



Faculty of Cognitive Sciences and Human Development

**EXAMINING THE RELATIONSHIP BETWEEN CAREER
DEVELOPMENT OPPORTUNITIES AND EMPLOYEE RETENTION
AT THE RETAIL ORGANIZATION**

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**Examining the relationship between career development opportunities and employee retention
at the retail organization.**

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The project entitled 'Examining the relationship between career development opportunities and employee retention at the retail organization' was prepared by Cereda Anak Ampas and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor in Human Resource Development with Honours.

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ABSTRACT

This study aims to examine the relationship between career development opportunities (coaching, training programs and promotion) and employee retention at the retail organization. The objectives of this study were to examine the relationship between career development opportunities and employee retention at the retail organization. This research is grounded in Expectancy Theory and the Ability, Motivation, and Opportunity (AMO) Model. The study used quantitative research design involving a population of 100 retail workers at one of the supermarkets in Kuching, Sarawak with a maximum sample size of 80 respondents. Data was collected through a questionnaire distributed online via Google Forms. Then, the data was analyzed using the Statistical Package for Social Sciences (SPSS). The relationship between career development opportunities and employee retention was analyzed using Spearman's rank correlation coefficient meanwhile the dominant career development opportunity affecting employee retention was identified by using multiple linear regression. The findings revealed that researchers fail to reject all the alternative hypotheses and there is a moderate positive relationship between career development and opportunities and employee retention. The results also show that among all the variables studied, training programs are the most dominant career development opportunity affecting employee retention. Hence, based on this study, it is recommended that organizations should consider focusing on creating training programs in order to reduce employee turnover rate and subsequently improve employee retention in the organization.

Keywords: Career Development Opportunities, Employee Retention, Coaching, Promotion, Training Programs

ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan antara peluang pembangunan kerjaya (bimbingan, program latihan dan kenaikan pangkat) dengan pengekalan pekerja dalam organisasi peruncitan. Objektif kajian ini adalah untuk mengkaji hubungan antara peluang pembangunan kerjaya dan pengekalan pekerja dalam organisasi peruncitan. Kajian ini berasaskan Teori Jangkaan dan Model Keupayaan, Motivasi dan Peluang (AMO). Kajian menggunakan reka bentuk kajian kuantitatif yang melibatkan populasi seramai 100 orang pekerja runcit di salah satu pasaraya di Kuching, Sarawak dengan saiz sampel maksimum sebanyak 80 orang responden. Data dikumpulkan melalui borang soal selidik yang diedarkan secara dalam talian iaitu melalui Google Forms. Kemudian, data dianalisis menggunakan Pakej Statistik untuk Sains Sosial (SPSS). Hubungan antara peluang pembangunan kerjaya dengan pengekalan pekerja dianalisis menggunakan korelasi peringkat spearman manakala peluang pembangunan kerjaya yang paling dominan yang mempengaruhi pengekalan pekerja dikenal pasti melalui regresi linear berganda. Penemuan mendedahkan bahawa penyelidik gagal menolak semua hipotesis alternatif dan terdapat hubungan positif yang sederhana antara peluang pembangunan kerjaya dengan pengekalan pekerja. Keputusan juga menunjukkan bahawa antara semua pembolehubah yang dikaji, program latihan merupakan peluang pembangunan kerjaya yang paling dominan dalam mempengaruhi pengekalan pekerja. Oleh itu, berdasarkan dapatan kajian ini, disarankan agar organisasi harus mempertimbangkan untuk memberi tumpuan kepada mewujudkan program latihan bagi mengurangkan kadar pusing ganti pekerja dan seterusnya meningkatkan pengekalan pekerja dalam organisasi.

Kata kunci: Peluang Pembangunan Kerjaya, Pengekalan Pekerja, Bimbingan, Kenaikan Pangkat, Program Latihan

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This study examines the relationship between career development opportunities and employee retention at the retail organization. This chapter is divided into ten sections. The first section introduces the study. The subsequent sections cover the background of the study, problem statement, research objectives, research hypotheses, conceptual framework, definition of terms and significance of the study. Finally, a chapter summary is included in the last section to provide an overview of the entire chapter. This chapter offers a clear and comprehensive insight into the study.

1.1 Background of Study

Employee retention refers to a company's ability to consistently retain its workforce for an extended period. In today's competitive industry, employee retention is one of the main challenges faced by organizations. According to Murtiningsih (2020), Human Resource Management faced a problem of a turnover intention which is the employees desire to move to another organization to get or find better opportunities or conditions. This led to a high result in employee turnover rates within organizations. Therefore, organizations need to implement effective career development opportunities within an organization to provide employees with strong reason for employees to remain in the organization. Employees are more likely to stay if organizations they work with provide a career development opportunity for their employees that make them feel motivated and likely to stay meanwhile organization will be able to retain a good and skilled employees in the organizations.

At the **global level**, the retail industry is one of the fastest-growing industries in the world, leading to an increased employee turnover rate, which remains a continuous challenge

for the industry. Therefore, career development opportunities have been recognized as one of the keys for employees to stay within an organization. A study by Nguyen (2020) states that career development opportunities are one of the workplace factors that have a direct impact on retention, as long as employees feel that they are continuously growing and learning, the likelihood of them leaving decreases. Additionally, a study by Ghani et al. (2022) also emphasizes that career growth opportunities can increase employees' tendency to remain at their current workplace because such opportunities can boost employees' motivation to stay in their jobs.

Additionally, at the **Asia level**, the retail industry is a rapidly growing sector, which has led to a high demand for a skilled and abundant workforce. In this regard, to remain efficient in operations, organizations must retain their skilled employees to maintain operational efficiency. Most recent studies suggest that offering career development opportunities is a key factor in increasing employee retention. For example, research by Ferdiana et al. (2023) states that career development has a positive impact on employee retention because a good career development program can help individuals meet their needs based on their abilities. By fostering employee loyalty to remain in the organization, this can help the retail industry compete with one another in a highly competitive market. A study by Ying et al. (2022) explores how a company can reduce high turnover rates while prioritizing workforce development. These findings indirectly highlight how career development programs are essential components in retaining a productive and committed workforce in the Asian retail industry.

At the **Malaysia level**, Malaysia is recognized as a rapidly developing, progressive and innovative country. As of November 15, 2024, the Department of Statistics Malaysia reported that the economy had grown by 5.3% (Department of Statistics Malaysia, n.d.). A study by N. M. Kasa et al. (2023) indicates that the issue of employee turnover has become an important issue that has developed in developing countries such as Malaysia. Consequently, employee

turnover is one of the challenges that faced by Malaysian organizations. Mustafa et al. (2024) also stated that right now employers in Malaysia face high turnover rates among their employees. Therefore, organizations must consider well-thought-out and effective plans or strategies to reduce this turnover rate from continuously increasing. A study by Basnet (2024) emphasizes that offering professional development opportunities by companies is important for retaining employees, especially those who are seeking development and growth in their careers for long-term advancement.

Furthermore, at the **industry level**, the retail industry is part of a sector that is growing well. Additionally, this retail industry plays an important role in driving the country's economy and contributing positively to Malaysia's economic growth. Recently, the retail industry in Malaysia has experienced rapid growth over the past few years, leading to many competitors in the sector, which plays a role in meeting the diverse needs of consumers and maintaining customer satisfaction as well as operational efficiency. However, the retail industry still faces challenges in retaining its employees. In October 2024, retail trade in Malaysia saw an increase of 7.1 percent to RM64.9 billion, driven by an 8.5 percent increase in non-specialist store retail sales, reaching RM24.9 billion (Department of Statistics Malaysia, n.d.). Therefore, Xuecheng et al. (2022) stated that career development opportunities can be considered crucial for employee retention, given that the retail industry is one of the main contributors to the country's economy. According to Al-Suraihi et al. (2020), some of the local and international retailers in Malaysia include IKEA, Mr DIY, AEON, and many others that offer a wide range of goods and services.

1.2 Problem Statements

Employee retention is crucial to ensuring the long-term success of an organization. Therefore, to retain employees and reduce turnover rates, organizations must identify strategies that attract employees to remain within the organization. This has become a significant

challenge for organizations as they need to protect their operations from disruption, including increased costs and decreased productivity efficiency.

Many organizations still lack a comprehensive understanding of how career development opportunities can influence employee turnover rates, even though most organizations in the retail industry now offer career development opportunities for their employees. This is because many organizations lack clear guidelines on how these opportunities can enhance employee retention. The absence of effective and well-structured strategies may lead to inefficiencies in managing employee turnover and retaining talent. This is supported by a study by Hassan (2022), which states that the retail food sector is among the industries with the highest employee turnover rates. This is attributed to low wage offerings, inadequate and unsuitable job development and training, despite numerous attempts made by organizations. This creates a **practical gap** for employers or organizations in reducing high turnover rates among employees, particularly in today's competitive labor market, especially in the retail industry.

The identified **empirical gap** is that most existing studies on the relationship between career development opportunities and employee retention are limited but only few that have specifically focused on the retail industry, particularly in the context of Malaysia growing and competitive market. In the retail industry, the available research primarily focuses on factors that positively impact employee retention, while the role of career development opportunities in the retail industry remains underexplored or insufficiently studied. This is supported by a study by Tirta and Enrika (2020), which examined the effects of rewards and recognition as well as work-life balance on employee retention, using job satisfaction as a mediating variable. This indicates that studies on career development opportunities remain insufficient, as previous research have only focused on specific areas. Furthermore, many past studies have explored the relationship between these variables in other sectors, such as finance, hospitality,

manufacturing, and healthcare. For example, some study was found is studies by Khatun et al. (2023) examined the relationship between development opportunities and compensation with job retention that was done in the banking industry sector. Consequently, this has led to an incomplete understanding of how career development opportunities influence employee retention within the retail industry, particularly as the industry currently faces a significant challenge of a high employee turnover rate.

Finally, from the **theoretical gap** perspective, the application of established theories is insufficient for the retail industry. For instance, theoretical frameworks such as Herzberg's Two-Factor Theory often used to study the relationship between career development opportunities and employee retention. However, these theories do not fully focus on the retail industry that will creates a theoretical gap. The use of these theories in research might fail to account for the complexities of the retail industry. This is because Herzberg's Two-Factor Theory emphasizes that career advancement is a driver of employee retention, while hygiene factors are the main cause of job dissatisfaction (Miah & Hasan, 2022). Although Herzberg's Two-Factor Theory highlights that career advancement is one of the factors influencing employee retention, this theory only explains certain factors and does not specifically address the factors for employee retention in retail organizations. Retail jobs often have many part-time and temporary workers, as most employees in this sector consider their careers to be temporary. This creates unique factors for employee retention. This can increase the theoretical gap when applied to studies examining the impact of career development opportunities on employee retention in retail organizations.

Therefore, the researcher aims to examine whether career development opportunities is related to employee retention especially for retail industry. By identifying on how career development opportunities influence employee retention, this study can assist and help employers or organizations implementing effective strategies and give the full picture for

employers or organizations on how career development opportunities can be effectively influencing employee retention.

1.3 Research Objective

1.3.1 General Objective

The general objective of this research was to examine the relationship between career development opportunities and employee retention at the retail organization.

1.3.2 Specific Objectives

The specific objectives of this research were:

- To identify the relationship between coaching and employee retention at the retail organization.
- To identify the relationship between training programs and employee retention at the retail organization.
- To identify the relationship between promotion and employee retention at the retail organization.
- To identify the most dominant career development opportunity affecting employee retention at the retail organization.

1.4 Research Hypotheses

Ha1: There is a significant relationship between coaching and employee retention at the retail organization.

Ha2: There is a significant relationship between training programs and employee retention at the retail organization.

