to future growth, while the other 62 percent had difficulties in employing skilled labour force (Kokubun, 2017). This contributes to the importance of organizational commitment even more for the organization in Malaysia, as the lack of talented workers are severe, once they found a promising employee, it is imperative to ensure that the employee is committed to the organization and does not have intention to leave the organization (Tanaka, 2016). In a way this is also a way for competition among the organizations in Malaysia to employ talented workforce (Kokubun, 2017).

2.2 Factors Influencing Organizational Commitment

In this section, the factors that influences the dependent variable, organizational commitment, or in another word the independent variable will be discussed in depth. For the purpose of this study, literature on LMX theory will be reviewed as the independent variable that influences organizational commitment.

2.2.1 LMX Theory

Study by Day (2014) propose that LMX or Leader-Member Exchange theory suggest dyadic relationship between the leader figure and the subordinate as the key to comprehend the effect of the leader figure has on the subordinate, teams and the organization as well. LMX commonly explains that relationship between human are built through various exchanges in the aspects of social, monetary, political or even enthusiasm (Cook and Rice, 2013). Nelson (2012) argues that LMX provide insights to scholars to understand the difference in the connection between the manager and employee based on how the manager treats the subordinate, in terms of support, information, encouragement, trust and allowing participation in making decisions. The different treatment or the different exchanges between manager and employee forms different level of relationship range from high to low quality, where employee that has higher LMX quality gains relatively much more emotional support and trust from the manager and vice versa (Gligorovic et. al., 2015).

It is theoretically valid for manager to treat every employee equally and achieve high quality LMX with every employee, but practically it is counterintuitive due to the high cost of time and energy in order to have constant high quality exchange with each and every single of the employee (Day, 2014). Hence, managers have a tendency to have different kind of exchange more often than not, and only few of the employee will managed to achieve high quality LMX with the manager due to limitation of energy and time of the manager (Pan and Zhou, 2012).

LMX theory had been continuously being studied for almost 40 years, originally conceived from Vertical Dyad Linkage (VDL) theory that operationalised the leadership style hinge on the perception of the employee towards behaviour of manager (Gligorovic et. al., 2015).

According to Duncan and Herrera (2014), LMX can be evaluated in 2 ways, unidimensional and multidimensional. LMX as a unidimensional was separated into 2 groups, namely “in-group” which relates to interaction beyond the formal work relation between manager and employee and “out-group” which relates to limited interaction within the formal work scope (Luo et. al., 2014). While LMX as multidimensional argues that the level of LMX interaction would differ based on the dimensions, which are affect, loyalty, contribution, professional respect, narcissism and ethnocentrism (Dienesch and Liden, 1986; Harms and Grijalva, 2013; Liden and Maslyn, 1998).

The dimensions of LMX are not equivalent in terms of influence and its mechanism, therefore able to divulge the essence and extension of LMX much more precisely (Luo et. al., 2014). The different dimensions of LMX are as follows:

Affect

The affect dimension of LMX is the mutual affection between managers and employee primarily based on the interpersonal attraction, rather than professional or work values (Gligorovic et. al., 2015). This affection commonly manifested due to the desire for a relationship which has personal rewarding component and outcome, for example friendship, etc. (Luo et. al., 2014).

Loyalty

The loyalty dimension of LMX is the expression of public support for personal characters and goals of the counterpart in LMX exchange (Gligorovic et. al., 2015). Loyalty commonly involves faithfulness of one individual to another that is dependable from situation to situation (Harms and Grijalva, 2013).

Contribution

The contribution dimension of LMX is the perception of level of effort put forth in terms of work oriented activity by the members to strive towards the mutual goals (Luo et. al., 2014). It is important to note the extent of the employee handles the responsibility and perform the task given beyond the job scope as well as the extent the manager provides resources and opportunity for such activity in order to evaluate the work oriented activity (Lim, 2015).

Professional Respect

The professional respect dimension of LMX is the perception of the degree of reputation built of excelling at the line of work by the manager or employee, within or outside of the organizations (Day, 2014). It is possible to have manifested a perception of professional respect before even meeting the person or working together, because it can be developed based on historical data concerning the individual, for example, praise from someone about the individual form within or outside the organization; professional recognitions or awards received by the individual, etc. (Lim, 2015).

Narcissism

The narcissism dimension of LMX is the belief that one is special and more important than any other member of the organization (Harms and Grijaiva, 2013). This dimension is associated with deep yearning for the leadership role due to the innate desire for power and status and shows high level of self-esteem which is a great quality for a leader (Caligiuri and Tarique, 2012).

Ethnocentrism

The ethnocentrism dimension of LMX is the nationalistic self-centeredness of an individual, believes that those from other culture are inferior compared to own culture (Harms and Grijaiva, 2013). Generally, the individual will perceive and evaluate other's effort and behaviour with their own standard and unwilling to change and rigid in coping with new norms (Caligiuri and Tarique, 2012).

By analysing the different dimensions of LMX, that most scholars disregarded because LMX are commonly treated as high level unidimensional construct, managers will be able to promote the

level of organizational commitment among the employee better with specific dimensions (Day, 2014)

LMX was one of the most supported and researched leadership theories, showing evidence that quality of LMX relationship between managers and employee influenced few significant individual level outcomes (Kessler, 2013). LMX is very important as both managers and employee stand to benefit from the relationship if is managed to achieve a mature level of LMX relationship (Luo et.al., 2014).

The advantage of LMX when high quality level is achieved includes increased work related communication between members of organization, improved allocation of formal and informal rewards, increased feedback on performance, etc (Lim, 2015). While the disadvantages of LMX when low quality is that employee will only receive minimal support as well as trust from the manager, the benefits outside the employment contract received will be limited as well (Kim, 2013).

From the perspective of employee, benefits such as frequent quality communication with managers, provided with more resources and information to perform task, ability to act as an independent agent, and various opportunities are available to be taken hold of through achieving high level of LMX relationship with manager (Day, 2014). On the other hand, from the perspective of manager, through achieving high level of LMX relationship, there is no need to attempt to impress the employee with inspirational appeal or making extravagant promise to motivate employee just to ensure the performance of employee meet expectation (Lim, 2015).

The aforementioned example is of a “in-group” LMX relationship, which generally associated with a more positive outcome (Kim, 2013). It is unavoidable that “out-group’ exists because manager would not be able to treat every single employee the same due to the limit of human ability, some would be treated favourably, and some would be treated unfavourably (Pan and Zhou, 2012). Employee that belongs to ‘out-group’ typically would not hold out in the organization for a very long time as being in “out-group” means the LMX relationship with the manager will be low (Bommer et. al., 2012). This would mean that the employee would not be able to achieve any sense of motivation since they won’t be able to gain the sense of job satisfaction or any sense of accomplishment in their daily life as an organization employee because the interaction with their manager is so poor that they are so disconnected from the organization (Kim, 2013). Human are social creature where they long for positive human connection, which an “out-group” employees are devoid of causing them to dislike their working life in the organization, which will have a huge influence on their mental and motivation, which would generally end with the employee being resigned and move on to other organization where they hopefully get more positive working environment (Day, 2014).

As can be seen from the aforementioned 2 examples, employee with higher level of LMX relationship perceive the organization completely differently from employee with lower level of LMX relationship, where the organization was seen as more positive working environment with more support and opportunity for growth or a more negative working environment that are taxing on the body as well as the mental depending on the quality and level of LMX relationship (Bravo et. al., 2012). As a matter of fact, it explains why employee with high level of LMX relationship tend to be more motivated and willing to put forth effort to benefit the manager and the organization as compared to employee with low level LMX relationship who would be less involved and generally looking to move on from the company (Lim, 2015). According to Kessler (2013), LMX influence significant outcome to the organizations such as organizational commitment, employee performance and productivity, employee satisfaction and employee turnover.

Not only that, LMX assist managers deliberate the nature of exchange that had set up with each employee as LMX depended on the supposition that low level of LMX relationship was unfortunate yet unavoidable because of the constrains of time and energy of the manager (Pan and Zhou, 2012). Past works on LMX discovered that managers and employee frequently had diverse perspectives of their LMX relationship therefore managers should observe employee's impression of the relationship as it influences employee's working states of mind and prone to be unique in relation to manager's own perspective of the relationship (Day, 2014). This was on the grounds that both managers and employees tend to focus on various aspects of the relationship, for instance manager more task-oriented, such as the employee's performance or commitment while employee more social oriented, such as receiving attention from the managers (Schriesheim and Zhou, 2010). Furthermore, LMX was developed through informal and interpersonal processes instead of exclusively focused on employee's performance (Bommer et. al., 2012).

Hence, by understanding the influences LMX could have, managers could deal with the interpersonal relationship successfully and proactively with the end goal to prompt alluring results for the both manager and employee as well as the organizations (Kessler, 2013).

2.3 Gaps in the Literature

Through the literature review that were conducted as presented in the previous section, there a few gaps exist in the literature.

For example, the LMX theory is a very prominent leadership theory and has been researched for long time, but there is serious lack of studies that explore the negative dimension of LMX theory, that involves the out-group (Gligorovic et. al., 2015; Kessler, 2013). Most of the studies that were gone through was only focusing in the in-group and the positive dimensions of the LMX theory, there was very limited studies that explores the negative dimensions (Day, 2014). Therefore, this study looks at LMX as a whole, and tackles both the in-group and out-group, and both the positive dimensions and negative dimensions.

There are also quite a limited study conducted on the relationship of LMX theory and organizational commitment, although not as serious the other gaps, but there is still a gap where the sources and the information collected was as not varied as one would hope (Gligorovic et. al., 2015, Kessler, 2013; Kokubun, 2017).

Although there are studies much contributed to understanding organizational commitment in Malaysia, but are mostly based on a small sample analysis, at most few hundred participants (Lew, 2011). Thus, the ability to perceive a more comprehensive and holistic view on the organizational commitment in Malaysia is reduced drastically (Ali et. al., 2014).

Furthermore, there are limited studies that can be found on organizational commitment in the context of education industry, coupled with the limited studies of organizational commitment in Malaysia. It becomes increasingly harder to find a scholarly article for organizational commitment in education industry in Malaysia (Kokubun, 2017; Lew, 2011).

Although there might be articles published on the topics as mentioned above, at the point of review, it was unable to be found.

2.4 Social Exchange Theory

Peter (2017) explains that Social Exchange Theory suggests that all human behaviour is governed by the exchange activities that brings remuneration or rewards. Social Exchange Theory was also known as the behavioural social psychology theory as well due to the emphasis the theory puts on the psychological aspects of human behaviour (Andrew and James, 2014). Social Exchange Theory is a grounded theory that was considered a sociological theory and was initially published in the year 1964 in America and was then spread around the world (Peter, 2017). Thus, it can be said that all the social activities of an individual are considered exchange activities, and the social relationship that was formed from that social exchanges are exchange relationship (George, 2013).

Social Exchange theory can be used to supports the study, as defined previously, LMX is the exchange between the leader and the member and this exchange is the exchange activities that social exchange theory argues will form behaviour, in this case, the organizational commitment (Day, 2014).

According Cook and Rice (2013), the relationship or the behaviour (in this case the organizational commitment) will continue as long as the exchange in-between was mutually rewarding (in this case high quality LMX), consequently if the mutuality was reduced or lost as perceived by either of the party involved, the relationship or behaviour could wane or terminate (Bielkiewicz, 2012). It was suggested by Day (2014) that along the process of social exchanging between the manager and employee, both parties stopped keeping counts and gets motivated to help each other beyond the job scope they were entrusted with. This also explain why managers allocates challenging task and provide resources to employee that the manager achieved high quality LMX with and employee would be motivated to engrossed in the task beyond the minimum expectation that was set (Diefendorff, Kim and Liu, 2014).

