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JOB CHARACTERISTICS, EMOTIONAL INTELLIGENCE AND WORK ENGAGEMENT AMONG NURSES

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ABSTRACT

This study examined the influence of five dimensions of job characteristics which are skill variety, task identity, task significance, autonomy and feedback together with four dimensions of emotional intelligence which are self-emotions appraisal, others emotions appraisal, use of emotions and regulation of emotions on work engagement among the nurses in Kedah. A total of 200 nurses at Hospital Sultanah Bahiyah have participated in this study. Regression analysis was performed to test the research hypotheses. The results of this findings revealed that only two dimensions of job characteristics (i.e. task identity and feedback) have a significant influence on work engagement and four dimensions of emotional intelligence have no influence on work engagement. This study also provided theoretical and practical implications.

Keywords: job characteristics, emotional intelligence, work engagement

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ABSTRAK

Kajian ini adalah untuk mengenalpasti pengaruh lima dimensi karakter pekerjaan dan empat dimensi kecerdasan emosi terhadap keterlibatan kerja dalam kalangan jururawat di Hospital Sultanah Bahiyah, Kedah. Secara keseluruhan, seramai 200 orang jururawat telah terlibat dalam kajian ini. Analisis regresi telah digunakan untuk menguji hipotesis kajian. Keputusan kajian ini menunjukkan bahawa hanya dua dimensi karakter pekerjaan iaitu identiti tugas dan maklum balas mempunyai pengaruh signifikan terhadap keterlibatan kerja dan empat dimensi kecerdasan emosi dikenalpasti tidak mempunyai sebagai faktor yang mempunyai pengaruh signifikan terhadap keterlibatan kerja. Kajian ini juga memberi implikasi dari segi theoretikal dan praktikal.

Kata kunci: Karakter Pekerjaan, Kecerdasan Emosi, Keterlibatan Kerja.

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CHAPTER 1

INTRODUCTION

1.1   Introduction

This chapter provides an overview of the background of the study, problems statement, research questions, research objectives, significance of the study, scope of the study, definition of the key terms and organizational of the study.

1.2   Background of Study

Malaysia is a vigorous and dynamic country enjoying the continuation of the economic growth and political stability since its independence 58 years ago. Malaysians today are generally healthier, live longer, and are better disposed to be more productive. The overall level of health gain is one of the key measures of the success of our country. Good health allows Malaysians today to lead productive and fulfilling lives. Furthermore, a high level of health contributes to expand prosperity and overall social stability.

The need for employees in health sector is increasing worldwide and since nurses occupy the greatest proportion of health employees, stay engaged in doing their job are very important. Nursing industry contributes to health and welfare of society through promoting and maintaining the health of individuals of people, families and society. In fulfilling the above responsibilities, nursing profession strives to protect the enthusiasm of society by ensuring that its' practitioners abide by a code of professional conduct.

Nursing is an honor and unique occupation that engaged with compassion, skills and knowledge also critical thinking yet nursing is one of the careers that requires one to face heavy workload and stress. According to a report by the American Society of Registered Nurses (2007), Malaysia needs more than 20,000 registered nurses in all area and almost 1,000 of Malaysian nurses leaving the profession annually. According to Ministry of Health, Malaysia (2012) Figure 1.1 shows the nurse and population ratio in year 2011 where the ratio is 1:387.

NEGERI State	SEKTOR AWAM Public Sector			SEKTOR SWASTA[2] Private Sector[2]	JUMLAH Total	NISBAH JURUAWAT : PENDUDUK Nurse : Population Ratio
	KKM[1] MoH[1]	BUKAN KKM[2] Non MoH[2]	JUMLAH Total			
Perlis	720		720	19	739	1: 321
Kedah	3,584		3,584	559	4,143	1: 476
Pulau Pinang	2,683		2,683	2,801	5,484	1: 291
Perak	4,302		4,302	1,176	5,478	1: 438
Selangor	5,687		5,687	5,687	11,374	1: 490
W.P. Kuala Lumpur	3,702		3,702	7,824	11,526	1: 147
W.P. Putrajaya	1,616	n.a.	1,616	4	1,620	1: 47
W.P. Labuan	146		146	1	147	1: 611
Negeri Sembilan	1,908		1,908	948	2,856	1: 365
Melaka	1,566		1,566	1,024	2,590	1: 322
Johor	4,917		4,917	1,427	6,344	1: 536
Pahang	3,063		3,063	491	3,554	1: 429
Terengganu	2,224		2,224	146	2,370	1: 453
Kelantan	2,450		2,450	1,501	3,951	1: 409
Sabah	4,402		4,402	305	4,707	1: 705
Sarawak	3,570		3,570	812	4,382	1: 574
MALAYSIA	46,540	3,523	50,063	24,725	74,788	1: 387

Figure 1.1
Number of Nurses by State, Section and Ration of Nurses to Population in 2011
Source: Health Informatics Centre. (2012). Indicators for Monitoring and Evaluation of Strategy Health for All Ministry of Health, Malaysia

Shortage of nurses is a major problem in health sector. This is because of the high turnover rate of nurses. The shortage can give negative impact towards the remaining nurses where they will face workload since the capacity to meet the patient are not enough. The strain of their working environment can be hard to cope with, so it is necessary that nurses learn how to manage their emotions when working in order to avoid burnout and disengagement from happening and to make better use of job resources.

Besides analyzing the dimensions of job characteristic which are skill variety, task identity, task significance, autonomy and feedback, this study also equally focus on the dimensions of emotional intelligence based on Mayer and Salovey's Four Branch model (1997) which is self-emotions appraisal, others emotions appraisal, and the use of emotions and regulations of emotions. The study will be conducted among the nurses in government hospital in Kedah, Malaysia. Additionally, the initial idea to use the dimensions of job characteristics and the dimension of emotional intelligence as the independent variables for this study is because these variables are identified as the important factors that can highly influence employees work engagement (AlMazrouei, Dahalan & Faiz, 2015; Shantz, Alfes, Truss, & Soane, 2013).