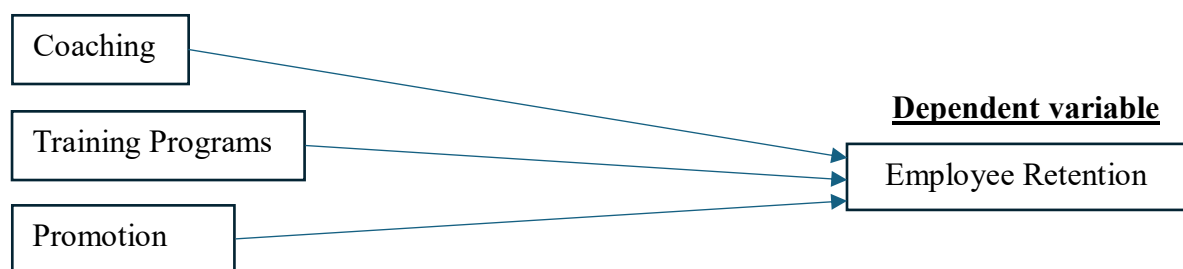
Ha3: There is a significant relationship between promotion and employee retention at the retail organization.

Ha4: There is a dominant career development opportunity affecting employee retention at the retail organization.

1.5 Conceptual Framework

This study aims to examine the relationship between career development opportunities, which are coaching, training programs and promotion, and employee retention at the retail organization. The conceptual framework visually illustrates career development opportunities as the independent variables that affecting employee retention, which are the dependent variable.

Independent variables: Career Development Opportunities



Source: (Omoikhudu, 2017; Bin et al., 2018; Njora & Ndegwa, 2020)

Figure 1: Proposed conceptual Framework of Study

1.6 Definition of Terms

This section will explain the definitions of terms that are used in the study. These terms will be explained first in conceptual and then in operational.

1.6.1 Employee Retention

Conceptual Definition:

According to Ghani et al. (2022), employee retention is defined as the process of maintaining or encouraging employees to stay with an organization for as long as possible to retain a competent workforce and meet the organization's operational needs.

Operational Definition:

In this study, employee retention refers to an organization's ability to retain its workforce or prevent employees from resigning or leaving the company to reduce employee turnover rates within a specific period.

1.6.2 Career Development Opportunities**Conceptual Definition:**

According to Muleya et al. (2022), career development opportunities refer to structured and formal planning to align the career needs of employees with the organization's requirements in maintaining its workforce.

Operational Definition:

In this study, career development opportunities refer to opportunities for an individual to advance in their career through programs, initiatives or any efforts provided by the organization or individuals aimed at enhancing the employee's knowledge, experience and skills.

1.6.3 Coaching**Conceptual Definition:**

According to Sidhu and Nizam (2020), coaching is one of the important extrinsic factors in driving employee success and organizational performance, using different coaching methods tailored to the preferences of the coach and participants for different objectives.

Operational Definition:

In this study, coaching is defined as a form of development where an individual, referred to as a coach, assists their student or client, often called a coachee, in achieving a personal or

professional goal by guiding the individual or through a training program designed by the coach.

1.6.4 Training Programs

Conceptual Definition:

According to Murtiningsih (2020), training is a process or activity specifically designed by organizations to enhance the knowledge and skills required by employees in their jobs.

Operational Definition:

In this study, training programs are initiatives designed by organizations aimed at enhancing employees' knowledge, skills and competencies to improve employee and organizational performance, increase efficiency, and ensure employees' capabilities align with the needs of the organization or industry.

1.6.5 Promotion

Conceptual Definition:

According to Obunga et al. (2024), promotion is a form of reward given to employees to motivate better job performance, as it encourages employees to put in greater effort and enhances organizational efficiency.

Operational Definition:

In this study, promotion refers to a reward given to employees by employers due to good performance, employee loyalty to the organization, and skill improvement, usually in the form of a job promotion or salary increase to motivate employees.

1.7 Significance of the Study

This study will discuss three key contributions of the research to Human Resource (HR) Practitioners, Organizations and Industry, and the Literary Context. This study will provide valuable and beneficial findings to stakeholders such as Human Resource (HR) Practitioners, Organizations and Industry, and the Literary Context regarding the relationship between career development opportunities and employee retention in retail organizations.

1.7.1 Human Resource (HR) Practitioners

Understanding how career development opportunities impact employee retention is crucial for HR practitioners. This is because HR practitioners play a vital role in designing career development programs as a strategy for retaining employees. This study can help HR practitioners in voicing suggestions and views. By examining various career development initiatives such as coaching, training programs and promotion, this study provides valuable insights for HR practitioners on their effects on employee retention. Findings of this study will be useful insights and information for HR practitioners especially in designing or developing more effective strategies or plan to retain employees by providing a better career development opportunity for employees. HR practitioners can develop strategic approaches and create or revise policies that foster long-term employee retention. This study emphasizes how career development opportunities can enhance employee motivation and satisfaction, ultimately leading to improved employee retention.

1.7.2 Organization and Industry

Organizations in the retail sector have faced significant challenges in employee retention due to high turnover rates. Through this study, the findings can be useful for organizations to realize the need to understand how career development opportunities can influence employees' decisions to remain within an organization. Organizations can utilize the findings of this study

to design more effective and attractive strategies for retaining employees. For example, organizations can introduce initiatives for employee growth, provide career advancement programs and manage employee talent effectively. Additionally, this study highlights that employees will feel valued if the organization cares about their career growth, ultimately increasing their loyalty to the organization. In turn, this will indirectly foster an increase in employee retention. This will bring numerous benefits to the organization, including retaining professional employees, improving organizational efficiency and reducing the costs associated with hiring new employees.

1.7.3 Literary Context

From an academic perspective, the findings of this study will contribute to the existing body of knowledge related to career development opportunities and employee retention, particularly in the retail industry. This study will provide up-to-date empirical data that can be used as a reference by future researchers, educators and scholars. Additionally, this study will contribute to expanding the existing literature on career development opportunities and employee retention, especially in the retail industry, which appears to be underexplored. Furthermore, it will help bridge the gap in previous literature, as most existing studies on career development opportunities and employee retention have primarily focused on other sectors, such as finance, healthcare and education. Therefore, this study will explore career development opportunities and employee retention more deeply within the retail industry, offering a greater understanding of how these opportunities influence employees' decisions to remain in an organization. Lastly, this study can serve as a reference for future researchers, inspiring them to further investigate career development mechanisms as a factor influencing employee retention across various industries.

1.8 Chapter Summary

This chapter are covered the overview on the research study topic whereas that outlined upon the background of study, problem statements, research objective, research hypotheses, conceptual framework, definition of terms and significance of the study. The following chapter 2 will further address issues related to the topic of the study, explore on the findings from past research and discuss theories and models relevant to the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This literature review is divided into five sections. The first section provides an introduction, while the second section addresses issues related to the topic of the study. Additionally, this chapter discusses findings from past research related to the study's topic and elaborates on the theories and models relevant to the study. Finally, a chapter summary is included in the last section to summarize the key points of this chapter. This chapter aims to provide a better understanding of the topic and establish a solid reference for future researchers.

2.1 Issues related to the topic of Study

2.1.1 Employee Retention

A study by Kasdorf and Kayaalp (2021) examined employees' perceptions of development and their intentions to stay in the process with potential mediating variables such as job satisfaction and supervisor support to deepen the understanding of how employees respond to such perceptions. The research analyzed survey responses from a healthcare organization. The data was drawn from an employee experience survey distributed to employees after one year of employment. The researchers noted that one of the biggest initiatives taken was the organization's ongoing merger with a large healthcare organization. The findings indicated a positive relationship between employees' perceptions of development, their intention to stay in the organization and job satisfaction. The study provided further evidence that employee development is an effective strategy for enhancing job satisfaction and reducing turnover rates. The researchers also highlighted that offering development opportunities and meaningful experiences makes employees aware of how much the organization values them, which in turn, fosters loyalty to the organization. The authors further

stated that the study offers a clear perspective to employers on what types of development they should provide for positive outcomes and emphasizes professional development. The researchers concluded that to enhance competitive advantages. Organizations need to take risks by investing in providing employees with positive experiences and development opportunities.

Next, a study by Houssein et al. (2020) investigated the influence of employee engagement, work-life balance and career growth on employee retention in the financial sector located in Djibouti. The researchers noted that human resources are crucial for organizational success and competitive advantage. The study involved 100 respondents using closed-ended questionnaires based on convenience sampling. Multiple regression analyses were employed to examine the relationship between independent variables and retention. The study revealed that employee engagement and career development have a positive and significant relationship with employee retention. It also showed that employee engagement has a greater impact on retention than career development. Meanwhile, work-life balance was found to have less importance in retaining employees compared to the other factors. The findings highlighted that employee engagement is a critical factor in employee retention. The researchers also emphasized that human resource development efforts should focus on employees' career growth to reduce turnover rates.

Furthermore, research by Nguyen and Duong (2021) examined the relationship between training and development, employee performance, job satisfaction and employee retention. The researchers emphasize that employee retention is one of the key challenges faced by organizations worldwide. This study employed a quantitative design with a sample size of 300 workers in Vietnam. The findings revealed a positive correlation between training and development and employee retention. The researchers also stated that job satisfaction has a positive effect on both employee retention and job performance. Additionally, they emphasized that human resource managers should focus on retaining employees and giving greater

attention to human resource practices related to training and development. This in turn, can improve job performance and employee satisfaction. Moreover, the researchers suggested that human resource managers could enhance employee performance by implementing a Key Performance Index (KPI) system, as it helps identify valuable employees within the company. In addition, HR managers should make well-informed decisions regarding employee retention, training and development, job satisfaction and job performance, as these factors directly and indirectly influence employee retention. Finally, the study concludes that training and development, job satisfaction and job performance are key factors influencing employee retention, as they contribute positively to retaining employees.

Additionally, a study by Khan et al. (2024) was investigated the influences of compensation and performance feedback on Employee Retention in Indian Retail Sector. Researchers used about 571 retail outlet sample respondents. In this study, researchers access the relationship among financial and performance feedback on employee retention. From the study's findings, researchers also found that intrinsic and extrinsic benefits portray an crucial role in performance feedback which also improving the organization employee retention. It's also emphasized that organization should have to look after their retention initiatives to ensuring employee satisfaction and improving their activity which is at the same time will reduce employee turnover rates.

Research by Sorn et al. (2023) was examined the effectiveness of compensation in maintaining employee retention. In these studies, researcher was emphasized that compensation was a crucial factor in employee retention. Researchers also mention that compensation play a crucial role in organization as employee are more likely to stay in the organization if they are satisfied with the pay given by the organization. It's also mention that organization must also focus on other factor such as opportunities for career development, communication, recognition and more. In this study it's also tell that company culture,

leadership and other benefits also one of the factors that can affect employee retention. After all, it is not only compensation that can affect employee retention, but compensation packages can be addressed as important factors that can influence employee retention. Overall, researchers mention that organization should look after factors that are important to employees and will retain talent that at the same time will leading to the organization success and sustainability.

Last but not least, study by Sishuwa and Phiri (2020) was to identify some factors that influencing employee retention in the transport and logistics industry in Africa based in one of Zambia's rural areas, Solwezi. This study was examined the possible solution that could lead to improving in employee retention. The findings from the research revealed that employee retention in this industry was influenced by job satisfaction, organizational commitment and workplace structures. It is because it can increase the job security and career development which attract employee to stay in the industry. However, researchers also revealed that individual characteristics didn't really influence in employee retention.

2.1.2 Career Development Opportunities

A study by Grogan (2024) investigates career development and employee retention practices in a selected public agency in Guyana. This study employs a quantitative research design and involves a total of 250 respondents from three public organizations in Georgetown. The final findings reveal that career counselling, career planning, training, guidance and mentoring of employees, and job rotation are common career development practices among public agencies in Guyana. The researcher also identifies compensation, job characteristics, training and development, supervisory support, and career opportunities as key factors influencing employee retention in Guyana's public agencies. However, the study has implications for managers. The researcher concludes that public agency staff in Guyana have attained varying levels of education. Additionally, the findings indicate that most respondents

have spent a significant amount of time at their respective agencies. Furthermore, the majority of respondents acknowledge career counselling, career planning, training, coaching and mentoring of employees, and job rotation as key career development practices in public agencies. Similarly, compensation, job characteristics, training and development, supervisory support, and career opportunities significantly impact employee retention in Guyana's public agencies. Moreover, the study establishes a significant and positive relationship between career development and employee retention.