As this study is attempting to ascertain the relationship with LMX theory and organization commitment, as can be seen above, it perfectly aligns with the Social Exchange Theory (Bielkiewicz, 2012; Diefendorff et. al., 2014).

2.5 Theoretical Framework

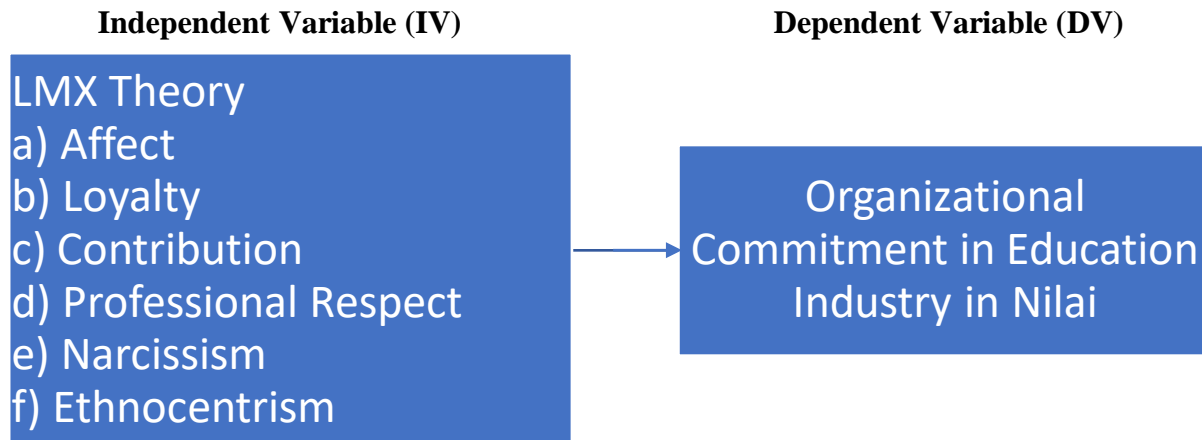


Figure 2.1: Theoretical Framework

A theoretical framework is an essential part in the research process as it relates to the development of the research questions, the concept in the literature review, and emphasis on the theory-drive thinking (Grant & Osanloo, 2014). A theoretical framework can also be defined as an application of a set of concept drawn from a theory and offer explanation on the research problem (Imenda, 2014).

Based on the thorough research on the organizational commitment and LMX theory and its dimensions, as explained in literature review in previous section, this theoretical framework is proposed to illustrate the relationship between LMX theory as the influencing factor or the independent variable and organizational commitment as the dependent variables. The independent variables are also inclusive of its different dimensions, namely, affect, loyalty, contribution, professional respect, narcissism and ethnocentrism.

Based on the current situation in Nilai, this article analyses the influence of the above independent variables on dependent variables and puts forward some suggestions.

2.6 Relevance of LMX to Organizational Commitment

High quality LMX had a remarkable influence on employee in-role and extra-role performance, work attitude (Bhal, Gulati and Ansari, 2009) and especially organisational commitment (Ariani, 2010). In fact, results from many researches and meta-analyses focused on consequences of LMX primarily in terms of subordinate's outcomes, indicating that LMX was significantly related to organisational commitment among other attitudinal outcomes (Ali et. al., 2014; George, 2013; Gligorovic et. al., 2015; Kessler, 2013). Furthermore, as stated by Day (2014), when high quality LMX was achieved, manager and subordinate did not necessarily keep count as they were motivated to benefit each other, thus increased commitment which subordinate felt attached to the manager and organisation.

As discussed above, previous studies showed that LMX was positively correlated to organisational commitment, indicating that LMX could facilitate subordinate's commitment towards the organisation (Kessler, 2013; Pan and Zhou, 2011). In fact, Bao and Zhou (2005) found that LMX first influenced employees on the individual level and then the organisational level. It was therefore interesting to find out further on how LMX – the relationship between persons was linked to organisational commitment – the relationship between employee and organisation (Pan and Zhou, 2011).

Additionally, LMX correlation to job performance varied from study to study as the correlation was 0.12 in a service organisation as observed by Liden et al. (2000) but the correlation was as high as 0.79 in an electronics organisation as noted by Varma et al. (2005). As this research was based on employees in tertiary education industry, it not clear how different the observations will be.

Previous researches had shown that LMX was a multidimensional theory rather than a unidimensional theory (Greguras and Ford, 2006; Lee, 2008; Liden and Maslyn, 1998). Researchers argued that the LMX is able to extend LMX outside of the work as it included both economic and social exchange whereby dynamic features of the exchanges of loyalty, trust and responsibilities between manager and subordinate were reflected thus subordinate's thoughts and actions could be truly understood (Luo et al., 2014). For example, findings from Olsson et al. (2012) based on 137 leader-member dyads in academic and commercial research and design groups also indicated that certain sub-dimensions of LMX were crucial for creative performance in either positive or negative ways.

Thus, the following hypotheses can be proposed for this study:

H1: LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

H1a: Affect as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

H1b: Loyalty as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

H1c: Contribution as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

H1d: Professional Respect as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

H1e: Narcissism as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

H1f: Ethnocentrism as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

2.7 Conclusions

In summary, this chapter focused on the conceptual and informative literature review of organizational commitment and LMX theory as well as the uniqueness of each dimensions of LMX theory. The relationship of LMX theory and organizational commitment was also discussed on the base of the grounded theory of Social Exchange Theory. A theoretical framework that includes the IV (LMX theory) and it dimensions and the DV (organizational commitment in education industry in Nilai) was illustrated as well. According to all the findings, hypotheses was put forward which are needed to be tested in the subsequent data analysis.

Chapter 3 Research Methodology

3.0 Overview

The research methodology used in the research was discussed in this chapter. Research design provided the overview of the data collection method and objectives. The research approach and methodology were then reviewed based on research framework elaborated in Chapter Two. This was followed by the review of data collection methodology, measuring instruments, questionnaire design, analysis tools as well as analysis methodology to ensure they were appropriate for this research. Justifications were provided on the sampling method, study population, unit of analysis while validity, reliability, and preliminary testing were included to ensure proper findings can be achieved for the research. Also, ethical limitations for the research were discussed.

3.1 Research Design

This research is a correlation study using quantitative method for data collection. The data is collected through survey questionnaire distributed online and offline to perform descriptive analysis which is used to statistically support the research. By performing descriptive analysis, characteristics of a variable under a particular scenario can be understood (Sekaran and Bougie, 2013). Besides that, quantitative research helps to establish variation and examine association between variables through systematic and standardised method (Bryman and Bell, 2015). It targets to provide more precise estimate of the degree of relationship between independent and dependent variable through statistical models (Bryman and Bell, 2015). As this research focuses on correlation analysis which targets to measure the strength of the relationship between independent and dependent variables, it is useful to identify important factors that associate with the problem (Bryman and Bell, 2015).

3.2 Unit of Analysis and Time Horizon

The unit of analysis for this research is individual as the focus on the research is to understand the relationship between LMX and organisational commitment at individual engineer level. A cross-sectional research design is used, whereby engineers from various semiconductor companies in Penang is sampled and data is collected at a single point of time (Zikmund et al., 2013). This allows literature review and actual survey to be integrated as a main procedure to collect data which may gather accurate and less biased data (Sekaran and Bougie, 2013). Also, because the data is collected more or less simultaneously, they cannot be manipulated as there is no time ordering to the variables (Bryman and Bell, 2015). Therefore, the external validity is higher due to the non-manipulative nature of the data collection (Sekaran and Bougie, 2013).

3.3 Sampling Design

There are 2 major types of sampling designs: probability and non-probability (Sekaran and Bougie, 2016). Probability sampling is often associated with survey and experimental research strategies. If a sampling design is implemented well, an investigator can use a relatively small sample to make inference about an arbitrarily large population (Lohr, 2016).

3.3.1 Sampling Plan and Sampling Size

The target population of this research is composed of employee of tertiary education industry in Nilai, as there are many employees in the tertiary education industry in Nilai, therefore it is important to select an appropriate sample (Mukhtar, 2015). In this particular study, sample employee has been selected through convenience sampling, the convenience sampling technique refers to selection of sample on the basis of convenience available to the researcher (Sekaran and Bougie, 2016). In order to avoid generate bias factor, the researcher has selected sample of respondents from different places and on different occasions, and in this way, a diverse and unbiased sample has been selected for this study (Mukhtar, 2015).

Selection of a correct sample size is still a big challenge for researchers, the sample size needs to be carefully considered as statistical techniques are strongly influenced by it (Rahi, 2017). For any research, the sample size of any study must be determined during the designing stage of the study. However, before determining the size of the sample that needed to be drawn from the population, a few factors must be taken into consideration (Saunders, et al., 2015).

The population is estimated 1800 as extrapolated from indirect statistics as per Ministry of Education (2017). Sample size is according to Cohen (1992) because the population is lesser than 8000, which is 215 The sampling data will be 400 questionnaires distributed to education industry employee in Nilai and expected 65% response rate, which will satisfy the minimum target of 215 to achieve a statistical significance.

3.4 Questionnaire Design

There are three sections in the survey questionnaire as summarised in Table 3-1. Firstly, demographic information such as employment status and employment length are obtained. The questions for remaining sections are adopted from prominent previous studies to ensure they are relevant and appropriate to measure the constructs in this research. All questions are measured using seven-point Likert scale ranging from one (strongly disagree) to seven (strongly agree). The questions to measure LMX dimensions are adopted from 12 LMX-MDM items published by Liden and Maslyn (1998) which is the most frequently used measure in LMX research as stated by Bauer and Erdogan (2015) while questions to measure organisational commitment are adopted from items published by Allen and Meyer (1990) includes the dimensions of affective, normative and continuance commitment that are frequently used (Conway and Briner, 2012).

Section	Items	Adopt/Adapt
Part A: Demographic Information	5	
Part B: Dependent Variable (Organizational Commitment)	5	Allen and Meyer, 1990 – Adopt;
Part C: Independent Variable (LMX -Affect -Contribution -Professional Respect -Loyalty -Narcissism -Ethnocentrism)	3 for each dimension	Liden and Maslyn, 1998 – Adopt; Back et. al., 2013 – Adapt; Shimp and Sharma, 1987 – Adapt

Table 3.4.1: Questionnaire Design

3.5 Items in Questionnaire

In this section, the items that are used in the questionnaire in this project will be discussed . There are total of 28 items in the questionnaire which are adopted from previous studies (Allen and Meyer, 1990; Liden and Maslyn, 1998; Lim, 2015). The items in questionnaire are chosen based on the high factor loadings value and high Cronbach Alpha value that are reported in the study that were conducted previously. This is due to higher value of factor loading and Cronbach Alpha can be translated to higher validity and reliability of the items in the questionnaire to measure what it set out to measure while lower value of the two means it measure something else or possibly nothing at all (Tavakol and Dennick, 2014).

The items for the questionnaire for this project are chosen as follows:

For part B which measures the dependent variable, organizational commitment, the model of organizational commitment which was coined by Allen and Meyer (1990) are the base of adoption.

According to factor loading value in the table 3.5.1 below, the cutting off point is 0.6, and the higher the value the better the item is because it is more valid and more reliable because square of factor loading can be directly translated to item reliability. Therefore, item 1, 2, 7, 8, 13, 14 and 18 which does not meet the cut-off point is removed.

Item 3, 4, 5, 6, 9, 10, 11, 12, 15, 16 and 17 can be used as an item in the questionnaire, out of the remaining item, the 5 items that has the highest value is chosen for this project because it has the higher value of validity and reliability. Therefore, item 3, 4, 11, 15 and 17 were used in questionnaires.