A study by Thwin et al. (2023) examined the effect of career advancement on employee retention through a literature review. Career development is a strategy that significantly helps organizations increase employee satisfaction. It enhances satisfaction through both organizational and individual career planning. The findings indicate that organizations that prioritize employee career development experience positive effects on employee satisfaction, leading to higher overall job satisfaction. The researchers also stated that the study's objectives and goals were achieved. Additionally, they found that organizational career development planning is closely linked to employee retention. This type of planning can be implemented through organizational goals, training and development programs, and career ladders. Consequently, it impacts employee satisfaction and ultimately supports the organization's overall effectiveness. Each employee experiences varying levels of satisfaction. Employees are more likely to give their best effort to the company when they are informed about opportunities for career advancement, which in turn contributes to the company's profitability.

A study by Tang (2023) examined the relationship between non-financial rewards and employee retention in the retail industry: A case study of supermarket chain group in Hong Kong. This study was a quantitative study. From the research, it's said that it is challenging for managers to attract, retain and motivate employees which might be a reason for high turnover over rates. From the findings, half of the employees are satisfied with non-financial rewards

than financial rewards given by employers. Researchers emphasized that learning opportunities are the highest score and recognition is the lowest score. This showed that non-financial rewards such as education and training are the most influence factor for employee retention. The studies also revealed that organization should plan a new strategy such as reasonable appraisal system and facing employee problems with sincerity. This is important for improving employee retention in organization. In addition, researchers said that managers should be aware of the level of employee satisfaction and take action as soon as possible to retain employees.

A study by Asif and Nisar (2022) studies about the policies, rewards and opportunities: Antecedents of employee retention. Researchers state that it's crucial for human resources to attract and retain talented employee within the organization. This is because talented employee will produce a successful organisation. In this research findings, the researchers do mention that career development opportunities is one of the factors influenced employee retention. Its emphasis that employee's retention is related directly to organization success. This career development opportunities given a positive influence towards employee retention.

Lastly, research by khatun et al. (2023) Investigates the relationship between development opportunities and compensation with employer retention. This research was done in banking sector. This research goals are to comparing turnover determinants, development opportunities and compensation to find more effective retention factors. Research findings reveal that both developments opportunities and compensation have a relation with employer retention. Researcher also emphasize that managers should be aware about employee retention policies in appropriate setting. Managers should understand employee's perspective to ensure employee are satisfied and more likely to stay within the organization. This research also mention that employer should provide a better work environment for employees to reduce employee turnover rates.

2.2 Findings from Past Research related to the topic of Study

2.2.1 Employee Retention and Coaching

A study by Kamunya and Nzulwa (2020) investigated the influence of coaching on employee retention in the commercial banking sector. The study aimed to determine the impact of performance coaching, career coaching, life skills coaching and executive coaching on employee retention in commercial banks. The research involved 306 staff members from six selected commercial banks in Kenya. Moreover, the study employed probability sampling using stratified random sampling techniques to select a sample size of 136 respondents. The findings revealed that performance coaching, particularly goal setting, feedback, personal development and goal achievement had a positive influence on employee retention in commercial banks. The researchers also noted that career coaching helps ensure employees' interests are protected and their expectations are met. Consequently, employees can achieve personal milestones and plan their careers effectively. The study concluded that performance coaching has the most significant influence on employee retention in commercial banks, followed by career coaching, executive coaching and lastly, life skills coaching.

Next, a study by Romão et al. (2022) explored how leaders with coaching skills influence an individual's turnover intention through the mediating role of happiness. This study used a sample of 271 individuals from diverse organizations. The findings indicated that leadership coaching skills have a negative effect on employee turnover intentions and a positive effect on employee happiness. Based on this, the researchers emphasized that a leader's guidance skills are crucial, not only for enhancing employee happiness but also for reducing turnover intentions. Therefore, organizations should encourage every leader to provide regular guidance in their leadership. Employees' perception of their leader's coaching skills directly influences their happiness within the organization. Furthermore, organizations that promote the coaching skills of leaders help employees develop and improve their capabilities, ultimately

having a positive impact on employee happiness. Additionally, the organizational environment plays a vital role in employee commitment and can negatively affect turnover intentions. In conclusion, happy employees are less likely to leave the organization.

Additionally, a study by Lyons and Bandura (2021), aims at coaching in enhance learning processes and employee engagement to let the employee to learn, so they will be more skilled and work-engaged employee. Through this, its can positively influencing employee retention in the organization and at the same time let employee and employer learn something new. Researchers highlighted that managers are responsible for employee performance and retention of talent to learn about the reason of employee turnover.

Next, a study by Maamari et al. (2021) was conducted to investigates the impact of coaching on employee performance. This study will focus on how organisational citizenship behaviour (OCB) mediates the relationship between coaching and employee performance. This research involves of 567 employees across various Lebanese business sectors. Researchers aim to examined how coaching influences internal employee factors and how these will affect their performance. This research paper also highlighted that coaching positively affect employee either in their motivation, learning, commitment and more. Researchers also suggesting coaching as a crucial factor that can boost performance.

2.2.2 Employee Retention and Training Programs

A study by Elsafty and Oraby (2022) reviewed findings and results to explore the relationship between employee training and retention. The researchers stated that training is a crucial factor in enhancing organizational performance and can be considered a primary strategy for significantly influencing employee retention. However, the authors noted that such training practices are costly due to the high risks associated with expensive training. Therefore, this research aimed to examine the effects of training and development, job performance, job

satisfaction, and communication on employee retention. The study employed a survey method to collect data from employees working in the private sector in Egypt. The findings revealed that training and development, as well as employee satisfaction, positively influenced retention, while job performance had no effect on retention, and neither did communication. Finally, the researchers emphasized that the workforce is the most critical resource needed to achieve organizational goals. They also stressed the importance of planning and strategizing for organizational success to retain skilled and knowledgeable employees. Specific training programs should be implemented in all organizations to meet employee needs.

Next, a study by Khadka and Khadka (2024) examines how training and development programs, management support for staff, performance reviews, and prospects for future advancement contribute to overall employee retention in an organization. This study will consist of two goals which is evaluate the relationship between performance appraisal and future growth, training and development, as well as management support for employees with employee retention, examine the effect of performance appraisal and future growth, training and development and management support to employees with employee retention. The researchers also stated that this study provides valuable insights and understanding for readers. Additionally, they emphasized that organizations should seek ways to improve human resource practices and create a workplace that fosters long-term employee commitment, satisfaction, and organizational success. This study involved a final sample size of 297 working employees. The researchers used a survey questionnaire to collect primary data. The results revealed significantly positive correlations between the variables. The researchers highlighted the significant contributions of future growth opportunities, training, development, management support for employees, and performance reviews in explaining variations in employee retention. Furthermore, the study emphasized that an organization's success is closely linked to a strategic approach to creating a supportive work environment. Organizations should invest

in employee development to enhance long-term success. The findings from this study provide valuable insights for organizations in implementing strategies to increase employee commitment and satisfaction over an extended period.

Furthermore, a study by Murtiningsih (2020) was to examine the effect of compensation, training and development and organizational culture on job satisfaction and employee retention. This study was participated about 150 respondents. The findings revealed that compensation and training & development have a positive impact on job satisfaction, while organizational culture negatively affect job satisfaction. Researchers highlighted that compensation influences employee retention then organizational culture. Furthermore, researchers also stated that training and development positively influences employee retention through job satisfaction. This is because, the more the individual satisfied with the organization investment on their personal advancement, the more they will likely stay in that organization.

Moreover, a study by Kumari (2022) are discussing about the impact of training and development on employee's retention. This research highlighted that one of the strategies to retain employees is by considering providing a training to improving employee skills. Researchers also stated that training is a kind of investment from organization and expect commitment and retention from employees. Training also can be described as a long-term investment in employees to polish their skills, so that organization create a committed employees and this will indirectly affect retention rate. This study helps organizations to understands that training is important. When employees attend training, this will lead to the improving of the efficiency of the workforce and this will reduce employee turnover. Conclusion, training not only give benefits to employees but also to the organization.

2.2.3 Employee Retention and Promotion

Research by Chukwu (2019) examined the influence of staff promotion on employees and their turnover intentions in the food and beverage industry in Nigeria. The researcher highlighted that employee retention is complex, and there is no exact strategy to retain employees in an organization. Employees are likely to resign if their promotions are denied. This research utilized a survey instrument through the administration of questionnaires, involving 355 staff members of sampled firms. The findings revealed that employees would not intend to leave the organization if they were promoted at the appropriate time, if promotions were consistent, if promotion criteria were transparent, and if employees were satisfied with their promotions. Promotion significantly influenced employees' turnover intentions. The researcher also emphasized that organizations should promote employees regularly and at appropriate times. Therefore, when all these issues are given due attention and addressed, employees are less likely to have the intention to leave the organization.

Furthermore, research by Evan and Judith (2020) examined the effect of job promotion on employee retention in hotels in Kenya. The researchers used a descriptive survey research design for this study. The study included 213 hotels registered with the Hotelkeepers and Caterers Association in Kenya as the population, with a sample size of 137, determined using the Krejcie and Morgan formula. The findings revealed a positive and significant relationship between career development and employee retention in the hotel industry. Survey respondents suggested that management should reward and promote employees. Additionally, respondents stated that promotions should be based on merit and should be accompanied by salary increases and allowances. The researchers also emphasized that Human Resource Managers should develop Career Development Programs for eligible employees.

Furthermore, a study by Segbenya (2023) was conducted a study to examines the relationship between promotion and employee retention in Ghanaian Life Insurance Subsector:

Ascertaining Relationship and effect. The research was conducted in insurance industry in Ghana. Findings from the study revealed that promotion practices in the insurance sector were based on skills, education and performances. Researchers also state that employee retention are significantly related to promotion. Promotion provided such as communication, rewards, commitment and training. Surprisingly, this is related to employee retention and was a highest contributor on employee retention. Conclusion, organization should provide rewards as well as training as its lead to the retention of the employees in organizations.

2.3 Theory and Model related to the Study

2.3.1 Expectancy Theory

Expectancy theory was developed by Victor Vroom in 1964, is a psychological theory that explains motivation as a function of an individual's expectations about their ability to achieve desired outcomes. Victor Vroom argued that people are motivated to act in certain ways based on their belief that their efforts will lead to specific and valued rewards. Clearly, this theory seeks to explain motivated behavior as being driven by goal-oriented orientations. According to Fang (2023), employees are more likely to put greater effort into their work if they know that their efforts will be rewarded and improve their performance. This theory highlights three main components, which is **expectancy**, **instrumentality** and **valence**. First, **expectancy** refers to an individual's belief that their efforts will result in good performance. This belief is typically influenced by factors such as skills, self-confidence and past experiences. For example, employees see career development opportunities as achievable if they work hard as their hard work influences their performance, which motivates them to stay in the organization and perform well. Next, the **instrumentality** component can be described as the perception that good performance will lead to certain rewards. The reward given may be in the form of salary or promotion and recognition. For example, employees believe that good performance can increase their opportunities for career development as career development opportunities is

linked to employee performance. This encourages employees to stay in the organization because they want to fulfill their career expectations. Instrumentality will be low if the reward is the same for all performances for each person. On the other hand, **valence** can be defined as the value placed by an individual on the rewards, depending on their personal goals and desires. Some factors that affect valence include goals, needs, values and more. It can be described as the satisfaction caused by achieving a certain positive result. For example, employees need to receive rewards that align with their personal values, goals and needs. This includes offering clear pathways through promotions or leadership opportunities, which can lead to individual satisfaction while also increasing employee retention within the organization. A study by Lawler and Suttle (1973) also found that expectancy attitudes are significantly related to the efforts made and the resulting performance. When organizations make efforts to help their employees achieve their goals, improve their performance, meet their needs and provide opportunities to grow their careers, employees are more likely to stay and perform well in their jobs. Therefore, motivation is the result of these three components (expectancy, instrumentality and valence). In this context, it is said that if one of these components diminishes, motivation also decreases. Workplaces often use this strategy to design plans that align an employee's efforts with achievable performance goals and meaningful rewards, thereby increasing employee's retention, productivity and achieving overall satisfaction.

2.3.2 Ability, Motivation and Opportunity (AMO) Model

The **Ability, Motivation, and Opportunity (AMO) Model** was developed by Appelbaum, Bailey, Berg, and Kalleberg in 2000. This model was introduced to understand how high-performance work systems (HPWS) improve organizational performance by leveraging human capital. The AMO model is a framework often used to explain how employee performance and retention are influenced by three key factors: ability, motivation, and opportunity. The first factor is **ability**, which refers to the skills, knowledge, and competencies that employees need

to perform their jobs effectively. For example, training programs and coaching enhance employees' abilities to achieve their career goals and perform well by providing new skills or improving existing ones. The second factor in this model is **motivation**, which refers to employees' willingness to put effort into their work and remain with the organization. For instance, promotion is one way to motivate employees to stay loyal and perform better. An environment that fosters growth and motivation is more likely to increase employee retention. The third factor is **opportunity**, which refers to the chances provided by the organization that enable employees to enhance their skills and knowledge. Opportunities such as career pathways and advancement options make employees feel valued and recognized by the organization. For example, when organizations offer opportunities for promotion and career growth, employees are more likely to stay. This is supported by Mangal and Dhamija (2023), who stated that internal promotion is one of the key retention tactics. Similarly, Abba and Babanmairam (2021) highlighted that increased skills and career management opportunities help retain valuable employees. A lack of such opportunities can lead to poor performance, dissatisfaction, and higher turnover rates.

2.4 Chapter Summary

Conclusion, this chapter are discussing on the issues related to the study which is employee retention and career development opportunities. Researchers also added findings from past research that are related to the topic of study which is between dependent variable, employee retention and independent variables, coaching, training programs and promotion. The theory that had been chosen and discussed was expectancy theory that was developed by Victor Vroom in 1964. Meanwhile, the model that had been discussed related to the study was Ability, Motivation and Opportunity (AMO) Model by Appelbaum, Bailey, Berg, and Kalleberg in 2000. The following chapter 3 will further explain on research design, population, sample,

sampling procedure, research instrument, validity, reliability, data collection procedure, data analysis procedure and ethical considerations.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter will discuss the methodology used in this study. It includes the research design, population, sample, sampling procedure, research instrument, validity, reliability, data collection procedure, data analysis procedure and ethical considerations. This chapter is essential to understand the methods and processes used to collect data to ensure the relevance of the data for the study. The chapter will conclude with a summary.

3.1 Research Design

Research design refers to the overall strategy or plan that a researcher uses to logically integrate different components of a study. It includes structured data collection, statistical analysis and interpretation of data to ensure that hypotheses are effectively tested and addressed.

3.1.1 Quantitative Research

In this study, researchers used a quantitative research design by distributing adapted online questionnaires to targeted respondents through Google Forms. This method ensures efficiency for both respondents and researchers. The quantitative approach is widely used in research to collect, analyze and interpret numerical data. It has been chosen to identify relationships between variables and test hypotheses. This approach is suitable for the study, as it emphasizes objectivity, reliability and generalizability, enabling the researcher to conduct statistical analysis. According to Sukamolson (2007), quantitative research focuses on measuring social reality numerically by using rigid guidelines for collecting and analysing data. The collected data will be analyzed using statistical techniques with IBM SPSS Statistics 26, windows version to test the study's hypotheses and interpret the results. In this study, the quantitative

method is adopted to explore and examine the relationship between career development opportunities, specifically coaching, training programs and promotion, and employee retention.

3.1.2 Cross-Sectional Study

This study will use a survey-based approach, utilizing a cross-sectional study to collect the necessary data at a single point in time. The cross-sectional study method was chosen because this research involves multiple variables. It is essential for the researcher to identify and analyze potential relationships between independent and dependent variables by making comparisons for each variable. Therefore, the survey will be conducted using an online questionnaire through Google Forms, which will then be distributed to the targeted population or respondents. This method is convenient for both the researcher and respondents as it is flexible and helps save time and costs. Additionally, the questionnaire will use a four-point Likert scale, where 1 represents “Strongly Disagree”, 2 represents “Disagree”, 3 represents “Agree” and 4 represents “Strongly Agree”.

3.2 Population, Sample and Sampling Procedure

3.2.1 Population

According to Shukla (2020), the population refers to a set or group of units from which research findings are derived, while the sample is a smaller subset of this population. In this study, the **population** consists of employees employed in the three of supermarket located at Kuching, Sarawak. There were approximately 100 employees in these three supermarkets.

3.2.2 Sample

According to Acharya et al. (2013), sample is a subset of the population and this subset will be selected from the population for represent the larger population. The sample in this study is employees employed in the three of supermarket located at Kuching, Sarawak. The minimum **sample** size will be 80 employees in the three of supermarket located at Kuching, Sarawak

based on Krejcie & Morgan Table Population. This is because population of 100 employees require a minimum sample size of 80. The employee will be representing their perspectives based on their experiences regarding the relationship between career development opportunities and employee retention. Additionally, a non-probability sample method using convenience sampling technique will be used to collect data from respondents for this study. Convenience sampling technique was chosen because it based on the eases of availability and willingness of the respondents to participate. This type of sampling is more suitable method use to collect data because it allows researchers to collect data quickly in short period of time.

Table 1: Table for Determining Sample Size from Known Population by Krejcie & Morgan

Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

Source: Krejcie & Morgan (1970)

3.2.3 Sampling Procedure

This study used a convenience sampling method to select participants from the retail organization. Convenience sampling was chosen due to its practicality and ease of access to respondents within a limited timeframe and budget constraints. The target population consisted of employees working in the three of supermarket located at Kuching, Sarawak. On the other hand, the minimum sample size will be 80 employees based on Krejcie & Morgan Table Population. This is because population of 100 employees require a minimum sample size of 80. Reserchers will consider a large sample first before to a small sample due to reduce a probability of errors and to ensure the accuracy of the results which mean will provide a better generalizability. The sample will used based on Krejcie & Morgan Table Population with no calculation needed based on formula published or provided by National Education Association (1970) in the article “Small Sample Techniques” for determining sample size as below:

$$s = X^2 NP(1 - P) \div d^2(N - 1) + X^2 P(1 - P).$$

S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

3.3 Research Instrument

Research Instrument for this research is questionnaire. The questions in the questionnaire were closed-ended questions. The questionnaire will be divided into 6 main sections which are

Section (Demographic Information), Section B (Employee Retention), Section C (Career Development Opportunities), Section C (I) (Coaching), Section C (II) (Training Programs) and Section C (III) (Promotion). The questionnaire will be in bilingual language which are in Bahasa Malaysia and English, so that the respondents will have a better understanding on the question by referring to their preferred language that they are familiar with. The questionnaire also was developed by adapting the items which were modified from past literature. Additionally, researchers also use a four-point Likert scale, where 1 represents “Strongly Disagree”, 2 represents “Disagree”, 3 represents “Agree” and 4 represents “Strongly Agree” as a medium to evaluate the respondents in the questionnaire.

Table 2: Table for four-point Likert scale

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Source: Brown (2010)

The overall items will be 58 closed-ended questions in total, which are 8 items for Section A, 10 items each for Section B, C, C (I), C (II) and C (III).

Section A: Demographic Information

Section A will be discussed on the demographic information of the respondents. This section will include the age, gender, marital status, race, education background, current position, employment status and organization tenure.

Section B: Employee Retention

Section B will be discussed about employee retention which is the dependent variable in this study. This section will consist of 10 questions about employee retention adapted from previous research done by Kundu & Lata (2017) and Tetteh & Asumeng (2022).

Section C: Career Development Opportunities

Section C will be discussed on career development opportunities from a general perspective. This section will include 10 questions that adapted from the past studies done by Azilla & Fahmid (2016), Whitaker (2020) and Ali et al. (2022).

Section C (I): Coaching

Section C (I) consist of 10 questions about coaching which is one of the parts in career development opportunities. The questions for this section will be adapted from the questionnaire used in the past studies by researchers such as Omoikhudu (2017) and Rosha & Lace (2016).

Section C (II): Training Programs

Section C (II) is including of 10 questions regarding training programs. Training programs also one of the variables include in career development opportunities. These questions are adapted from survey questions used by reserchers from past studies, which are Elsafty & Oraby (2022), Patil & Patel (2022), Ng et al. (2012), Nguyen & Duong (2021), Chepkosgey et al. (2019) and Omoikhudu (2017).

Section C (III): Promotion

Section C (III) are about promotion which is one of the variables in career development opportunities. This section will include 10 questions adapted from past research questions adapted from studies done by past reserchers such as Weng et al. (2010) and Biason (2020).

3.4 Validity

Validity refers to the extent to which an item in the research instrument accurately measures the variable intended to be measured. This validation is conducted to ensure that the final conclusions drawn from the collected data are relevant and meaningful. In this study, the researcher will conduct validation using **content validity** and **Face Validity**.

3.4.1 Content Validity

In this study, the researcher will establish content validity before distributing the questionnaire online via Google Forms. The survey items or instruments used in the questionnaire will be reviewed by the researcher's supervisor to ensure they comprehensively and accurately cover all research variables while minimizing errors. Feedback from the supervisor will help the researcher refine the questionnaire, reducing the likelihood of mistakes and enhancing the accuracy and reliability of the findings. The researcher's supervisor will examine the questionnaire to ensure the appropriateness, alignment, completeness, and relevance of all items concerning the study objectives. Based on the supervisor's review, the researcher can make necessary modifications to improve the clarity and accuracy of the instrument. Finally, to establish content validity, the researcher can also develop the survey based on existing literature or previous studies related to the topic. The questions must comprehensively measure all dimensions of the research variables and ensure that all critical aspects are included.

3.4.2 Face Validity

In this study, the researcher will use face validity to ensure the appropriateness of the questionnaire by obtaining feedback from supervisors and respondents. The researcher will seek feedback and a review of the survey questions from a supervisor specializing in this research field. By doing so, the researcher can determine whether the questions appear relevant and appropriate for measuring the intended variables. Additionally, the researcher will conduct

a pilot test with a minimum sample of 30 respondents to gather their opinions on the clarity and relevance of the questions. Necessary modifications will be made based on the feedback received to improve the relevance and comprehensibility of the items. Although face validity is a subjective measure, it helps the researcher ensure that the survey questionnaire is logical and meaningful to the participants.

3.5 Reliability

Reliability refers to the consistency and stability of a measurement instrument over time. A reliable survey, questionnaire or test usually will produce similar results when used under the same conditions. According to Bruton et al. (2000), reliability' refers to the consistency or repeatability of such measurements. Additionally, a reliable questionnaire ensure that its responses will remain consistent when given to similar participants under the same conditions. In this study, researcher emphasize that reliability will be emphasized to ensure that the survey accurately captured the intended constructs without random variations, in order to enhance reliability. A clear instructions and well-structured questions will be provided.