Table 3: Summary of Items and Factor Loadings for Affective, Continuance and Normative Commitment Scales

Questionnaire Items	Factor 1	Factor 2	Factor 3
<i>Affective Commitment Scale Items</i>			
1. I would be very happy to spend the rest of my career in this organization.			.426
2. I really feel as if this organization's problems are my own.			.397
3. I do not feel like 'part of my family' at this organization.	.775		
4. I do not feel 'emotionally attached' to this organization.	.748		
5. This organization has a great deal of personal meaning for me.			.601
6. I do not feel a strong sense of belonging to this organization.	.635		
<i>Continuance Commitment Scale Items</i>			
7. It would be very hard for me to leave my job at this organization right now even if I wanted to.		.326	
8. Too much of my life would be disrupted if I leave my organization.			.540
9. Right now, staying with my job at this organization is a matter of necessity as much as desire.		.622	
10. I believe I have too few options to consider leaving this organization.		.653	
11. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere.		.749	
12. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.		.609	
<i>Normative Commitment Scale Items</i>			
13. I do not feel any obligation to remain with my organization.		.283	
14. Even if it were to my advantage, I do not feel it would be right to leave.			.405
15. I would feel guilty if I left this organization now.			.668
16. This organization deserves my loyalty.			.640
17. I would not leave my organization right now because of my sense of obligation to it.			.747
18. I owe a great deal to this organization.			.541

Table 3.5.1: Factor Loadings of Allen and Meyer Model of Organization Commitment (Allen and Meyer, 1990)

For part C which measures the independent variable, LMX, the 12 items LMX-MDM which was proposed by Allen and Meyer (1990) are the base of adoption for the 4 positive dimensions of LMX, which are affect, loyalty, contribution and professional respect.

With the values that can be seen in the table 3.5.2 below, it can be seen the factor value and all the items has the value above 0.6 which means all the item above is valid and can be used (Tavakol and Dennick, 2014). Furthermore, the Cronbach Alpha value below are all above the cut off point of 0.7 which means all the items are reliable (Lim, 2015).

For this project all the items listed in LMX-MDM are used as can be seen in table 3.5.3 below.

3-LMX (Rotated)							
Scale items	Factorial statistics				Eigen values	Specified factor(s)	Cronbach's Alpha
	Loadings						
	1	2	3	4			
1	.840				5.047	LMX-Affect	α=.881
2	.926						
3	.809						
4		.863			4.385	LMX-Loyalty	α=.909
5		.944					
6		.822					
7				.705	2.544	LMX-Contribution	α=.736
8				.759			
9				.606			
10			.901		4.808	LMX-Professional respect	α=.930
11			.947				
12			.870				

Table 3.5.2: Factor Loadings and Cronbach Alpha of Liden and Maslyn LMX-MDM (Liden and Maslyn, 1998)

Affect dimension

1. I like my subordinate very much as a person.
2. My subordinate is the kind of person one would like to have as a friend.
3. My subordinate is a lot of fun to work with.

Loyalty dimension

4. My subordinate defends my decisions, even without complete knowledge of the issue in question.
5. My subordinate would come to my defense if I were attacked by others.
6. My subordinate would defend me to others in the organization if I made an honest mistake.

Contribution dimension

7. I provide support and resources for my subordinate that goes beyond what is specified in my job description.
8. I am willing to apply extra efforts, beyond those normally required, to help my subordinate meet his or her work goals.
9. I do not mind working my hardest for my subordinate.

Professional Respect

10. I am impressed with my subordinate's knowledge of his/her job.
11. I respect my subordinate's knowledge of and competence on the job.
12. I admire my subordinate's professional skills.

Table 3.5.3: Liden and Maslyn LMX-MDM (Liden and Maslyn, 1998)

As for the 2 negative dimensions of LMX which are narcissism and ethnocentrism, the NARQ model proposed by back et. al. (2013) and CETSCALE model proposed by Shimp and Sharma (1987) acts as the base of adoption and adaption for the items in the questionnaire for this project.

On the table 3.5.4 below, the factor loading values for narcissism variable is shown. The value that meet the cut off point are items 1 to 5. For the project, items 2, 4 and 5 are chosen because the items has the highest factor loading value which can be translated to be the most valid and reliable (Tavakol and Dennick, 2014).

Item in NARQ-S	Item	M	SD	Factor loading	Dimension	Facet	Item in NARQ	Item 2	Item 3	Item 4	Item 5	Item 6
1	I react annoyed if another person steals the show from me.	2.25/1.89	1.23/1.17	.61/.70	Rivalry	Aggressiveness	4	.34/.45	.39/.53	.27/.40	.33/.46	.25/.34
2	I deserve to be seen as a great personality.	2.58/1.88	1.33/1.18	.68/.78	Admiration	Grandiosity	8	.25/.45	.51/.64	.42/.59	.22/.33	
3	I want my rivals to fail.	2.38/1.65	1.39/1.07	.64/.75	Rivalry	Strive for supremacy	9		.20/.41	.22/.43	.39/.43	
4	Being a very special person gives me a lot of strength.	2.73/2.08	1.43/1.31	.75/.82	Admiration	Strive for uniqueness	15				.52/.67	.24/.32
5	I manage to be the center of attention with my outstanding contributions.	2.66/2.13	1.32/1.28	.67/.80	Admiration	Charmingness	16					.21/.33
6	Most people are somehow losers.	1.70/1.78	1.09/1.08	.52/.54	Rivalry	Devaluation	17					

Note. Data for Samples C and R are separated by a forward slash, respectively. Factor loadings are standardized.

Table 3.5.4: Factor Loadings of Items in NARQ model (Back et. al., 2013)

The table 3.5.5 below shows the Cronbach value of the item for ethnocentrism variable and the cut off point will be 0.7. As can be seen all the item are above 0.7 which meet the minimum requirement of reliability. Thus, the items with the highest value is chosen for this project because it is the most reliable item out of all the items (Tavakol and Dennick, 2014).

Item 12, 14 and 15 is adapted to match the context of the project.

Table 1: CETSCALE items and reliability

ITEM	SCORES*
1. Bosnian/Turkish should always buy Bosnian/Turkish - made products instead of imports.	0.8936
2. Only those products that are unavailable in my country should be imported.	0.8937
3. Buy Bosnian/Turkish products. Keep Bosnia/Turkey working.	0.8940
4. Bosnian/Turkish-made products, first, last and foremost.	0.8933
5. Purchasing foreign products is non-Bosnian/Turkish.	0.8980
6. It is not right to purchase foreign products, because it puts Bosnian/Turkish people out of jobs.	0.8922
7. A real Bosnian/Turkish should always buy Bosnian/Turkish products.	0.8870
8. We should purchase products manufactured in our country instead of letting other countries get rich off us.	0.8913
9. It is always best to purchase Bosnian/Turkish -made products.	0.8915
10. There should be very little trading or purchasing of goods from other countries unless out of necessary.	0.894
11. Bosnian/Turkish people should not buy foreign products, because this hurts my country's business and causes unemployment.	0.8918
12. Restrictions should be put on all imports.	0.9003
13. It may cost me in the long run, but I prefer to support Bosnian/Turkish-made products.	0.8908
14. Foreigners should not be allowed to put their products on our markets.	0.901
15. Foreign products should be taxed heavily to reduce their entry into my country.	0.8999
16. We should buy from foreign countries only those products that we cannot obtain within our own country.	0.8931
17. Bosnian/Turkish consumers who purchase products in other countries are responsible for putting Bosnian/Turkish people out of work.	0.8972
Test scale	0.8999

Table 3.5.5: Cronbach Alpha of Items in CETSCALE model (Shrimp and Sharma, 1987)

3.6 Pilot Test

The pilot test is the test that takes before the formal investigation, which is to make sure the questionnaire will be adapted to the research (Denscombe, 2014). The data will be selected from employees and will be collected and analyzed by factor analysis (KMO Barlett) and reliability tests at first, to see whether they are appropriate to the research (Ott & Longnecker, 2015).

3.6.1 Factor Analysis

The KMO (Kaiser-Meyer-Olkin) test is used to compare simple correlation coefficients and partial correlation coefficients between variables, and the value of KMO is between 0 and 1 (Marzouk & Elkadi, 2016). However, the only when the value of KMO is above 0.6 and the value of Bartlett P is less than 0.01, the factors are suitable for analysis (Fallahzadeh, et al., 2015).

3.6.2 Reliability Tests

Reliability refers to the stability, consistency, and reliability of the measurement result, while the coefficient of reliability also known as Cronbach Alpha is used to indicate the degree of reliability, and some scholars believe that value ranges from 0.8 to 0.9 are very good, value ranges from 0.7 to 0.8 are good, values ranges from 0.65 to 0.7 are the minimum acceptable value and lastly value ranges from 0.6 to 0.65 are not preferred (Doria, et al., 2018). Therefore, a scale or questionnaire with a good reliability coefficient should preferably be between 0.8 and 0.7, which is an acceptable range, and the subscale is better than 0.6 to 0.7 (Tan, et al., 2015).

3.7 Measurement

3.7.1 Preliminary Tests

3.7.1.1 Factor Analysis

The basic purpose of factor analysis is to describe the relationships between many indicators or factors by using a small number of factors (Brown, 2014). With this method, researchers can simplify a set of variables that reflect the nature, state, and characteristics of things to a few factors that can reflect the essential characteristics of matters, for example, it can be easily found out what are the main factors that influence the work pressure of employees (Kline, 2014).

It is necessary to consider the number of factors and the selection criteria in factor analysis, according to Kaiser's criteria: select factors with eigenvalues greater than 1 and the number of questions for factor analysis should not exceed 30 questions (Mooi, et al., 2018). The average commonality of the items is preferably 0.70 or above, if the number of test samples is greater than 250, the average commonality should be above 0.60 (Good, 2013).

3.7.1.2 Reliability Tests

Reliability test refers to the metrics that reflect the true degree of the measured characteristics of the objectives, according to the consistency or stability of the measurement results obtained by the measurement tools (DeVellis, 2016). In general, Cronbach's alpha can be used to measure its reliability, when its result is 0.7-0.9, the error is small, reliability is high, therefore, and the data is reliable (Bonett & Wright, 2015).

3.7.2 Hypotheses Testing

3.7.2.1 Correlation

The Pearson product-moment correlation coefficient (Pearson's correlation, for short) is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale. Pearson's correlation can be used to understand whether there is an association between LMX and Organizational Commitment. A Pearson's correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient, r , indicates how far away all these data points are from this line of best fit.

Strength of Association	Coefficient, r	
	Positive	Negative
Small	.1 to .3	-0.1 to -0.3
Medium	.3 to .5	-0.3 to -0.5
Large	.5 to 1.0	-0.5 to -1.0

Figure 3.7.2.1.1 Strength of Association (Laerd, 2019)

Figure above shows the strength of association according to the results.

3.7.2.2 Multiple Regression Analysis

The univariate regression is a regression that sets the influencing factors as independent variables, to interpret the change of dependent variable, and the basic principle and calculation process of multivariate regression are the same as the univariate regression (Lewis & Lewis, 2015). It is the investigation of a quantitative relationship between linear or nonlinear mathematical models of multiple variables and the use statistical analysis methods for sample data (Montgomery, et al., 2012). In order to ensure that the regression model has excellent explanatory power and predictive influence, while establishing a multiple linear regression models, it should first pay attention to the choice of independent variables, the independent variables are supposed to have a significant influence on the dependent variable, and the correlation between independent variables and dependent variables should be true, with a certain degree of mutual exclusion among the independent variables (Chatterjee & Hadi, 2015). Due to the study uses multiple independent variables, it is necessary to use multiple regression analysis.