3.5.1 Pilot Test

According to Gani et al. (2020), a pilot test can be defined as one of the essential procedures that a researcher must master when collecting qualitative data, as it helps with improvements and aims to ensure validity is achieved. This pilot test also typically refers to a pre-test of the research instrument before conducting the actual study. It is a test used to identify potential issues, determine data collection methods and understand participants' comprehension of the instrument being used. This test also evaluates the clarity, reliability and feasibility of the research instrument before conducting the full study. Additionally, the pilot test involves a minimum sample of 30 respondents. In this study, the pilot study focuses on the instrument that will be used in the research. The instrument is designed to measure the independent variable,

which is career development opportunities and the dependent variable, which is employee retention, using closed-ended questions and Likert scale items. The initial draft will be reviewed for content validity before distribution. The purpose of the pilot test is to identify unclear or biased questions, ensure that response options are appropriate, improve the efficiency of data collection and enhance the overall reliability and validity of the research instrument before conducting a full-scale study. By doing pre-test, researcher can make some changes or improvement on the questionnaire to ensure that respondents understanding in order to obtain a reliable result. study will also use Cronbach's Alpha to determine the appropriate sample size for the study. The researcher will use Cronbach's Alpha to measure reliability and internal consistency. The following is the range of Cronbach's Alpha values for testing the validity and consistency of the questionnaire:

Table 3: Range of reliability and its coefficient of Cronbach's alpha

No	Coefficient of Cronbach's Alpha	Reliability Level
1	More than 0.90	Excellent
2	0.80-0.89	Good
3	0.70-0.79	Acceptable
4	0.6-.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Source: Arof et al. (2018)

3.5.2 Normality Test (Approaches Used)

If the data is normal, the **Pearson correlation coefficient** is selected as the method to determine the strength and direction of the relationship between the two variables, career development opportunities and employee retention. This is because it is ideal for assessing the strength and direction of a linear relationship between continuous variables. Using Pearson correlation, the researcher can identify whether there is a positive or negative association between the

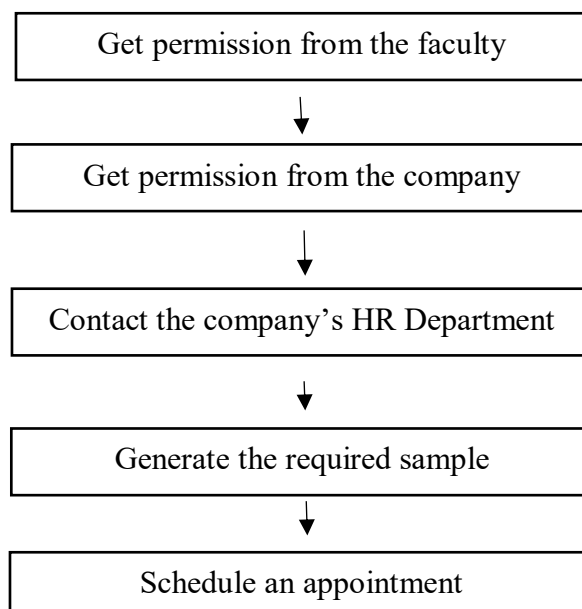
independent variable and the dependent variable. On the other hand, if the data is not normal, **Spearman's rank correlation coefficient** will be used to measure the strength and direction of the relationship between career development opportunities and employee retention. Spearman's rank correlation is based on ranks rather than raw data, making it suitable for ordinal data or nonlinear relationships. Additionally, **multiple linear regression** has been chosen to identify the most dominant career development opportunity affecting employee retention and evaluate the influence of career development opportunity components which is coaching, training programs and promotion, both individually and collectively on employee retention. This method enables the researcher to understand the impact of each independent variable on the dependent variable.

3.5.3 Reliability Analysis

In this study, reliability is measured using Cronbach's Alpha to evaluate the reliability of the questionnaire and assess internal consistency. The Cronbach's Alpha coefficient must be greater than 0.7 to be considered acceptable, ensuring that the questionnaire is consistent and reliable for measuring the constructs of career development opportunities (independent variable) and employee retention (dependent variable). Additionally, reliability refers to the quality of measurement in terms of its consistency and repeatability. This statistical measure assesses the internal consistency of a questionnaire, which indicates the degree to which responses remain consistent across different items measuring the same construct. A high Cronbach's Alpha value suggests that the items in the questionnaire are well-correlated and measure the same underlying concept. A low Cronbach's Alpha may indicate inconsistencies or the presence of irrelevant items. By applying Cronbach's Alpha, this study ensures that the instrument is both reliable and stable. It's also enhancing the overall validity of the research findings.

3.6 Data Collection Procedures

In this study, the data collection process will begin with obtaining permission from the faculty to ensure that the research complies with institutional guidelines. Once the faculty grants approval, the next step is to seek permission from the company involved, where the researcher will conduct the study. This approval is crucial for gaining access to the organization, relevant data, and respondents. After obtaining permission, the researcher will contact the company's HR Department to identify potential respondents. Once the respondents are identified, the researcher will generate the required sample for the study. Following this, the researcher will schedule an appointment to coordinate with the respondents and ensure a smooth data collection process. Furthermore, the researcher will conduct a brief briefing session with the respondents via WhatsApp or Telegram groups. During this session, the researcher will explain their roles, provide an overview of the questionnaire, and address any questions they may have about the survey. Then, the researcher will distribute the questionnaires through WhatsApp or Telegram groups. The researcher will also send weekly reminders to respondents in case they forget to complete the survey. Finally, after all respondents have participated in the questionnaire and the researcher has achieved the required sample size, a small token of appreciation will be given to the participants upon the completion of the survey. Below is a figure summarizing the data collection procedures:



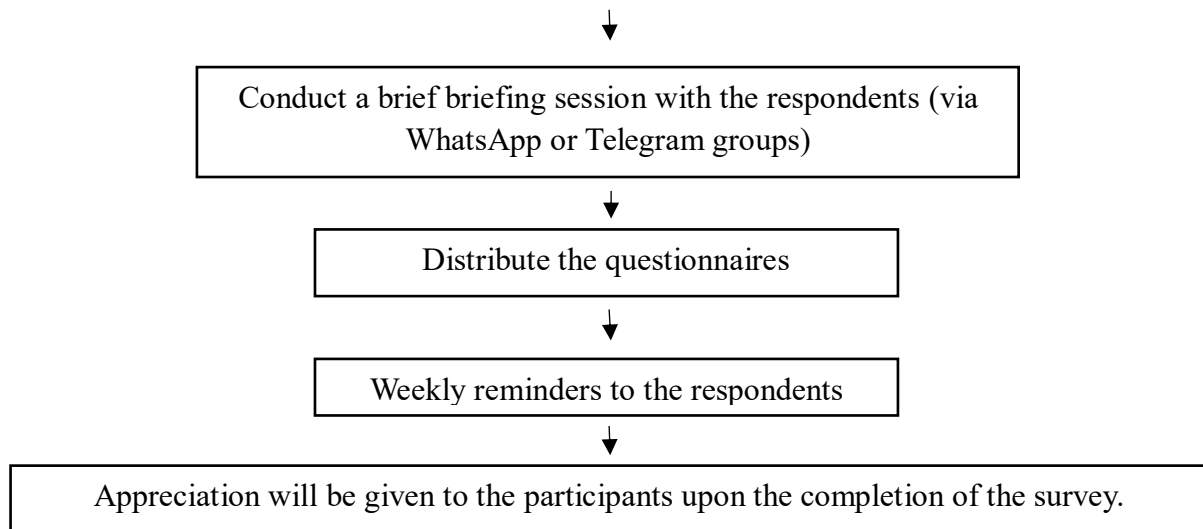


Figure 2: Data Collection Procedures

3.7 Data Analysis Procedures

In this study, the first step is **data cleaning**. This step involves removing any errors, inconsistencies, or missing values. Cleaning the data ensures that only accurate and complete data is used for analysis, which improves the quality of the results. Second, researchers will conduct **data checking**. They will review the data again to ensure that no mistakes, inconsistencies, or outliers have been overlooked. After that, a **normality test** will be conducted to determine whether the data follows a normal distribution, which is essential for parametric tests. If the data is not normally distributed, alternative non-parametric methods may be used. Then, **descriptive analysis** will be performed. In this step, researchers will summarize the dataset using measures such as mean, median, mode, standard deviation, and frequency distributions. This step provides an overview of the data and helps identify patterns or trends. The next step is **inferential analysis**, which is conducted to predict or generalize findings to the population based on the sample data. This step includes hypothesis testing, confidence intervals, and correlation analysis. Following this, **parametric tests** will be conducted. If the data meets the assumptions of normality, the **Pearson correlation coefficient** will be used to assess the strength and direction of the linear relationship between continuous

variables. If the data does not meet normality assumptions, a **non-parametric test** like **Spearman's rank correlation coefficient** will be applied. This test measures the strength and direction of the relationship between two variables based on their ranks rather than their actual values. Finally, **multiple linear regression** will be used to evaluate the influence of career development opportunity components, both individually and collectively, on employee retention. Multiple linear regression will help identify the most significant independent variable affecting employee retention. Below is a figure summarizing the data collection procedures:

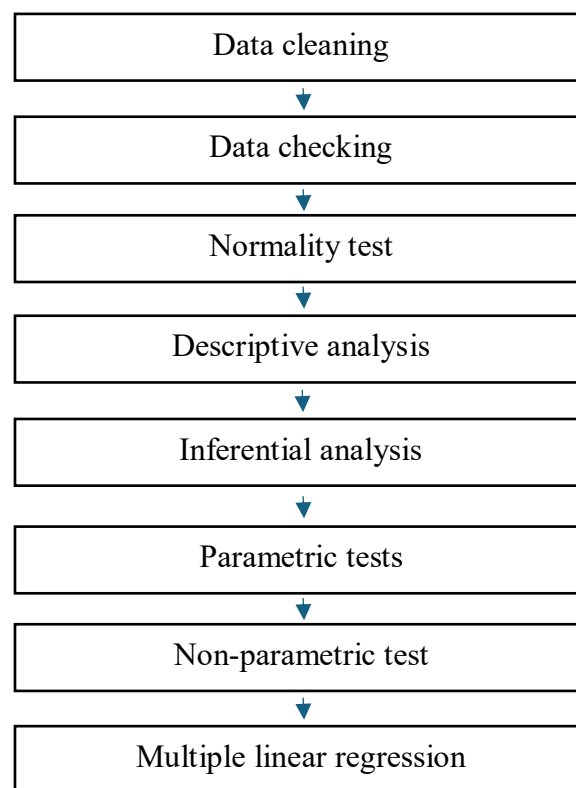


Figure 3: Data Analysis Procedures

3.8 Ethical Considerations

The research conducted was confidential and prioritized privacy. The researcher ensured that the personal information of respondents who participated in the surveys was kept safe and well protected. Respondents' responses were also securely stored and remained anonymous. All information gathered in the survey was treated with strict confidentiality and no one other than

the researcher had access to it. Therefore, no disclosure would be made unless the participant or respondent explicitly granted permission. This measure aimed to guarantee and preserve each participant's identity and privacy. Additionally, research respondents were fully informed that the study was conducted for academic purposes. They were also made aware of the study's purpose, their role and any potential benefits or risks associated with their participation. This ensured that their participation was entirely voluntary. Researchers shared the study details and consent forms via email or WhatsApp group chats to show respect for respondents' rights and feelings. Furthermore, the researcher obtained formal approval from the relevant authorities before conducting the survey or study within the organization. This permission was obtained from both the company and the faculty to ensure compliance with all guidelines and policies to preventing any potential violations.

3.9 Chapter Summary

In conclusion, this chapter covered on the methodology used in this study. It been discussed on the research design, population, sample, sampling procedure, research instrument, validity, reliability, data collection procedure, data analysis procedure and ethical considerations. This chapter is important to know the methods and processes used to collect data for the study. Overall, this chapter give a clear insight of how the study will be conducted. Furthermore, it also ensuring that readers will understand the methods used by researchers and how it will address the research objectives and hypotheses.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter will analyze the relationship between career development opportunities and employee retention. It will be presented about the findings of this research study and the discussions of the findings. This study managed to collect back the minimum of sample size which is 80 responses of questionnaire from the respondents. This chapter will be including the demographic background of the respondents and research findings and discussion. The statistical results from the studies will be explain in this chapter. Lastly, the last section for this chapter is the summary for the whole chapter.

4.1 Data Collection Report

After getting the approval by the supermarket to conduct the research study there, the questionnaire was distributed out to the employees by online. The respondent is given about three weeks' time to response to the questionnaire through Google forms. First, pilot test was conduct before the actual data to determine if the questionnaire is reliable and to check the validity of the questionnaires. After the pilot test, the results revealed that all the questionnaires are reliable and valid to use. No items were deleted after the pilot test because all the variables' values are above 0.70 which is considered as reliable based on Cronbach alpha values. A pilot test was conducted with 32 employees. After the pilot test, actual data are collected with minimum 80 respondent to response to the questionnaire given out. The employees that should take part are the employees that are not take part in the pilot test before and employees given another three weeks to answer the questionnaire.

4.2 Demographic Profile of the Respondents

The demographic background of respondents includes age, gender, education level, length of service and position. 80 responses from respondents were collected and analyzed using Statistical Package for Social Science (SPSS). The demographic background was presented and discussed as show in the table below.

Demographic Profile	Items	Frequency	Percent (%)	Cumulative Percent (%)
Age	Less than 20 years old	2	2.5	2.5
	21 to 30 years old	55	68.75	71.25
	31 to 40 years old	18	22.5	93.75
	41 to 50 years old	5	6.3	100.0
	51 to 60 years old	0	0	
	61 years old and above	0	0	
	Total	80	100.0	
Gender	Male	24	30.0	30.0
	Female	56	70.0	100.0
	Total	80	100.0	
Education Level	SPM / SPMV	36	45.0	45.0
	STPM	13	16.3	61.3
	Certificate	3	3.7	65.0
	Diploma	8	10.0	75.0
	Bachelor's Degree	10	12.5	87.5
	Others	10		
	Total	80	12.5	100.0

			100.0	
Length of service	Less than 2 years	21	26.3	26.3
	2 – 5 years	46	57.5	83.8
	6 – 10 years	13	16.2	100.0
	More than 10 years	0	0	
	Total	80	100.0	

Table 4: Demographic Profile of the Respondents

Table 4 showed the age of the 80 respondents involved in this research study. The highest frequencies of age group in this research study were achieved by 21 to 30 years old group that dominated 68.75% with the amount of 55 employees out of the 80 respondents involved in this research paper. This followed by a lower frequency of Less than 20 years old that only 2.5% with the amount of the 2 employees out of 80 employees. There was 18 respondent (22.5%) that were in 31 to 40 years old and 5 respondents (6.3%) in their 41 to 50 years old. None of respondent are in range age of 51 to 60 years old and 61 years old and above.

Based on table 4, it's showed that the highest gender frequencies of gender group were dominated by female group with an amount of 56 female respondents (70%) and only 30% is a male respondent with total 24 male respondent.

After that, based on the table 4, there are 36 respondents are having SPM which is the highest frequencies, follow by 13 respondents having STPM, 10 respondents are having bachelor's degree, 8 having diploma and only 3 is from certificate. The others 10 respondents were having education level such as PT3, PMR, UPSR and others.

Lastly, based on the table 4, the highest frequencies for length of service are 46 with 57.5% respondent worked at the supermarket in 2 until 5 years, 21 respondents (26.3%) are in

the range work less than 2 years, follow by 13 respondents (16.2%) are in range 6 until 10 years and no respondent are in range worked in supermarkets more than 10 years.

4.3 Research Findings and Discussion

This section will discuss on the alternative hypothesis in this research study. There are 4 research hypothesis that will be discussed.

4.3.1 There is a significant relationship between coaching and employee retention at the retail organization.

This first hypotheses have been analyzed using spearman's rank correlation coefficient 'rho' that determined the significance of the relationship between career development opportunities and employee retention at the retail organization.

Descriptive Statistics			
	N	Mean	Std. Deviation
Coaching	80	3.5063	.30620
E.Retention	80	3.2138	.50158
Valid N (listwise)	80		

Table 5: Descriptive statistics between coaching and employee retention at the retail organization.

Correlations				
			E.Retention	Coaching
Spearman's rho	E.Retention	Correlation Coefficient	1.000	.471**
		Sig. (2-tailed)	.	.000
		N	80	80
	Coaching	Correlation Coefficient	.471**	1.000
		Sig. (2-tailed)	.000	.
		N	80	80

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

Table 6: Relationship between coaching and employee retention at the retail organization.

Based on Table 6, the results show that the value of Spearman's rho is 0.471 and the p-value is 0.000, which is smaller than 0.05 ($p < 0.05$). This indicates that researcher fail to reject the alternative hypothesis, showing a statistically significant relationship between coaching and employee retention in the retail organization. This is further supported by Table 5, where the mean and standard deviation for both variables are, coaching ($M = 3.5063$, $SD = 0.30620$) and employee retention ($M = 3.2138$, $SD = 0.50158$). These results support the hypothesis. The rho value indicates a moderate positive relationship between the two variables, suggesting that the more the organization invests in coaching, the higher the employee retention rate. Therefore, researchers fail to reject the alternative hypotheses, confirming a significant relationship between coaching and employee retention at the retail organization. This supported by Kamunya and Nzulwa (2020) that indicates that coaching has positively influences employee retention because coaching helps assist employees to meet their expectations. This was mention in chapter 2.

4.3.2 There is a significant relationship between training programs and employee retention at the retail organization.

Descriptive Statistics			
	N	Mean	Std. Deviation
E.Retention	80	3.2138	.50158
T.Programs	80	3.3288	.41589
Valid N (listwise)	80		

Table 7: Descriptive statistics between training programs and employee retention at the retail organization.

Correlations				
			E.Retention	T.Programs
Spearman's rho	E.Retention	Correlation Coefficient	1.000	.520**
		Sig. (2-tailed)	.	.000
		N	80	80
	T.Programs	Correlation Coefficient	.520**	1.000
		Sig. (2-tailed)	.000	.
		N	80	80

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

Table 8: Relationship between Training Programs and employee retention at the retail organization.

Based on Table 8, the results show that the value of Spearman's rho is 0.520 and the p-value is 0.000, which is smaller than 0.05 ($p < 0.05$). This indicates that researcher fail to reject the alternative hypothesis, showing a statistically significant relationship between training programs and employee retention in the retail organization. This is further supported by Table 7, where the mean and standard deviation for both variables are, employee retention ($M = 3.2138$, $SD = 0.50158$) and training programs ($M = 3.3288$, $SD = 0.41589$). These results support the hypothesis. The rho value indicates a moderate positive relationship between the two variables, suggesting that the more the organization implement training programs, the higher more employee likely to stay at the organization. Therefore, researchers fail to reject the alternative hypotheses and there a significant relationship between training programs and employee retention at the retail organization. This supported by research by Elsafty and Oraby (2022) in chapter 2, states that training are crucial factors that influences employee retention. This not only improving employee retention but also driven organization success.

4.3.3 There is a significant relationship between promotion and employee retention at the retail organization.

Descriptive Statistics			
	N	Mean	Std. Deviation
E.Retention	80	3.2138	.50158
Promotion	80	3.1713	.44896
Valid N (listwise)	80		

Table 9: Descriptive statistics between promotion and employee retention at the retail organization.

Correlations				
			E.Retention	Promotion
Spearman's rho	E.Retention	Correlation Coefficient	1.000	.464**
		Sig. (2-tailed)	.	.000
		N	80	80
	Promotion	Correlation Coefficient	.464**	1.000
		Sig. (2-tailed)	.000	.
		N	80	80

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

Table 10: Relationship between promotion and employee retention at the retail organization.

Based on Table 10, the results show that the value of Spearman's rho is 0.464 and the p-value is 0.000, which is smaller than 0.05 ($p < 0.05$). This indicates that researcher fail to reject the alternative hypothesis, showing a statistically significant relationship between promotion and employee retention in the retail organization. This is further supported by Table 9, where the mean and standard deviation for both variables are, employee retention ($M = 3.213$, $SD = 0.50158$) and promotion ($M = 3.1713$, $SD = 0.44896$). These results support the hypothesis.

The rho value indicates a moderate positive relationship between the two variables, which saying that giving promotion to employee as appreciation will improving employee retention at the organization. Therefore, researchers fail to reject the alternative hypotheses and there a significant relationship between promotion and employee retention at the retail organization. This supported by Segbenya (2023) that mentions promotion practices significantly related to employee retention. This is mention in chapter 2.

4.3.4 There is a dominant career development opportunity affecting employee retention at the retail organization

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645 ^a	.415	.392	.39097

a. Predictors: (Constant), Promotion, Coaching, T.Programs

Table 11: Model Summary of Multiple Regression
Analysis

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.258	3	2.753	18.008	.000 ^b
	Residual	11.617	76	.153		
	Total	19.875	79			

a. Dependent Variable: E.Retention

b. Predictors: (Constant), Promotion, Coaching, T.Programs

Table 12: ANOVA Table Test

Based on the table 12, the significant value was 0.000. This means there is a relationship between career development opportunities and employee retention at the retail organization. Refer to table 11, R square value for promotion was 0.645, coaching 0.415 and training programs was 0.392. All of this value also indicated the percentage the variables had contributed approximately to the employee retention in the organization. For example, training programs had contributed to employee retention approximately 3.92% to the employee retention at the retail organization.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	.124	.511		.243	.808	
	Coaching	.259	.184	.158	1.404	.164	.607 1.646
	T.Programs	.428	.166	.355	2.576	.012	.405 2.471
	Promotion	.238	.153	.213	1.558	.123	.410 2.442

a. Dependent Variable: E.Retention

Table 13: Multiple Regression Analysis Coefficient

Based on the above, it's show that the beta value of coaching (0.259), training programs (0.428) and promotion (0.238). Only training programs p-value was less than 0.05 meanwhile the other two variables p-value are more than 0.05. Therefore, the findings reveal that training programs was the most dominant variables that influence employee retention in the organization. In conclusion, the last alternative was failed to be rejected. Among all the variables employees prioritize the implementation of training programs. It's mean organization should invest in their employees such as through training programs so that the employees can advance their skill,

knowledge and their personal development. This advantage not only for employees but also for the organization. As the employees feel valuable as the organization invest in them, this will make the employee likely to stay which will reduces employee turnover rates. This was supported by Murtiningsih (2020) that mentions training also one of the factors that can positively influences employee turnover other than compensation and organizational culture.

4.4 Summary of findings

Hypotheses	Test Performed	Findings	Conclusions
Ha1	Spearman's Rank Correlation Coefficient	rho=0.471 (Moderate Positive Relationship) P=0.000<0.05 (Significant)	Fail to reject Ha1
Ha2	Spearman's Rank Correlation Coefficient	rho=0.520 (Moderate Positive Relationship) P=0.000<0.05 (Significant)	Fail to reject Ha2
Ha3	Spearman's Rank Correlation Coefficient	rho=0.464 (Moderate Positive Relationship) P=0.000<0.05 (Significant)	Fail to reject Ha3
Ha4	Multiple Linear Regression	P=0.000<0.05 Variance: R Square=0.392, F=18.008, P=0.012 Dominant Factor = Training Programs	Fail to reject Ha4

		Beta values = 0.428	
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Table 14: Summary of findings

4.5 Chapter Summary

In conclusion, the findings of this research showed that there is significant moderate positive relationship between all the three independent variables (coaching, training programs and promotion) and dependent variable (employee retention) at the retail organization. The results also revealed that among all the three independent variables, training programs was the most dominant career development opportunities that influence employee retention at the retail organization.

CHAPTER 5

CONCLUSION & RECOMMENDATION

5.0 Introduction

This chapter will end with summary of the study, implication of the study, recommendation and chapter summary. This chapter will discuss the implications of the study to organization and human resource practitioners and drawn out some recommendations for organization, future researchers and human resource practitioners.

5.1 Summary of the study

The main objective of this study is to examine the relationship between career development opportunities and employee retention at the retail organization.