3.8 Ethical Consideration

Ethical considerations are included for the research for example a consent form needs to be signed by participants to indicate that they agree to participate in the survey. An information sheet which contains research information such as aim of the research, methods, design and so on are given to participants as well to ensure participants are fully aware of the research details. For online survey, consent form and information sheet are both posted on the data collection webpage for participants to decide whether they agree to join the research or not. All data are encrypted and only be stored in personal computer to ensure privacy of participants is protected.

Besides that, the secondary data used in the literature review are obtained from established sources with appropriate reference to avoid any potential plagiarism. In terms of data collection and analysis, proper sampling size and target are used to reduce sampling error. Validity is enhanced by using questionnaires from prominent researches and reliability is verified statistically for the research.

3.9 Conclusion

In summary, the research methodology which is used is supported by prominent researchers to ensure the validity, reliability and appropriateness of data collected as well as the suitability of data analysis methods. Preliminary data analysis is carried out to ensure the suitability of data for further analysis too. Also, ethical considerations are included for the research as well to ensure the research is done in an ethical way.

Chapter 4 Research Findings

4.0 Overview

This chapter mainly discusses the statistical analysis performed with the SPSS analysis tool to test the 7 hypotheses proposed in the previous chapter. Firstly, a brief descriptive analysis is discussed to understand the demographic profile of the respondents. Next, the pilot testing and also the preliminary test such as factor analysis and reliability test are carried out to ensure the data collected are valid before proceeding to perform the actual data analysis. This is followed by the hypothesis testing, which includes Pearson's Correlation and Multiple Regression. This chapter is then concluded with a summary of hypothesis testing.

4.1 Pilot Testings

The items in the questionnaires to measure organization commitment and LMX are adopted from prominent research, where the items were well established and commonly used by researches in related field (Bauer and Erdogan, 2015) but in order to ensure validity of questionnaire, pilot test were conducted and the results are as follows. The items to measure organizational commitment and LMX are adopted from items published by Allen and Meyer (1990) and Liden and Maslyn (1998) respectively.

4.1.1 Factor Analysis

To ensure the validity of the items in the questionnaires, factor analysis is conducted. For factor analysis, there is a pre-step which is to check the Kaiser-Meyer-Olkin (KMO) value and Bartlett's test of sphericity value, the value should be greater than 0.5 and lower than 0.05 respectively before we can continue with factor analysis. The case where the value does not meet the requirement will mean that the results of the factor analysis wont be very useful (IBM Knowledge Center, 2019). According to table 4.1.1.1 below, we can see that the KMO value is 0.726 and Bartlett's test of sphericity value is 0 which both the values meet the requirements, thus we can continue with factor analysis.

Table 4.1.1.1

KMO Measure and Bartlett's Test

Keiser-Meyer-Olkin Measure of Sampling Adequacy		.726
Bartlett's Test of Sphericity	Approx. Chi-Square	2787.637
	df	253
	Sig.	.000

Based on the table 4.1.1.2 below, the factor loadings for the items or the communalities were all more than the value of 0.6, therefore all the items are significant for interpretation purpose (Sekaran and Bougie, 2013). The results shows that all items in the questionnaires correlate well with all other items (Lim, 2015). Hence, the items in the questionnaire are valid for this study.

Table 4.1.1.2

Factor Loading for Pilot Test

	Initial	Extraction
6. I feel like part of the family at this organization	1.000	.890
7. I feel emotionally attached to this organization	1.000	.885
8. I would not leave my organization right now because of my sense of obligation to it	1.000	.883
9. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere	1.000	.852
10. I would feel guilty if I left this organization now	1.000	.844
11. I like my leader/subordinate very much as a person	1.000	.954
12. My leader/subordinate is the kind of person one like to have as a friend	1.000	.782
13. My leader/subordinate is a lot of fun to work with	1.000	.848
14. My leader/subordinate defends my decisions, even without complete knowledge of the issue in question	1.000	.838
15. My leader/subordinate would come to my defend if I were attacked by others	1.000	.853
16. My leader/subordinate would defend me to others in th organization if I made an honest mistake	1.000	.688
17. I provide/receive support and resources for my leader/subordinate that goes beyond what is specified in my job descriptions	1.000	.959

18. I am willing to apply extra efforts, beyond those normally required, to help my leader/subordinate meet his/her work goals	1.000	.797
19. I do not mind working my hardest for my leader/subordinate	1.000	.854
20. I am impressed with my leader/subordinate knowledge of his/her job	1.000	.924
21. I respect my leader/subordinate knowledge and competence on the job	1.000	.947
22. I admire my leader/subordinate professional skills	1.000	.882
23. I deserve to be seen as a great personality	1.000	.767
24. Being a very special person gives me a lot of strength	1.000	.797
25. I manage to be the center of attention with my outstanding contribution	1.000	.641
26. Restrictions should be put on all hiring of foreigners	1.000	.780
27. Foreigners should not be allowed to work in local organizations	1.000	.911
28. Foreigners should be taxed (income tax, etc.) heavily to reduce their entry to my country.	1.000	.724

Based on the table 4.1.1.3 below, it can be found that there are 7 factors with eigenvalues of more than 1, which is equal to the number of variables in the study. Since it meets the requirement of the eigenvalues being extracted are equal to variable, there is no need for amendment (Cooper and Schindler, 2013). It also can be seen from the table below that the 7 factors explain 91.781% of variance which also meet the requirements of minimum 70% (Ott and Longnecker, 2015).

Therefore, all the items will be used in preliminary test and appropriate for further analysis.

Table 4.1.1.3

Eigenvalues for Items in Questionnaire

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.454	41.499	41.499	9.454	41.499	41.499
2	4.511	19.613	61.112	4.511	19.613	61.112
3	3.503	10.846	71.957	3.503	10.846	71.957
4	2.495	7.000	78.958	2.495	7.000	78.958
5	2.053	4.962	83.920	2.053	4.962	83.920
6	1.610	4.117	88.037	1.610	4.117	88.037
7	1.141	3.744	91.781	1.141	3.744	91.781
8	.544	2.365	94.146			
9	.533	2.319	96.466			
10	.278	1.208	97.673			
11	.238	1.033	98.707			
12	.117	0.507	99.214			
13	.093	0.403	99.617			
14	.047	0.204	99.821			
15	.032	0.139	99.960			
16	.006	0.027	99.987			
17	.003	0.013	100.000			
18	.001	0.001	100.000			
19	.001	0.001	100.000			
20	.001	0.001	100.000			
21	.001	0.001	100.000			
22	.001	0.001	100.000			
23	.001	0.001	100.000			

4.1.2 Reliability Test

From table 4.1.2.1, it can be seen that the Cronbach Alpha value were 0.9 which meets the cut-off point of 0.7, which indicates good internal consistency (Pallant, 2013). The Cronbach's Alpha value for each items in the questionnaires are also above the cut-off point as can be seen in the table 4.1.2.2 below. Therefore, the items in the questionnaire are reliable. With the both validity and reliability checked for the items in the questionnaire, the actual data analysis can be conducted.

Table 4.1.2.1

Reliability Statistics

Cronbach's Alpha	N of Items
.900	23

Table 4.1.2.2

Cronbach's Alpha Values for Items in Questionnaire

	Cronbach's Alpha
6. I feel like part of the family at this organization	.891
7. I feel emotionally attached to this organization	.898
8. I would not leave my organization right now because of my sense of obligation to it	.897
9. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere	.899
10. I would feel guilty if I left this organization now	.903
11. I like my leader/subordinate very much as a person	.892
12. My leader/subordinate is the kind of person one like to have as a friend	.893
13. My leader/subordinate is a lot of fun to work with	.892
14. My leader/subordinate defends my decisions, even without complete knowledge of the issue in question	.892

15. My leader/subordinate would come to my defend if I were attacked by others	.892
16. My leader/subordinate would defend me to others in th organization if I made an honest mistake	.892
17. I provide/receive support and resources for my leader/subordinate that goes beyond what is specified in my job descriptions	.895
18. I am willing to apply extra efforts, beyond those normally required, to help my leader/subordinate meet his/her work goals	.894
19. I do not mind working my hardest for my leader/subordinate	.890
20. I am impressed with my leader/subordinate knowledge of his/her job	.895
21. I respect my leader/subordinate knowledge and competence on the job	.893
22. I admire my leader/subordinate professional skills	.892
23. I deserve to be seen as a great personality	.899
24. Being a very special person gives me a lot of strength	.897
25. I manage to be the center of attention with my outstanding contribution	.895
26. Restrictions should be put on all hiring of foreigners	.907
27. Foreigners should not be allowed to work in local organizations	.910
28. Foreigners should be taxed (income tax, etc.) heavily top reduce their entry to my country.	.906

4.1.3 Correlation Matrix

Based on the table 4.1.3.1 and table 4.1.3.2 below, the items that are from the same constructs correlate with each other but does not correlate with other constructs. This shows that the variables do not inter-correlate, which means there is no tendency for one of the factors to be a subset of another factor (Ott and Longnecker, 2015).

Therefore, this study can continue with the preliminary test.

Table 4.1.3.1

Correlation Matrix for Pilot Test (Dependent Variable)

	B1.1	B1.2	B1.3	B1.4	B1.5
B1.1	1				
B1.2	0.505	1			
B1.3	0.030	-0.661	1		
B1.4	0.201	-0.240	0.395	1	
B1.5	0.453	0.760	-0.610	-0.060	1

Table 4.1.3.2

Correlation Matrix for Pilot Test (Independent Variables)

	C1.1	C1.1	C1.1	C2.1	C2.1	C2.1	C3.1	C3.1	C3.1	C4.1	C4.1	C4.1	C5.1	C5.1	C5.1	C6.1	C6.1	C6.1	
C1.1	1																		
C1.2	0.43	1																	
C1.3	0.72	0.51	1																
C2.1	0.34	0.54	0.56	1															
C2.2	0.44	0.57	0.38	0.34	1														
C2.3	0.53	0.64	0.65	0.34	0.59	1													
C3.1	0.53	0.60	0.78	0.60	0.62	0.63	1												
C3.2	0.67	0.48	0.67	0.49	0.72	0.61	0.68	1											
C3.3	0.64	0.70	0.63	0.42	0.74	0.64	0.71	0.80	1										
C4.1	0.33	0.56	0.53	0.37	0.26	0.30	0.65	0.53	0.72	1									
C4.2	0.24	0.75	0.46	0.44	0.62	0.47	0.71	0.66	0.78	0.78	1								
C4.3	0.38	0.74	0.41	0.17	0.42	0.35	0.53	0.46	0.79	0.84	0.80	1							
C5.1	0.13	0.13	-0.18	-0.19	-0.10	0.13	-0.36	0.12	0.14	0.05	0.03	0.19	1						
C5.2	-0.21	-0.00	-0.43	-0.32	0.13	-0.19	-0.45	0.06	-0.05	-0.15	0.10	0.05	0.65	1					
C5.3	0.31	0.06	-0.10	-0.22	0.10	0.10	-0.22	0.11	0.15	-0.10	-0.18	0.13	0.67	0.35	1				
C6.1	-0.17	-0.52	-0.57	-0.31	-0.44	-0.61	-0.76	-0.36	-0.38	-0.50	-0.57	-0.40	0.27	0.21	0.26	1			
C6.2	-0.23	-0.39	-0.42	-0.23	-0.27	-0.14	-0.68	-0.35	-0.49	-0.82	-0.63	-0.70	0.17	0.19	0.08	0.65	1		
C6.3	-0.19	-0.50	-0.49	-0.59	-0.20	-0.23	-0.70	-0.28	-0.29	-0.64	-0.54	-0.41	0.22	0.25	0.23	0.76	0.79	1	

4.2 Preliminary Tests

With the pilot test conducted and with positive result, the preliminary test can be conducted for this study. Although the test is the same as pilot testing, i.e. factor analysis and reliability test but the pilot test is conducted with small sample size prior to collecting data whereas preliminary test is conducted with the actual collected sample size, in this case with the 231 collected responses from the employee of education industry around Nilai.

4.2.1 Response Rate

In a study, higher response rate is preferred because higher response rate is seen as a measure of quality of that survey. Furthermore, a low response rate will also cause a high level of error due to the unreliability of the result. According to Fryrear (2015), on average the response rate for a survey research is 33%, but according to Beutell (2017), the best response rate will be 60% and above. As can be seen below in table 4.2.1.1, the response rate for this study is 66%, therefore this study has a healthy response rate, so the analysis of the study can be continued.

There were 350 questionnaires distributed through Google link to employees in the education industry around Nilai, with 234 received back but 3 are unusable. Thus, there are 231 valid responses that will be used to analysed and to be studied. This aligns with Cohen (1992) that state the minimum responses needed are 215 to achieve statistical significance.

Total Questionnaires Distributed	Total Questionnaires Received	Usable Questionnaires	Response Rate
350	234	231	66%

Table 4.2.1.1 Response Rate of the Study

4.2.2 Factor Analysis

KMO measure of sampling adequacy for the items in the questionnaire is 0.846, while the Bartlett's test of sphericity is 0 as can be seen in the table 4.2.2.1 below, which both meet the requirements of greater than 0.5 for KMO and lower than 0.05 for Bartlett's test of sphericity. Thus, it means that the result of factor analysis will be useful for this study.

Table 4.2.2.1

KMO Measure and Bartlett's Test

Keiser-Meyer-Olkin Measure of Sampling Adequacy		.846
Bartlett's Test of Sphericity	Approx. Chi-Square	5703.145
	df	253
	Sig.	.000

As can be seen in the table 4.2.2.2 below, factor loadings are all greater than the value of 0.6, therefore all the items are significant in the interpretation process (Sekaran and Bougie, 2013). The results show that all items in the questionnaires correlate well with all other items (Lim, 2015). Therefore, the items are valid.

Table 4.2.2.2

Factor Loading for Preliminary Test

	Initial	Extraction
6. I feel like part of the family at this organization	1.000	.781
7. I feel emotionally attached to this organization	1.000	.857
8. I would not leave my organization right now because of my sense of obligation to it	1.000	.725
9. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere	1.000	.902
10. I would feel guilty if I left this organization now	1.000	.828
11. I like my leader/subordinate very much as a person	1.000	.808
12. My leader/subordinate is the kind of person one like to have as a friend	1.000	.638
13. My leader/subordinate is a lot of fun to work with	1.000	.764
14. My leader/subordinate defends my decisions, even without complete knowledge of the issue in question	1.000	.665
15. My leader/subordinate would come to my defend if I were attacked by others	1.000	.753
16. My leader/subordinate would defend me to others in th organization if I made an honest mistake	1.000	.820
17. I provide/receive support and resources for my leader/subordinate that goes beyond what is specified in my job descriptions	1.000	.890
18. I am willing to apply extra efforts, beyond those normally required, to help my leader/subordinate meet his/her work goals	1.000	.838

19. I do not mind working my hardest for my leader/subordinate	1.000	.792
20. I am impressed with my leader/subordinate knowledge of his/her job	1.000	.875
21. I respect my leader/subordinate knowledge and competence on the job	1.000	.869
22. I admire my leader/subordinate professional skills	1.000	.845
23. I deserve to be seen as a great personality	1.000	.762
24. Being a very special person gives me a lot of strength	1.000	.757
25. I manage to be the center of attention with my outstanding contribution	1.000	.751
26. Restrictions should be put on all hiring of foreigners	1.000	.735
27. Foreigners should not be allowed to work in local organizations	1.000	.866
28. Foreigners should be taxed (income tax, etc.) heavily top reduce their entry to my country.	1.000	.812

Based on the table 4.2.2.3 below, it can be found that there are 7 factors with eigenvalues of more than 1, which is equal to the number of variables in the study. Since it meets the requirement of the eigenvalues being extracted are equal to variable, there is no need for amendment (Cooper and Schindler, 2013). It also can be seen from the table below that the 7 factors explain 85.412% of variance which also meet the requirements of minimum 70% (Ott and Longnecker, 2015).

Therefore, all the items will be used in preliminary test and appropriate for further analysis.

Table 4.2.2.3

Eigenvalues for Items in Questionnaire

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.793	46.925	46.925	10.793	46.925	46.925
2	5.781	15.086	62.011	5.781	15.086	62.011
3	3.470	7.653	69.664	3.470	7.653	69.664
4	1.760	5.328	74.992	1.760	5.328	74.992
5	1.554	4.710	79.702	1.554	4.710	79.702
6	1.225	3.181	82.883	1.225	3.181	82.883
7	1.083	2.529	85.412	1.083	2.529	85.412
8	0.732	2.284	87.696			
9	0.525	1.965	89.661			
10	0.452	1.594	91.255			
11	0.342	1.488	91.743			
12	0.302	1.313	94.057			
13	0.272	1.181	95.237			
14	0.209	0.908	96.145			
15	0.167	0.726	96.871			
16	0.162	0.705	97.576			
17	0.137	0.594	98.170			
18	0.103	0.448	98.617			
19	0.080	0.349	98.967			
20	0.075	0.325	99.291			
21	0.068	0.295	99.586			
22	0.053	0.231	99.817			
23	0.042	0.183	100.000			

4.2.3 Reliability Test

According to table 4.2.3.1, it shows that the Cronbach Alpha value is 0.931 which is above the cut-off point of 0.7, which show good internal consistency (Pallant, 2013). From the table 4.2.3.2 below, the Cronbach's Alpha value for each items in the questionnaire are all above the cut-off point. Thus, the items in the questionnaire are reliable.

Table 4.2.3.1

Reliability Statistics

Cronbach's Alpha	N of Items
.931	23

Table 4.2.3.2

Cronbach's Alpha Values for Items in Questionnaire

	Cronbach's Alpha
6. I feel like part of the family at this organization	.925
7. I feel emotionally attached to this organization	.929
8. I would not leave my organization right now because of my sense of obligation to it	.928
9. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere	.931
10. I would feel guilty if I left this organization now	.932
11. I like my leader/subordinate very much as a person	.925
12. My leader/subordinate is the kind of person one like to have as a friend	.926
13. My leader/subordinate is a lot of fun to work with	.926
14. My leader/subordinate defends my decisions, even without complete knowledge of the issue in question	.929
15. My leader/subordinate would come to my defend if I were attacked by others	.925
16. My leader/subordinate would defend me to others in th organization if I made an honest mistake	.925

17. I provide/receive support and resources for my leader/subordinate that goes beyond what is specified in my job descriptions	.928
18. I am willing to apply extra efforts, beyond those normally required, to help my leader/subordinate meet his/her work goals	.925
19. I do not mind working my hardest for my leader/subordinate	.925
20. I am impressed with my leader/subordinate knowledge of his/her job	.926
21. I respect my leader/subordinate knowledge and competence on the job	.925
22. I admire my leader/subordinate professional skills	.925
23. I deserve to be seen as a great personality	.929
24. Being a very special person gives me a lot of strength	.928
25. I manage to be the center of attention with my outstanding contribution	.927
26. Restrictions should be put on all hiring of foreigners	.934
27. Foreigners should not be allowed to work in local organizations	.937
28. Foreigners should be taxed (income tax, etc.) heavily top reduce their entry to my country.	.935

4.3 Descriptive Statistics

In this section, descriptive analysis will be done on the data collected to understand the demographic profile of the respondents.

Based on 231 valid responses, it is found that majority of the respondents are male with 58.87% and female with 41.13% of the responses. Please refer for the figure 4.3.1 below for a visual representation of the genders of the respondents.

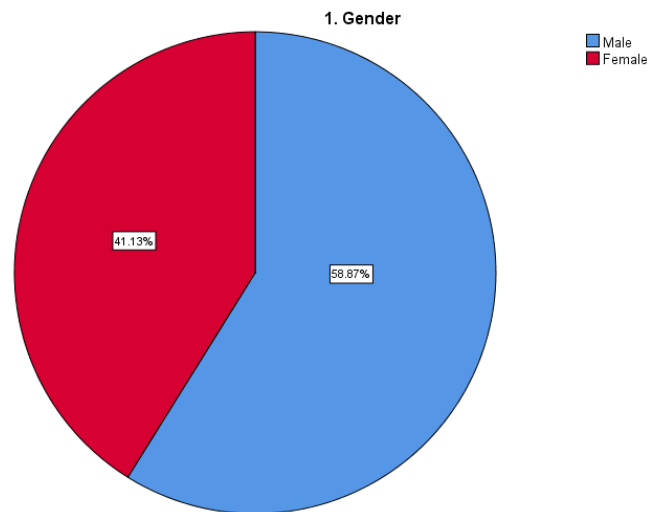


Figure 4.3.1 Gender of Respondents (SPSS, 2019)

In terms of nationality, almost all of the respondents are Malaysian with 88.31% of respondents were Malaysian and only 11.69% of respondents were Internationals. Refer to figure 4.3.2 below for visual representation of nationality of respondents.

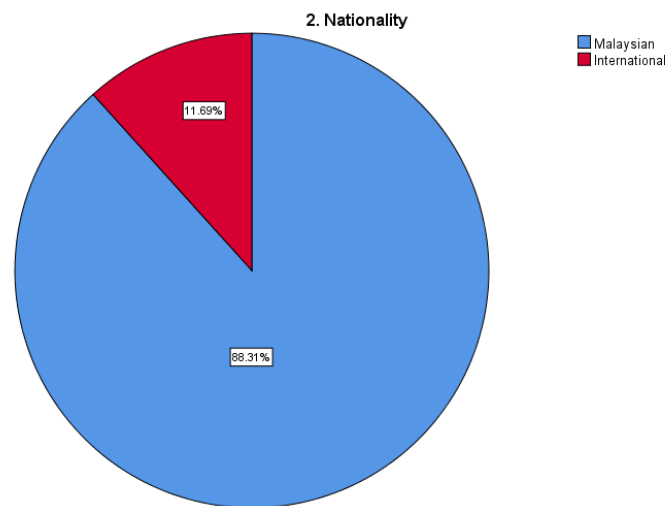


Figure 4.3.2 Nationality of Respondents (SPSS, 2019)

As for the university the respondents are working in, half of respondents were working in INTI international University with 50.65% of respondents, followed by Nilai University, Manipal International University and Universiti Sains Islam Malaysia (USIM) with 29%, 15.58% and 4.76% of respondents respectively. Please refer to figure 4.3.3 for a pie chart of University that respondents working in.

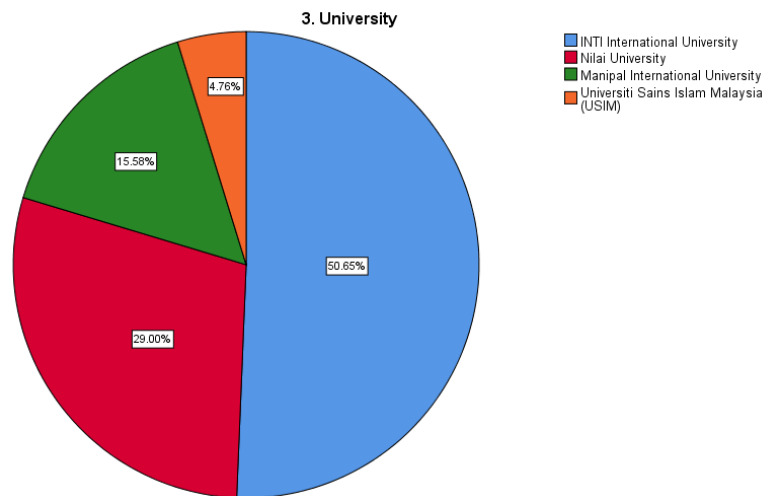


Figure 4.3.3 University that Respondents Working In (SPSS, 2019)

Figure 4.3.4 below shows the employment length of the respondents. More than half of the respondents worked 0 – 2 years (57.14%), and the rest worked for 3 – 5 years (35.93%), 6 – 8 years (4.33%) and 9 – 10 years (2.6%).