Chapter one was discuss about the importance of career development opportunities as one of the crucial factors to retain employee in retail organization. As retail organization is one of the organizations that are large and one of the most competitive industries in the worlds but

still facing the problem in retain their employees. So, in this chapter, it will discuss about the perspective of this matter from global perspective, Asia, Malaysia and industry perspective. This chapter also will discuss about 3 gaps which is practical gap, theoretical gap and empirical gaps. It's also included the objectives, hypothesis and framework of the studies to identify the relationships between career development opportunities and employee retention at retail organization. Additionally, this chapter also defined the term that will used in this study in operational and conceptual definition.

Next, chapter two are discussed about the past research that can be let the readers have a better understanding about the career development opportunities and employee retention. This chapter also discussed about the theory and model that can be used for these studies and also literature review that discussed about the variables to give the readers better understanding.

Chapter three was talk about the methodology used for this study including population, sample, collection procedures, data analysis and more. This chapter will give the readers overview how the researchers doing the research step by step. It is an important chapter to understand how the research or conduct such as how the process to collect the data, analyze the data and understand how it works.

Chapter four was about the findings and discussion where it's a important chapter as well. It was revealed about the results of these studies. This chapter will show if the hypothesis is rejected or fail to reject. In this chapter, readers will know if the variables influence the employee retention or not. This chapter important and a lot of discussion for understanding and knowledge.

Lastly, chapter five was a final summary for the whole chapter. Additionally, it also gives a recommendation, implications and limitations of the studies. This chapter will summary

all the chapter and suggest for the future researcher. This is important for human resource and future researcher to know what they should do in the future.

5.2 Implication of the study

This research findings have several implications which are implications to organization and implications to human resource practitioners.

5.2.1 Implication to organization

This study will give an important information about the career development opportunities influences on employee retention in retail organization. It will give the organization ideas to improve their employee retention and provide a better understanding on how the career development opportunities can affect employee retention. From this study findings, organizational can use this research as their guide in creating strategies ideas to retain employees and reduces employee turnover over rate in their organization. Through this, they can start implement their own strategies to retain their employees within the organization. Thus, maybe before this they have implement other strategies to retain employees but fail, this can be the one of the important pieces of information for them to improve their turnover rates. In addition, company can use this to creating or implement employee retention initiatives to foster a better engagement in employees and improving the employee retention within the organization.

5.2.2 Implication to Human Resource Practitioners

This study will give the human resource practitioners awareness about the important role of career development opportunities in affecting employee retention. This study will give the human resource practitioner valuable insight on how to implement a better strategy than can attract employee to stay within the organization. In addition, this study also will provide a meaningful insight to help huma resource practitioner to know which career development

opportunities that are the most dominant especially in retail organization. Through this, human resource practitioner can create and develop the best fit career development opportunities to enhance employee retention.

5.3 Recommendation

This section will recommend to the organization and future reserchers the additional recommendation based on the studies.

5.3.1 Recommendation to organization

The organization may consider started implementing organized and well-structured career development opportunities in organization especially training programs. This because the organization should know which strategies meet the needs and expectations of employees. These findings may give valuable insight to the organization to plan their strategy to retain employees and reduces high turnover rates.

5.3.2 Recommendation for future researchers

Future studies may consider to conducting similar research but in other sectors and other locations to gain more comprehensive insights into how career development opportunities affect employee retention, satisfaction and performance. There is limited research related to career development opportunities and some of the researches are specific into compensation or others. Thus, this will help organization to have a different organization perspective view that can improve the organization employee retention. The current studies are emphasized on other variables that give a gap for career development opportunities and employee retention. Some research also related career development opportunities with the job satisfaction but there is still less research about career development opportunities and employee retention.

5.3.3 Recommendation for human resource practitioners

Human resource practitioner may consider developing new policies that are emphasizes on career development opportunities or implement a training program. This is because employees mostly likely to stay in organization if they can see their future in that organization. Additionally, employees are more likely to stay if they feel that the organization is invest in them and recognize their ability. For example, human resource practitioner should align organization plan to employee goals. They should create an environment that make the employees want to stay for a long term in the organization such as give the employees freedom to advance their skills and knowledge by joining training programs.

5.4 Limitations of the study

This study on examining the relationship between career development opportunities and employee retention at the retail organization and has several limitations that has been acknowledged. First, the nature of the population and sample used to collect the data presents a limitation. The data were collected from a specific demographic area and are limited to a single retail organization, which may affect the generalizability of the findings. These results may differ in other demographic areas and sectors such as healthcare, finance and manufacturing. Additionally, the findings may not be representative of all retail organizations across different regions or countries, nor of sectors beyond retail. The unique characteristic of the retail organization including career development opportunities such as coaching, training programs and promotion, and their influence on employee retention in this specific area may differ significantly from those in other sectors, regions or countries.

Second, there is potential for self-report bias, as the data were collected from a specific organization within a specific demographic area, relying solely on self-reported questionnaires through online surveys. Respondents may be subject to biases such as social desirability and

misinterpretation of questions. As a result, they might overstate or understate their experiences due to social desirability bias or misunderstandings of the survey questions. This could lead to measurement errors that impact the validity of the findings. Additionally, respondents' beliefs about career development opportunities and their impact on employee retention may influence their responses, skewing the data based on personal experiences and expectations.

Furthermore, this study focuses on career development opportunities as the primary factor influencing employee retention. However, there may be the other factors that also can influence employee retention other than career development opportunities such as benefits and compensations, job satisfactions, work-life balance and environmental factors. This may also significantly influence employee retention but not covered in this study. As a result, the findings may not fully explain employee retention in the retail organization or other sectors.

Lastly, the study employs a cross-sectional design, meaning that data were collected at a single point in time. This approach limits the ability to observe changes in the relationship between career development opportunities and employee retention over the long term. Without a longitudinal approach, it is challenging to analyze deeper insights into how career development opportunities, such as coaching, training programs, and promotions, influence employee retention over time. A longitudinal study would allow researchers to observe patterns and causality more effectively by evaluating these variables at multiple time points, providing a more robust understanding of the relationship between career development opportunities and employee retention. Since this study collects data at a single point in time, it may not fully capture the dynamic nature of career development opportunities and their influence on employee retention. However, this approach is beneficial for researchers with time constraints.

5.5 Chapter Summary

In conclusion, this chapter discussed about the recommendation, limitations and implications of the studies. Based on the research, employees are more likely to stay with organizations that are given their clear career paths, recognize their work and willing to invest in them. Additionally, this chapter will give a valuable insight about career development opportunities and employee retention. Overall, we can conclude that organization should investing in employees than not only give advantage to employees but also give benefits to organization in retain their employees.

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APPENDIXES

Appendix A: Research Instruments

Section	Items	Total	Adapted From
A: Demographic Information	1. Age 2. Gender 3. Education Level 4. Length of Service 5. Position	5	None
B: Employee Retention	1. I am likely to stay in this organization for next five years. 2. I will not change this organization easily. 3. For me, this organization is the best of all possible organization to work for. 4. I want to stay with the company for a long time. 5. I feel really satisfied doing this job. 6. I feel that I am developing my full potential at work. 7. I feel that the training and development of the company enhance skills and expertise. 8. I see a future for myself within this company. 9. I love working for this company. 10. If I received an attractive job offer from another company, I would take the job.	10	(Kundu & Lata, 2017; Adopted from Elsafty & Oraby, 2022; Tetteh & Asumeng, 2022)

C: Career Development Opportunities	1. I have access to information for my career planning. 2. My immediate supervisor and I discussed my career Development opportunities. 3. I am given ample opportunities for advancement on my job. 4. I am satisfied with my opportunity for professional development. 5. I satisfied with the available career advancement opportunities. 6. The organization is dedicated to my professional development. 7. The organization has opportunities that align with my career goals. 8. There is assistance from management to help match their personal goals and the available opportunities in the organization. 9. The manager understands and supports my career aspirations. 10. I am pleased with the career advancement opportunities available to me.	10	(Azilla & Fahmid, 2016; Whitaker, 2020; Ali et al., 2022)
C (I): Coaching	1. Coaching has had a positive impact on my stay in this company.	10	(Omoikhudu, 2017; Rosha & Lace, 2016)

	2. Coaching in this organization has enhanced my skills and my reason for staying in this organization. 3. Coaching has given me a clearer direction of things. 4. I am more confident in my work after being coached. 5. Coaching is important to me. 6. The coaching scheme of this company has influenced my stay in this company. 7. I am satisfied to stay in this company as long as I get the right coaching. 8. I am satisfied and will stay in this company so far I get the appropriate coaching. 9. Coaching is an important factor that has impacted my stay in this company. 10. People in my organization consider coaching important for all level of employees from senior to junior position.		
C (II): Training Programs	1. I am satisfied with the training practices. 2. I receive good training from the company. 3. Training is important to me. 4. There is a training policy for our company.	10	(Elsafty & Oraby, 2022; Patil & Patel, 2022; Ng et al., 2012; Nguyen & Duong, 2021; Chepkosgey et al., 2019; Omoikhudu, 2017)

	5. Training opportunities are regular for our company. 6. Training and development has an impact on my stay in this organization. 7. I have received sufficient training at firm to do my job effectively. 8. I am given training at a regular basis. 9. The training I have received is relevant to my job. 10. The implementation of training policy is fair in our company.		
C (III): Promotion	1. My promotion speed in the present organization is fast. 2. The probability of being promoted in my present organization is high. 3. Compared with previous organizations, my position in my present one is ideal. 4. Compared with my colleagues, I am being promoted faster. 5. I am satisfied with my work because there are opportunities for promotion. 6. I am satisfied with my work because there is support for additional training.	10	(Weng et al., 2010; Biason, 2020)

	7. I am satisfied with my work because there is an opportunity to learn new skills. 8. I am satisfied at work because there is an ability to utilize my skills and talents. 9. I am satisfied at work because I can be promoted based on my work performance. 10. I am satisfied at work because I can be promoted based on my educational qualification.		
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FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT

**EXAMINING THE RELATIONSHIP BETWEEN CAREER DEVELOPMENT
OPPORTUNITIES AND EMPLOYEE RETENTION AT THE RETAIL ORGANIZATION**

**KAJIAN MENGENAI HUBUNGAN ANTARA PELUANG PEMBANGUNAN KERJAYA DAN
PENGEKALAN PEKERJA DALAM ORGANISASI PERUNCITAN**

Dear Sir/Madam,

Tuan/Puan,

I am a student at Universiti Malaysia Sarawak (UNIMAS) and am currently conducting my final year project. The main objective of this research is to examine the relationship between career development opportunities and employee retention in a retail organization. This study is conducted as part of the requirements for the completion of my Bachelor of Human Resource Development with Honours.

Saya merupakan pelajar dari Universiti Malaysia Sarawak (UNIMAS) dan sedang menjalankan projek tahun akhir saya. Objektif utama kajian ini adalah untuk mengkaji hubungan antara peluang pembangunan kerjaya dan pengekalan pekerja dalam sebuah organisasi peruncitan. Kajian ini dijalankan sebagai sebahagian daripada syarat bagi melengkapkan Ijazah Sarjana Muda Pembangunan Sumber Manusia dengan Kepujian.

This questionnaire is divided into six (6) sections, which are sections A, B, C, C (I), C (II) and C (III). Section A collects respondents' demographic information, Section B focuses on employee retention, and Section C addresses career development opportunities. Additionally, Section C (I) covers mentoring, Section C (II) relates to training programs and lastly, Section C (III) focuses on promotions.

Soal selidik ini dibahagikan kepada enam (6) bahagian, iaitu Bahagian A, B, C, C (I), C (II) dan C (III). Bahagian A mengumpulkan maklumat demografik responden, Bahagian B memfokuskan kepada pengekalan pekerja, manakala Bahagian C menyentuh tentang peluang pembangunan kerjaya. Selain itu, Bahagian C (I) merangkumi aspek bimbingan, Bahagian C (II) berkaitan dengan program latihan, dan akhir sekali Bahagian C (III) memfokuskan kepada kenaikan pangkat.