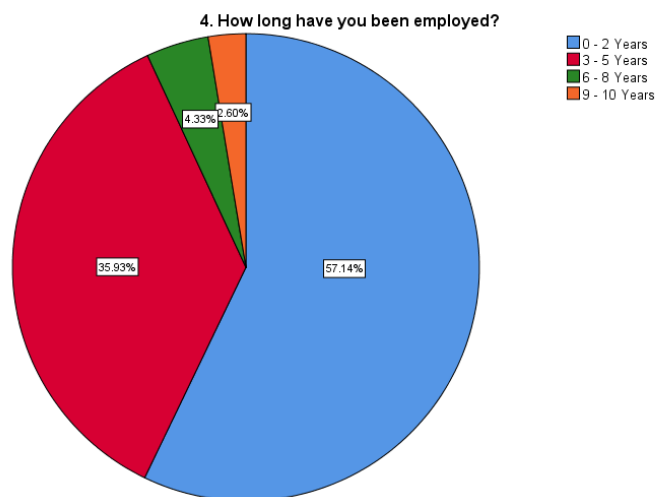


Figure 4.3.4 Employment Length of Respondents (SPSS, 2019)

Lastly, the employment status of the respondents is shown in figure 4.3.5 below. Majority of respondents are working full time in their organization with 85.28% of them, while 12.12% and 2.6% of respondents working part time and contract respectively in their organizations.

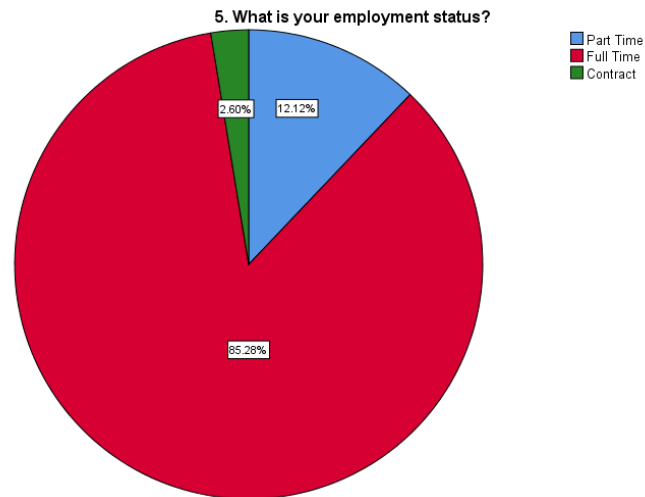


Figure 4.3.5 Employment Status of Respondents (SPSS, 2019)

4.4 Hypothesis Testing

In this section, the hypothesis testing for the 7 hypotheses proposed in the earlier chapters will be conducted and the results will be discussed.

4.4.1 Correlation

Pearson's correlation is used to understand the strength of relationship between LMX and the organizational commitment of employee in education industry of Nilai.

According to the table 4.4.1.1 below, the following conclusion can be made:

There is a significant and strong positive correlation between LMX and Organizational Commitment as $p < 0.05$ and $r = 0.765$.

There is a significant and strong positive correlation between affect as a LMX dimensions and Organizational Commitment as $p < 0.05$ and $r = 0.758$.

There is a significant and strong positive correlation between loyalty as a LMX dimensions and Organizational Commitment as $p < 0.05$ and $r = 0.688$.

There is a significant and strong positive correlation between contribution as a LMX dimensions and Organizational Commitment as $p < 0.05$ and $r = 0.610$.

There is a significant and strong positive correlation between professional respect as a LMX dimensions and Organizational Commitment as $p < 0.05$ and $r = 0.582$.

There is a significant and strong positive correlation between narcissism as a LMX dimensions and Organizational Commitment as $p < 0.05$ and $r = 0.505$.

There is a significant but weak positive correlation between ethnocentrism as a LMX dimensions and Organizational Commitment as $p < 0.05$ and $r = 0.247$.

Table 4.4.1.1

Correlation between LMX and its Dimension and Organizational Commitment

		Organizational Commitment
LMX	Pearson Correlation	.765
	Sig. (2-tailed)	.000
	N	231
LMX_Affect	Pearson Correlation	.758
	Sig. (2-tailed)	.000
	N	231
LMX_Loyalty	Pearson Correlation	.688
	Sig. (2-tailed)	.000
	N	231
LMX_Contribution	Pearson Correlation	.610
	Sig. (2-tailed)	.000
	N	231
LMX_ProfessionalRespect	Pearson Correlation	.582
	Sig. (2-tailed)	.000
	N	231
LMX_Narcissism	Pearson Correlation	.505
	Sig. (2-tailed)	.000
	N	231
LMX_Ethnocentrism	Pearson Correlation	.247
	Sig. (2-tailed)	.000
	N	231

4.4.2 Multiple Regression

In this section, multiple regression is used to understand which of the LMX dimensions contributes most significantly to organizational commitment.

The result of the multiple regression is tabulated in table 4.4.2.1 below, it is found that LMX and its dimensions statistically contributes to the variation in organizational commitment because the $p < 0.05$ while the F value is 75.874. The R^2 value of 0.670 indicates that LMX and its dimensions are able to explain 67% of the variation in the organizational commitment.

Table 4.4.2.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.819	0.670	0.661	0.61705	0.67	75.874	6	224	.000

In terms of specific LMX dimensions, as can be seen from table 4.4.2.2 that affect, loyalty and ethnocentrism significantly influence organizational commitment since all of the p value is lower than 0.05, while contribution, professional respect and narcissism does not significantly influence organizational commitment.

Based on the standardised coefficient, affect ($\beta = 0.642$) is the most significant variable in contributing to the variation of organizational commitment, followed by loyalty ($\beta = 0.219$) and ethnocentrism ($\beta = 0.207$). On the other hand, professional respect has the lowest coefficient ($\beta = -0.102$), thus it was not a significant contributor to organizational commitment. Furthermore, tolerance and VIF for all variable was between 0.10 and 10, showing that there is no multicollinearity (Pallant, 2013).

Therefore, the multiple regression equation for this study as follows:

$$\text{Organizational Commitment} = 0.612 + 0.514(\text{affect}) + 0.186(\text{loyalty}) + 0.153(\text{ethnocentrism})$$

The equation is formulated based on the value of unstandardised beta coefficient with the highest of 0.514 (affect) and the lowest of -0.077 (professional respect). Thus, among the dimensions of LMX, affect is the most significant predictor of organizational commitment.

Table 4.4.2.2

Coefficient Table

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficient Beta	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.612	0.199		3.076	0.002		
Affect	0.514	0.058	0.642	8.797	0.000	0.276	3.617
Loyalty	0.186	0.060	0.219	3.099	0.002	0.295	3.388
Contribution	-0.005	0.073	-0.007	-0.073	0.941	0.178	5.632
Professional Respect	-0.077	0.074	-0.102	-1.054	0.293	0.158	6.341
Narcissism	0.071	0.044	0.089	1.607	.110	0.480	2.082
Ethnocentrism	0.153	0.035	0.207	4.321	0.000	0.638	1.566

4.5 Summary of Hypothesis Testing

The summary of hypothesis testing is shown below in table 4.5.1.

Hypothesis	Accept/Reject
H1: LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.	Accept
H1a: Affect as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.	Accept
H1b: Loyalty as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.	Accept
H1c: Contribution as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.	Reject
H1d: Professional Respect as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.	Reject
H1e: Narcissism as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.	Reject
H1f: Ethnocentrism as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.	Accept

Table 4.5.1 Summary of Hypothesis

From the correlation and multiple regression, it is found all the hypothesis proposed is accepted. From the correlation, all the LMX dimension has significant positive correlation with organization and all of them had strong correlation with the exception of ethnocentrism which had weak correlation. Since the hypothesis is to find the whether there is any significant relationship with organization commitment and LMX and its dimension and it is proven with correlation test. Through multiple regression, it is proven that affect had the most significant influence on organizational commitment followed by the loyalty and ethnocentrism.

Chapter 5 Conclusion and Recommendation

5.0 Overview

In this chapter, conclusion of the study and recommendation for future study will be put forth. Firstly, findings of the study will be given a conclusion. Followed by, explanations on the contribution of this study towards literature and industry. Next, the limitations and future direction were discussed to provide potential changes for future study in the related field. Finally, the chapter is concluded with a personal reflection towards the whole process of this study.

5.1 Discussion

In this section, the results from chapter 4 will be discussed in terms of comparison of results from previous study as well as possible factors that cause the difference in result if there is any. The discussion will be done by the basis of the 7 proposed hypotheses of this study for a more structured discussion.

H1: LMX Theory has a significant relationship with organizational commitment in education industry in Nilai.

Through this study it is found there is a significant and strong positive correlation between LMX as a whole construct and organizational commitment. With this it can be said that with higher quality of LMX interactions between leader and subordinates, the organizational commitment of the subordinates will be higher as well.

This result is aligned with the studies conducted previously albeit in a different context, nevertheless this proves that LMX is a very important aspect in maintaining or increasing organizational commitment of employee (Ansari et. al., 2014; Ansari et. al., 2015; Dhar et. al., 2014; Gligorovic et. al., 2015; Lim et. al., 2015).

H1a: Affect as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

This project has found that between affect as LMX dimension and organizational commitment, there is a significant and strong positive correlation. This means that with higher quality of LMX in terms of affect between leader and subordinates, the organizational commitment of the subordinate will be higher as well. It is also found that affect has the most significant contribution to the variance of organizational commitment.

The positive correlation aligned with the studies conducted previously but affect as the most significant dimension is not aligned with the other studies. The study has listed either loyalty or professional respect as the most significant dimensions (Ansari et. al., 2014; Ansari et. al., 2015; Dhar et. al., 2014; Gligorovic et. al., 2015; Lim et. al., 2015).

The difference could be because the cultural difference in the context of the previous study. According to Salleh and Sulaiman (2015), majority of organizations in Malaysia has many activities that cultivates the relationships between team members which includes the leader. Hyacinth (2018) has said employee don't quit their job, they quit their boss which further supports the statement.

H1b: Loyalty as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

The results of the study show that loyalty has a significant and strong positive correlation between loyalty as a dimension and organizational commitment. The study also found that loyalty is a significant dimension contribution to the variance of organizational commitment right after affect dimension.

This aligns with the previous studies, as mentioned previously loyalty is listed as the most significant dimension alongside professional respect dimension. Although loyalty is not the most significant dimension as reported by other studies, but it was still a very close second, thus it still holds true (Ansari et. al., 2014; Ansari et. al., 2015; Dhar et. al., 2014; Gligorovic et. al., 2015; Lim et. al., 2015).

H1c: Contribution as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

This project has found that between contribution as LMX dimension and organizational commitment, there is a positive correlation, but there is no significance towards the variance of organizational commitment.

This aligns with previous studies where it has contribution as a dimension of LMX with minimal to no significant influence on organizational commitment. This means that contribution as a dimension does not influence organizational commitment to the point of statistical significance (Ansari et. al., 2014; Ansari et. al., 2015; Dhar et. al., 2014; Gligorovic et. al., 2015; Lim et. al., 2015).

H1d: Professional Respect as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

As the results in the previous chapter shows, between professional respect as a dimension and organizational commitment there is a positive correlation but has no significant influence towards organizational commitment.

This does not align with the results achieved from studies conducted previously where it has professional respect as the most significant dimension instead, alongside with loyalty as dimension (Ansari et. al., 2014; Ansari et. al., 2015; Dhar et. al., 2014; Gligorovic et. al., 2015; Lim et. al., 2015).

Factors that could cause the difference could be the generation difference. According to the study conducted by Lim (2015), there is difference between the average score of professional respect of generation x respondents and generation y respondents. This could be explained by the statement of Sinek (2018) that goes along the line of millennial are much more self-critical where they focus more on themselves rather than any other people. This shows that with more generation y employee, professional respect as a dimension has no significant influence on organizational commitment.

H1e: Narcissism as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

The results of project as can be seen from the previous chapter shows that there is a positive correlation between narcissism as a dimension and organizational commitment but there is no significant influence towards organizational commitment.

This does not align with the other previous study conducted where it found narcissism has a negative correlation with organizational commitment. This means that the higher the narcissism score of employees, the lower the organizational commitment will for the committee (Ansari et. al., 2015; Harms and Grijaiva, 2013; Lim, 2015; Luo et. al., 2014).

This difference in the results could be explained by the fact that majority of organizations in Malaysia are more task focused than people focused (Neoh, 2014). This means that organization in Malaysia values task completion above everything, task must be completed in given time frame no matter what with no excuses (Koh, 2015). This causes the self-centeredness of a person increase the organizational commitment of the employee to increase because their self-centeredness aligns with the organization's goals which is to complete tasks. As long the employee completes the task faster and be better than the other employee without the need to communicate with other which makes a narcissistic person happy which will only contribute to increase the person's organizational commitment (Farid, 2017).

H1f: Ethnocentrism as a dimension of LMX theory has a significant relationship with organizational commitment in education industry in Nilai.

According to the test obtained from this study, ethnocentrism has a weak positive correlation and a significant contribution towards the variance of organizational commitment.

This does not align with previous study which obtained different result of ethnocentrism having negative correlation with organizational commitment, meaning the harder for a person to receive other culture or nationality into their organization, the lower their organizational commitment will be (Ansari et. al., 2015; Harms and Grijaiwa, 2013; Lim, 2015; Luo et. al., 2014)..

The difference in the result could be because according Ali et. al. (2018), Malaysia are more willing to accept other nationalities into their ranks compared to western countries which causes the results of this project which were conducted in Malaysia to be different from the previous studies that were conducted in western countries (Ansari et. al., 2015; Harms and Grijaiwa, 2013; Lim, 2015; Luo et. al., 2014).

In conclusion, this study reviews many existing literatures on the relationships between organizational commitment and LMX and its dimension (affect, loyalty, contribution, professional respect, narcissism and ethnocentrism). It is concluded that LMX as a whole construct has a strong positive correlation with organizational commitment and so does all its dimension except ethnocentrism which has weak positive correlation.

In terms of specific dimensions, it is concluded that affect was the most significant predictor of organizational commitment followed by loyalty with professional respect as the least significant predictor.

Management of education industry in Nilai would be hugely benefitted by this study since they will be able to gain a deeper and better understanding on how their management policy can be improved in order to increase their employee's organizational commitment by focusing on the particular dimension of LMX.

5.2 Contribution

In terms of academic, this study provided new insight on the relationship of LMX and its dimension and organizational commitment in a new context as there are limited study conducted on the context of eastern countries as well as the education industry.

The findings of this study also open up new promising opportunity for future study in similar context. For example, this study may stimulate the formulation of a new framework to better understand organizational commitment and LMX in governmental industry in Malaysia which could be a very interesting study.

In terms of industry, the conclusion from this study would be very useful for the education industry in Nilai as most of the existing studies are conducted either on other industries or western countries which might not represent the Malaysian context. This study discovered that LMX is important and effective in increasing organizational commitment.

Not only that, it is found that affect has the strongest correlation with organizational commitment thus industries could focus on specific dimension instead of doing all and in the end not achieving what they set out for.

5.3 Limitation of Study

It was found from the study that, the current findings contradict the findings of previous studies. This may be from the fact that the studies conducted previously were based on European countries and America. Therefore, the perspective of the research scholars may have varied. Again, the methods of research differ from one place to another and the challenges faced by researchers also differ. Therefore, it is suggested that the researchers must consider the factors found from different regions and assess them or make a comparative study to find the factors and how they differ.

Another major obstacle that was encountered in this research study was the difficulty in persuading employees in education industry to actually participate in the study activities. The amount of time required, a sense that the incentive was not worth the time, confusion or suspicion as to the nature of the study, or simply the levels of prior commitments that participants had during the full swing of the school year. Any or all of these may have contributed to the lack of participation. The fact is that such a small proportion of the 400 randomly selected sample participated also introduces a level of scepticism as to the representative nature of the participating sample.

5.4 Future Research Focus

For future research recommendations, it is divided into recommendations in terms of methodology and in terms of context.

In terms of methodology, longitudinal study is proposed for future study as it is able to capture the changes of perception to understand the cause and effect relationship between organizational commitment and LMX and its dimensions (Choong et al., 2012). Thus, future study might replicate the context of the study by using longitudinal designs with repeated measure to confirm the findings of this study.

Qualitative methodology are also proposed for the future study, questionnaire may not be able to fully capture the respondents perception and feeling towards the issue. With qualitative method such as interview etc, more raw data can be acquired, and the study could produce much more valuable findings.

In terms of context, for future studies, the scope of the study is recommended to increase as well. It can be increased in terms of geographical location or level of education. For this study only Nilai and postsecondary education were focused on, for future study the scope can be increased to include the state or continue in Nilai but include the secondary education as well.

The focus of the study can also be changed from organizational commitment to employee retention or employee turnover because according Ali et. al. (2018), these aspect has been major issues for Malaysia.

As the previous suggestion, the independent variable can also be changed to studied, such as different leadership theory or something entirely different like employee satisfactions, employee benefits, etc. to study organizational commitment even deeper and obtain more information on factors influencing organizational commitment.

5.5 Personal Reflection

I have chosen this research topic because of my personal interest in the leadership theory as well as man management. I believed by completing this study, I will acquire much better understanding of LMX and organizational commitment which I will be able to apply in my career in the future.

The process of searching for literature that relates to my research topic was long and arduous as there are very limited studies on the context that I have chosen, but in the process I have learned a lot about LMX and organizational commitment in terms of other context which in the long run helped me to complete this study by applying whatever I learned into the study.

This study has changed my perception towards the importance of a context difference, I always had the perception that the result would be the same regardless of context. Through this study I found that results may vary depending on the context. The results might be affected by the cultural difference, industry policy and so on.

These 14 weeks that I used to work on this MBA project was short yet long at the same time, there were times were the time was so rushing and I have to learn to manage my time properly. I have learned so much through working on this study.

Last but not least, I would like to thank Dr. Yip Foon Yee for her her time spent in providing valuable guidance and support through out the completion of the research especially during hard time when I had family issues. I would not be able to complete this study if not for her valuable feedback and support.

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Appendices

Appendix A: UH Ethics Confirmation and Notification



SOCIAL SCIENCES, ARTS AND HUMANITIES ECDA

ETHICS APPROVAL NOTIFICATION

TO: Khishar Muhammad bin Mohd Faizal Segaran

CC: Dr. Yip Foon Yee

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

DATE: 18/03/19

Protocol number: BUS/PGT/CP/04043

Title of study: Leader–Member Exchange Theory on and Organizational Commitment in the Education Industry in Nilai

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: 18/03/19 To:

03/05/19

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&restricttcategory=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 B: Questionnaire

Leader-Member Exchange (LMX) Theory on Organizational Commitment in the Education Industry in Nilai

Dear participants,

This study is a requirement for the partial fulfillment of Master of Business Administration program (MBA) at INTI International University. This questionnaire is designed to conduct a survey to gather more information on the influence of Leader-Member Exchange (LMX) Theory on Organizational Commitment in the Education Industry in Nilai. The researchers sincerely hope that you would make this study a success by answering all questions frankly, honestly and thoroughly.

Your privacy would be retained and no information obtained from this study shall be disclosed in any manner that would identify you. All information obtained would be kept strictly confidential. The data obtained will be analyzed as a group for statistical purposes.

Please be noted that once you have started the questionnaire, it means you have understood the above and have given your consent to share your data with the researcher. Kindly complete the questionnaire by answering all questions in each section. We wish to thank you in advance for your cooperation and participation in this study.

Yours sincerely,
Khishar Muhammad.

* Required

CONSENT FORM FOR STUDIES INVOLVING HUMAN PARTICIPANTS

I hereby freely agree to take part in the study entitled Leader–Member Exchange Theory on Organizational Commitment in the Education Industry in Nilai. (UH Protocol number BUS/PGT/CP/04043)

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, how the information collected will be stored and for how long, and any plans for follow-up studies that might involve further approaches to participants. I have also been informed of how my personal information on this form will be stored and for how long. 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.

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 my participation in this study may reveal findings that could indicate that I might require medical advice. In that event, I will be informed and advised to consult my GP. If, during the study, evidence comes to light that I may have a pre-existing medical condition that may put others at risk, I understand that the University will refer me to the appropriate authorities and that I will not be allowed to take any further part in the study.

5 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.

6 I have been told that I may at some time in the future be contacted again in connection with this or another study.

Do you agree to do the questionnaire and have the result recorded and used in the author's project ? *

Yes

No

NEXT

Leader-Member Exchange (LMX) Theory on Organizational Commitment in the Education Industry in Nilai

Please read through the participant information sheet below for better understanding of your involvement in this study.

PARTICIPANT INFORMATION SHEET

1 Title of study

Leader-Member Exchange Theory on Organization Commitment on Education Industry in Nilai

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 purpose of this study is to verify the relationship of LMX theory and organizational commitment and the extent of influence of LMX on organizational commitment.

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 participant eligible to participate in this study is employees of education industry in Nilai, aged from 18-55 years old.

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 10-20 minutes

7 What will happen to me if I take part?

The first thing to happen will be participant are told their option to join or reject to answer questionnaires for this study. In the case of participant are willing to join, they are told purpose of the study and given the questionnaire to be answered. The data will then be collected and will be destroyed after a set period.

8 What are the possible disadvantages, risks or side effects of taking part?

There are none

9 What are the possible benefits of taking part?

The possible benefit of taking part in this research is that this study provide insights into superiors of education industry in Nilai to better manage the employee and determine whether a stratified management policy customized.

10 How will my taking part in this study be kept confidential?

The questionnaire will only be accessible by the principal investigator. No third party is allowed to access the data and data will be stored with password protected. The answer will not be revealed to other parties. Data collected is only be used for this study only

11 Audio-visual material

No intention to create audio-visual.

12 What will happen to the data collected within this study?

The data collected will be stored electronically, in a password-protected environment, for 12 months, after which time it will be destroyed under secure conditions.

13 Will the data be required for use in further studies?

The data will not be used in any further studies.

14 Who has reviewed this study?

This study has been reviewed by:

The University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority

The UH protocol number is BUS PGT CP 04043

15 Factors that might put others at risk

There will be no medical conditions or non-medical circumstances that might or had put others at risk in this study.

16 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:

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:

Researcher: Khishar Muhammad bin Mohd Faizal Segaran

Email: Khishar10@gmail.com

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.

BACK

NEXT

Leader-Member Exchange (LMX) Theory on Organizational Commitment in the Education Industry in Nilai

* Required

Section A

Please choose the option that represent you.