All the information provided is strictly confidential and will be used solely for academic purposes. Your cooperation and participation are very much appreciated.

Segala maklumat yang diberikan adalah sulit dan akan digunakan semata-mata untuk tujuan akademik. Kerjasama dan penyertaan anda amat dihargai.

Thank you for taking the time to contribute to this research.

Terima kasih kerana meluangkan masa untuk menyumbang kepada kajian ini.

Prepared by,

Disediakan oleh,

Cereda Anak Ampas

83443@siswa.unimas.my / 0135657484

Section A: Demographic Information

Bahagian A: Maklumat Demografi

Instructions: Please tick (✓) your choice of the demographic information below.

Arahan: Sila tandakan (✓) pilihan anda bagi maklumat demografi di bawah.

1. Age / Umur (Year / Tahun)

Less than 20 years old / Kurang daripada 20 tahun (

21 to 30 years old / 21 hingga 30 tahun (

31 to 40 years old / 31 hingga 40 tahun (

41 to 50 years old / 41 hingga 50 tahun (

51 to 60 years old / 51 hingga 60 tahun (

61 years old and above / 61 tahun dan ke atas (

2. Gender / Jantina

Male / Lelaki (

Female / Perempuan (

3. Education Level / Tahap Pendidikan

SPM / SPMV (

STPM (

Certificate ()

Diploma (

Bachelor's Degree (

Others / Lain-lain (Please State / Sila Nyatakan) : _____

4. Length of Service / Tempoh Perkhidmatan

Less than 2 years / Kurang dari 2 tahun (

2 – 5 years / 2 – 5 tahun (

6 – 10 years / 6 – 10 tahun (

More than 10 years / 10 tahun ke atas (

5. Position / Jawatan (Please State / Sila Nyatakan) : _____

Section B: Employee Retention

Bahagian B: Pengekalan Pekerja

Instructions: Please circle your answer in the answer box provided according to your level of agreement or disagreement with the following statements based on the scale below:

Arahan: Sila bulatkan jawapan anda dalam kotak jawapan yang disediakan mengikut tahap persetujuan atau ketidaksetujuan anda terhadap pernyataan berikut berdasarkan skala di bawah:

1	2	3	4
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>

Employee Retention / Pengekalan Pekerja					
1.	I am likely to stay in this organization for the next five years. Saya berkemungkinan akan terus berada dalam organisasi ini untuk tempoh lima tahun akan datang.	1	2	3	4
2.	I will not change this organization easily. Saya tidak akan menukar organisasi ini dengan mudah.	1	2	3	4
3.	This organization is the best of all possible organizations to work for. Organisasi ini adalah yang terbaik antara semua organisasi yang ada untuk bekerja.	1	2	3	4
4.	I would always choose to work for this organization if I were to start over. Saya akan sentiasa memilih untuk bekerja di organisasi ini jika saya bermula semula.	1	2	3	4
5.	I feel really satisfied doing this job. Saya benar-benar berpuas hati melakukan pekerjaan ini.	1	2	3	4
6.	I feel that I am developing my full potential at work. Saya rasa bahawa saya sedang mengembangkan potensi penuh saya di tempat kerja.	1	2	3	4
7.	I feel that training and development enhance skills and expertise. Saya rasa bahawa latihan dan pembangunan meningkatkan kemahiran dan kepakaran.	1	2	3	4
8.	I see a future for myself within this organization. Saya melihat masa depan untuk diri saya dalam organisasi ini.	1	2	3	4
9.	I love working for this organization. Saya suka bekerja untuk organisasi ini.	1	2	3	4
10.	If I received an attractive job offer from another organization, I would take the job. Jika saya menerima tawaran pekerjaan yang menarik dari organisasi lain, saya akan menerima pekerjaan tersebut.	1	2	3	4

Section C: Career Development Opportunities

Bahagian C: Peluang Pembangunan Kerjaya

Instructions: Please circle your answer in the answer box provided according to your level of agreement or disagreement with the following statements based on the scale below:

Arahan: Sila bulatkan jawapan anda dalam kotak jawapan yang disediakan mengikut tahap persetujuan atau ketidaksetujuan anda terhadap pernyataan berikut berdasarkan skala di bawah:

1	2	3	4
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>

Career Development Opportunities / Peluang Pembangunan Kerjaya					
1.	I have access to information for my career planning. Saya mempunyai akses kepada maklumat yang berkaitan untuk perancangan kerjaya saya.	1	2	3	4
2.	My immediate superior discusses my career development opportunity with the organization. Penyelia langsung saya membincangkan peluang pembangunan kerjaya saya dengan organisasi.	1	2	3	4
3.	I am given ample opportunities on my job advancement. Saya diberikan peluang yang mencukupi untuk kemajuan dalam kerjaya saya.	1	2	3	4
4.	I am satisfied with my opportunity for professional development in this organization. Saya berpuas hati dengan peluang pembangunan profesional saya dalam organisasi ini.	1	2	3	4
5.	I am satisfied with the available career advancement opportunity in this organization. Saya berpuas hati dengan peluang kemajuan kerjaya yang tersedia dalam organisasi ini.	1	2	3	4
6.	My organization provides employees with information on the availability of job openings inside the organization. Organisasi saya menyediakan maklumat kepada pekerja mengenai ketersediaan kekosongan jawatan di dalam organisasi.	1	2	3	4
7.	The organization has a proper career development policy. Organisasi ini mempunyai dasar pembangunan kerjaya yang teratur.	1	2	3	4
8.	Assistance from management aligns my personal goals with organization goals. Bantuan daripada pihak pengurusan menyelaraskan matlamat peribadi saya dengan matlamat organisasi.	1	2	3	4
9.	My immediate superior understands my career aspirations.	1	2	3	4

	Penyelia langsung saya memahami aspirasi kerjaya saya.				
10.	My immediate superior supports my career aspirations. Penyelia langsung saya menyokong aspirasi kerjaya saya.	1	2	3	4

Section C (I): Coaching

Bahagian C (I): Bimbingan

Instructions: Please circle your answer in the answer box provided according to your level of agreement or disagreement with the following statements based on the scale below:

Arahan: Sila bulatkan jawapan anda dalam kotak jawapan yang disediakan mengikut tahap persetujuan atau ketidaksetujuan anda terhadap pernyataan berikut berdasarkan skala di bawah:

1	2	3	4
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>

Coaching / Bimbingan					
1.	Coaching has a positive impact on my retention in the organization. Coaching memberi impak positif terhadap pengekalan saya dalam organisasi.	1	2	3	4
2.	Coaching enhances my skills. Coaching meningkatkan kemahiran saya.	1	2	3	4
3.	I am staying in this organization due to coaching opportunity. Saya kekal dalam organisasi ini kerana peluang coaching.				
4.	Coaching provides a clearer direction for me. Coaching memberi arah yang lebih jelas kepada saya.	1	2	3	4
5.	I am more confident in my work after being coached. Saya lebih yakin dengan pekerjaan saya selepas menerima coaching.	1	2	3	4
6.	Coaching is important to me. Coaching adalah penting bagi saya.	1	2	3	4
7.	I am satisfied with my work because there is an opportunity to learn new skills. Saya berpuas hati dengan pekerjaan saya kerana terdapat peluang untuk mempelajari kemahiran baru.	1	2	3	4
8.	In my organization, coaching is used to enable people to recognize opportunities to enhance their performance and skills. Dalam organisasi saya, bimbingan digunakan untuk membolehkan individu mengenal pasti peluang bagi meningkatkan prestasi dan kemahiran mereka.	1	2	3	4

9.	In my organization, people generally go through a formal/informal coaching process. Dalam organisasi saya, individu secara amnya melalui proses bimbingan secara formal atau tidak formal.	1	2	3	4
10.	People in my organization consider coaching important for all levels of employees from senior to junior position. Orang dalam organisasi saya menganggap bimbingan penting untuk semua peringkat pekerja daripada jawatan kanan hingga rendah.	1	2	3	4

Section C (II): Training Programs

Bahagian C (II): Program Latihan

Instructions: Please circle your answer in the answer box provided according to your level of agreement or disagreement with the following statements based on the scale below:

Arahan: Sila bulatkan jawapan anda dalam kotak jawapan yang disediakan mengikut tahap persetujuan atau ketidaksetujuan anda terhadap pernyataan berikut berdasarkan skala di bawah:

1	2	3	4
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>

Training Programs / Program Latihan					
1.	I receive good training from the organization. Saya menerima latihan yang baik daripada organisasi.	1	2	3	4
2.	I have received sufficient training to do my job effectively. Saya telah menerima latihan yang mencukupi untuk melaksanakan tugas saya dengan berkesan.	1	2	3	4
3.	I am given training on a regular basis. Saya diberikan latihan secara berkala.	1	2	3	4
4.	Training is important to me. Latihan adalah penting bagi saya.	1	2	3	4
5.	This organization provides training programs to teach employees skills needed. Organisasi ini menyediakan program latihan untuk mengajar pekerja kemahiran yang diperlukan.	1	2	3	4
6.	I am satisfied with the training practices. Saya berpuas hati dengan amalan latihan yang dijalankan.	1	2	3	4
7.	There is a training policy for our organization.	1	2	3	4

	Terdapat dasar latihan untuk organisasi kami.				
8.	Training opportunities are regular for our organization. Peluang latihan di organisasi kami adalah berkala.	1	2	3	4
9.	The training I have received is relevant to my job responsibilities. Latihan yang saya terima adalah berkaitan dengan tanggungjawab kerja saya.	1	2	3	4
10.	The implementation of the training policy is fair in my organization. Pelaksanaan dasar latihan adalah adil dalam organisasi saya.	1	2	3	4

Section C (III): Promotion

Bahagian C (III): Kenaikan Pangkat

Instructions: Please circle your answer in the answer box provided according to your level of agreement or disagreement with the following statements based on the scale below:

Arahan: Sila bulatkan jawapan anda dalam kotak jawapan yang disediakan mengikut tahap persetujuan atau ketidaksetujuan anda terhadap pernyataan berikut berdasarkan skala di bawah:

1	2	3	4
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>

Promotion / Kenaikan Pangkat					
1.	My organization has written promotion criteria. Organisasi saya mempunyai kriteria kenaikan pangkat yang bertulis.	1	2	3	4
2.	The promotion criteria are made known to all the employees. Kriteria kenaikan pangkat dimaklumkan kepada semua pekerja.	1	2	3	4
3.	The possibility of being promoted in my present organization is high. Kemungkinan untuk dinaikkan pangkat dalam organisasi saya sekarang adalah tinggi.	1	2	3	4
4.	Compared with previous organizations, my position in my present one is ideal. Berbanding dengan organisasi terdahulu, kedudukan saya dalam organisasi sekarang adalah ideal.	1	2	3	4
5.	I am satisfied with the way promotions are given out in the organization. Saya berpuas hati dengan cara kenaikan pangkat diberikan dalam syarikat.	1	2	3	4
6.	Promotion is rewarded for merit based on performance. Kenaikan pangkat diberikan berdasarkan merit dan prestasi kerja.	1	2	3	4
7.	I am satisfied with my work because there are opportunities for promotion. Saya berpuas hati dengan kerja saya kerana terdapat peluang untuk kenaikan pangkat.	1	2	3	4

8.	I am satisfied at work because there is an ability to utilize my skills. Saya berpuas hati di tempat kerja kerana saya dapat menggunakan kemahiran saya.	1	2	3	4
9.	I am satisfied at work because I can be promoted based on my work performance. Saya berpuas hati di tempat kerja kerana saya boleh dinaikkan pangkat berdasarkan prestasi kerja saya.	1	2	3	4
10.	I am satisfied at work because I can be promoted based on my educational qualification. Saya berpuas hati di tempat kerja kerana saya boleh dinaikkan pangkat berdasarkan kelayakan akademik saya.	1	2	3	4

Thank you for your participation! Your input truly means a lot to me.

Terima kasih atas penyertaan anda! Input anda amat bermakna buat saya.