1. Gender *

Female

Male

2. Nationality *

Malaysian

International

3. University *

INTI International University

Nilai University

Manipal International University

Universiti Sains Islam Malaysia (USIM)

4. How long have you been employed? *

- 0 - 2 years
- 3 - 5 years
- 6 - 8 years
- 9 - 10 years
- More than 10 years

5. What is your employment status? *

- Part Time
- Full time
- Contract

BACK

NEXT

Leader-Member Exchange (LMX) Theory on Organizational Commitment in the Education Industry in Nilai

* Required

Section B

Please select the options that represent your opinion towards the questions below.

6. I feel like part of the family at this organization *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

7. I feel emotionally attached to this organization *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

8. I would not leave my organization right now because of my sense of obligation to it. *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

9. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

10. I would feel guilty if I left this organization now *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

11. I like my leader/subordinate very much as a person *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

12. My leader/subordinate is the kind of person one would like to have as a friend *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

13. My leader/subordinate is a lot of fun to work with *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

14. My leader/subordinate defends my decisions, even without complete knowledge of the issue in question *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

15. My leader/subordinate would come to my defend if I were attacked by others *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

16. My leader/subordinate would defend me to others in the organization if I made an honest mistake *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

BACK

NEXT

Leader-Member Exchange (LMX) Theory on Organizational Commitment in the Education Industry in Nilai

* Required

Section B Continued

Please select the options that represent your opinion towards the questions below.

17. I provide/receive support and resources for my leader/subordinate that goes beyond what is specified in my job descriptions *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

18. I am willing to apply extra efforts, beyond those normally required, to help my leader/subordinate meet his/her work goals *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

19. I do not mind working my hardest for my leader/subordinate *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

20. I am impressed with my leader/subordinate knowledge of his/her job *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

21. I respect my leader/subordinate knowledge of and competence on the job *

1 2 3 4 5 6 7

22. I admire my leader/subordinate professional skills *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

23. I deserve to be seen as a great personality *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

24. Being a very special person gives me a lot of strength *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

25. I manage to be the center of attention with my outstanding contribution *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

26. Restrictions should be put on all hiring of foreigners *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

27. Foreigners should not be allowed to work in local organizations *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

28. Foreigners should be taxed (income tax, etc.) heavily to reduce their entry to my country *

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

Thank you for your responses.

Appendix C: Turnitin Report

MBA Project			
ORIGINALITY REPORT			
9%	5%	3%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	John Suprihanto, Tunjung Dhamalia Wrangkani, Andreasta Meliala. "The relationship between internal marketing and the organizational commitment of doctors and nurses at Mardi Waluyo Hospital, Metro Lampung Indonesia", International Journal of Healthcare Management, 2016 Publication	1%	
2	Submitted to University of Northampton Student Paper	1%	
3	www.icommercecentral.com Internet Source	1%	
4	Submitted to University of Southampton Student Paper	<1%	
5	statistics.laerd.com Internet Source	<1%	
6	Leadership & Organization Development Journal, Volume 37, Issue 8 (2016) Publication	<1%	

7	downloadkemanx.blogspot.com Internet Source	<1%
8	sutir.sut.ac.th:8080 Internet Source	<1%
9	Submitted to Higher Education Commission Pakistan Student Paper	<1%
10	L. Olsson, S. Hemlin, A. Pousette. "A multi-level analysis of leader–member exchange and creative performance in research groups", The Leadership Quarterly, 2012 Publication	<1%
11	doras.dcu.ie Internet Source	<1%
12	www.omicsonline.org Internet Source	<1%
13	Submitted to Segi University College Student Paper	<1%
14	vaultumbraco.infobaselearning.com Internet Source	<1%
15	www.rochester-citynews.com Internet Source	<1%
16	Submitted to University of Hull Student Paper	<1%

17 Submitted to Monash University <1%
Student Paper

18 Submitted to Universiti Teknologi MARA <1%
Student Paper

19 docplayer.net <1%
Internet Source

20 Submitted to Norwich City College of Further and Higher Education, Norfolk <1%
Student Paper

21 Cheng Wang, Huanbin Liu. "Generalized Ridge Estimation and Its Application in Factor Analysis Method", 2009 International Conference on Research Challenges in Computer Science, 2009 <1%
Publication

22 eprints.aston.ac.uk <1%
Internet Source

23 uir.unisa.ac.za <1%
Internet Source

24 www.ukessays.com <1%
Internet Source

25 Kenneth S. Law. "Currencies of exchange and global LMX: How they affect employee task performance and extra-role performance", Asia Pacific Journal of Management, 04/01/2009 <1%

Publication

26 espace.curtin.edu.au <1 %
Internet Source

27 Mahfooz A. Ansari, Daisy Kee Mui Hung, Rehana Aafaqi. "Leader-member exchange and attitudinal outcomes: role of procedural justice climate", Leadership & Organization Development Journal, 2007 <1 %
Publication

28 Submitted to Laureate Higher Education Group <1 %
Student Paper

29 Submitted to University of the Sunshine Coast <1 %
Student Paper

30 Submitted to British University In Dubai <1 %
Student Paper

31 Submitted to London School of Marketing <1 %
Student Paper

32 Submitted to University of Wales central institutions <1 %
Student Paper

33 Submitted to Coventry University <1 %
Student Paper

34 www.azmproperties.com <1 %
Internet Source

35 Submitted to University of Newcastle <1%
Student Paper

36 Hyejin Bang. "Leader-member exchange in <1%
nonprofit sport organizations : The impact on
job satisfaction and intention to stay from the
perspectives of volunteer leaders and
followers", Nonprofit Management and
Leadership, 09/2011
Publication

37 Zhenpeng Luo, Haiyan Song, Einar Marnburg, <1%
Torvald Øgaard. "The impact of relational
identity on the relationship between LMX,
interpersonal justice, and employees' group
commitment", International Journal of
Hospitality Management, 2014
Publication

38 journals.sagepub.com <1%
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39 repository.up.ac.za <1%
Internet Source

40 Submitted to The Hong Kong Polytechnic <1%
University
Student Paper

41 blogs.nst.com.my <1%
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43 www.cscanada.net <1 %
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44 Xiaomin Yu, Yang Wu, Congwei Xu. <1 %
"Transformational Leader Behavior and Efficacy Beliefs: The Mediating Role of Leader-Member Exchange (LMX) Across Culture", 2008 4th International Conference on Wireless Communications, Networking and Mobile Computing, 2008
Publication

45 Shiva, M. S. A. M., and D. Suar. "Leadership, LMX, Commitment and NGO Effectiveness: Transformational Leadership, Leader-Member Exchange, Organizational Commitment, Organizational Effectiveness and Programme Outcomes in Non-Governmental Organizations", International Journal of Rural Management, 2010. <1 %
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"Wild foods (plants and animals) in the green
famine belt of Ethiopia: Do they contribute to
household resilience to seasonal food
insecurity?", Forest Ecosystems, 2015
Publication

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Internet Source

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Internet Source

52 Lisa Dragoni. "Understanding the Emergence <1%
of State Goal Orientation in Organizational
Work Groups: The Role of Leadership and
Multilevel Climate Perceptions.", Journal of
Applied Psychology, 2005
Publication

Exclude quotes Off Exclude matches < 5 words
Exclude bibliography On

Appendix D: Project Log

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:	Khishar Muhammad bin Mohd Faizal Segaran
Supervisor's Name:	Dr. Yip Foon Yee
Dissertation Topic: Leader–Member Exchange (LMX) Theory on and Organizational Commitment in the Education Industry in Nilai	

SECTION A. MONITORING STUDENT DISSERTATION PROCESS

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

Activity	Milestone/Deliverable Date							
	30 th January	15 th February	5 th March	18 th March	10 th April	22 nd April	3 rd May	
Briefing	√							
Ethics Form submission		√						
Chap 1 – 3 submission			√					
Proposal Defense				√				
Chap 1 - 5 submission					√			
Viva Session						√		
Project submission							√	

SECTION B. ETHICS

Ethics form protocol number: BUS/PGT/CP/04043

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	24 th January 2019
Progress Made	
Agreed Action	1) Read and summarize journal related to topic 2) design Gantt Chart
Student Signature	<i>K. Kishor</i>
Supervisor's Signature	<i>[Signature]</i>

Meeting 2

Date of Meeting	30 th January 2019
Progress Made	1) Journal summary was produced 2) Gantt Chart was produced
Agreed Action	Complete chapter 1 to 3
Student Signature	<i>K. Kishor</i>
Supervisor's Signature	<i>[Signature]</i>

Meeting 3

Date of Meeting	8 th February
Progress Made	Chapter 1-3 produced
Agreed Action	Make enhancement on chapter 2 and 3
Student Signature	<i>K. Kishor</i>
Supervisor's Signature	<i>[Signature]</i>

Meeting 4

Date of Meeting	12 th February 2019
Progress Made	Enhanced chapter 2 and 3 produced
Agreed Action	Prepare questionnaire questions
Student Signature	<i>K. Fisher</i>
Supervisor's Signature	<i>Kenya</i>

Meeting 5

Date of Meeting	5 th March
Progress Made	Questionnaire draft was prepared
Agreed Action	1) continue enhancing chapter 1-3 according to feedback 2) Reliability and validity of proposed questionnaire question
Student Signature	<i>K. Fisher</i>
Supervisor's Signature	<i>Kenya</i>

Meeting 6

Date of Meeting	12 th March
Progress Made	Chapter 1 to 3 was enhanced according to feedback
Agreed Action	prepare slides for Proposal Defense
Student Signature	<i>K. Fisher</i>
Supervisor's Signature	<i>Kenya</i>

Meeting 7

Date of Meeting	15 th March
Progress Made	1) Slides for proposal defense was produced 2) Mock proposal defense was conducted
Agreed Action	1) Make changes to proposal defense slides according to feedback 2) Reliability and validity of proposed questionnaire question
Student Signature	<i>K. Kishor</i>
Supervisor's Signature	<i>[Signature]</i>

Meeting 8

Date of Meeting	27 th March
Progress Made	Reliability and validity of proposed questionnaire question produced
Agreed Action	1) Make changes to chapter 1 to 3 based on proposal defense feedback 2) Prepare for questionnaire distribution
Student Signature	<i>K. Kishor</i>
Supervisor's Signature	<i>[Signature]</i>

Meeting 9

Date of Meeting	12 th April
Progress Made	1) data collected from survey 2) chapter 1 to 3 enhanced according to feedback
Agreed Action	1) Prepare for VIVA 2) Analyze data and prepare chapter 4 and 5
Student Signature	<i>K. Kishor</i>
Supervisor's Signature	<i>[Signature]</i>

Meeting 10

Date of Meeting	22 nd April
Progress Made	1) VIVA conducted 2) Chapter 4 and 5 produced
Agreed Action	Make changes to chapter 4 and 5 according to feedback from VIVA
Student Signature	<i>K. Fisher</i>
Supervisor's Signature	<i>Kenya</i>

Meeting 11

Date of Meeting	26 th April
Progress Made	Full project write up produced
Agreed Action	Make changes to write up according to feedback
Student Signature	<i>K. Fisher</i>
Supervisor's Signature	<i>Kenya</i>

Meeting 12

Date of Meeting	3 rd May
Progress Made	Enhanced write up produced
Agreed Action	Project final submission
Student Signature	<i>K. Fisher</i>
Supervisor's Signature	<i>Kenya</i>



Section D. Comments on Management of Project

Student Comments:

Very grateful for the help of the supervisor to keep pushing and encouraging me to keep on track for the completion of the project. There have been few times where I had fallen off track in terms time management in completing the project but with the help of supervisor, I was able to complete the project in time.

Supervisor Comments:

The project worked out a very important and actual topic. This finding of the research contribute on education industry. The student worked with enthusiasm and keenness. Overall, the project is satisfied.

Signature of Student		Date: 3 rd May 2019
Signature of Supervisor		Date: 3 rd May 2019
Ethics Confirmed	BUS/PGT/CP/04043	Date: 18 th March 2019