It is extremely important to create a job environment that emphasizes a good working condition for nurses to experience as meaningful where a condition that can offers engagement with the work. This study will be used to show the influence of job characteristics and emotional intelligence on work engagement among nurses.

Job characteristic theory describes the relationship between job characteristic and individual's response to their work. Meanwhile, emotional intelligence will measures about how well the nurses ability are able to understand their own and other people's emotions as well as their capability to carry out and control their

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emotions wisely suited with Reed (2014) mentioned that emotional intelligence are about to handle any situations effectively in order to perform tasks well.

1.3   Problem Statement

The shortage of nursing is the phenomenon that lead to negative impact on patients' needs and it is a crucial problem in health sector. According to Matsuno (2008), quite a number of Malaysian nurses migrated to work in different countries such as in Middle East, Australia, New Zealand and other Asian countries. In the year 2010, the rate for the migration was 400 people per year and more than 25,000 Malaysian nurses were working abroad (Siew, Chitpakdee, & Chontawan, 2011). For Malaysia, abroad employment is a threat when Malaysia keep producing many nurses by developing more school of nurses in order to cope with the shortage but the migration of nurses are still increasing due to great offers by other countries.

Nurses act as key players in a hospital, where the nurses are required to take care of patients 24 hours a day. Nurses have a variety of tasks to perform in the hospitals. Unfortunately, nurses are the first person to be blamed for any task performed below the standard of nursing care instead without taking into account the important factors such as shortage of nurses, working condition and lack of support (Barnett, Navasivayam & Narudin, 2010). The shortage of nurses are contributed by the high turnover and nurses quitting and it is influenced by low

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satisfaction towards their supervisors, job variety, burnout, closure, compensation, management policies, task requirement, autonomy and professional status .

Despite the shortage of nurses, this study aims to assess the level of work engagement among nurses. Opposite from those who are suffering from burnout, engaged employees have sense of energetic and effective relations with their work (Schaufeli & Salanova, 2007). According to Bates (2004) and Richman (2006) the reality about engagement of employees is declined for being materialistic and currently there is a trend of increasing disengagement among employees. Work engagement is examined as the dependent variable for this study.

The Job characteristics theory (Hackman and Oldham, 1976, 1980) describes the relationship between job characteristics and individual responses to work. The theory specifies the task condition in which individuals are predicted to prosper in their work. In nursing, the nurses are hindered by their routine task. This is because routine task is always blocked by time and frequent and unexpected disruption (Alvatev & Coiera, 2005). This is because nurses need to move around and also need to be located while task sequence also needs to be change because of absence (Chisholm, Collison, Nelson & Cordell, 2000).

The disruption affects the focus on primary tasks and becomes a burden as there is a need to be done with it and to proceed with the new information of new important tasks further (Elfering & Grebner, 2008). In this study, job

characteristic will be explored by using the Hackman and Oldham job characteristic model where it contain five dimensions which are skill variety, task identity, task significance, autonomy and job feedback and how they react to work engagement among the nurses.

Meanwhile, emotional intelligent also will be tested as an independent variable to see how it will influence work engagement of workers. This is because nurses need to face the burden of never ending work, cope with irregular and problematic behavior, care about emotional disturbances, balancing self-interest and power with love and affection (Samuelsson, Gustavsson, Petterson, Ametz & Asberg. 1997). According to Birks & Watt (2007) emotional intelligence is one aspect that should be greatly studied among nurses. When this vital dimension of personal functioning is not properly addressed, the patient and the nurse's interests are jeopardized. Emotional intelligence is often the key to good relationships with other people (Carter, 2002). Former researchers such as Shantz et al., (2013), Al-Mazrouei et al., (2015) have examined the relationship between these variables with other variables and in the presence of other variables as mediator to support the relationship of these variables with work engagement.

In addition, this study was carried out due to very limited amount of studies conducted on the influence of job characteristic and emotional intelligence on work engagement in local context. In essence, this study will focus equally on the influence job characteristic and emotional intelligence on work engagement.

Furthermore, most of the studies in Malaysia were conducted in various industries such as education (Mafuzah & Juraifa, 2015) and finance (Raida, 2013). Drawing on the theoretical and practical issues with regard to work engagement, the following research questions will be addressed in this study.

1.4   Research Question

i.   Does job characteristic's dimension namely skill variety, task identity, task significance, autonomy and feedback influence work engagement among nurses?

ii.   Does emotional intelligence's dimension namely self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions influence work engagement among nurses?

1.5   Research Objectives

The following objectives are to be accomplished:

i.   To analyze the influence of job characteristic's dimension such as skill variety, task identity, task significance, autonomy and feedback on work engagement among nurses.

ii.   To examine the influence of emotional intelligence such as self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions on work engagement among nurses.

1.6   Significance of Study

This research paper is essential in terms of finding the main factors that influence work engagement among the nurses in Kedah, Malaysia. Upon analyzing the data that were obtained from the respondents, the researcher is able to obtain the insight information of the employee's standpoint on work engagement. This study helped other researchers to recognize the factors that are influencing the work engagement, particularly among the nurses in Kedah, Malaysia. Based on this study, it may provide significant theoretical and practical contributions in the area of work engagement among nurses.

As a theoretical implication, this study validated the Job Demand Resources Model. In addition, this study will contribute additional empirical evidence in the domain of the Job Characteristic Theory and The Four Branch model theory. Further, in terms of practical implication, the results of the study will help the healthcare sector to identify the factors that really influence the nursing's work engagement as this study will give exposure to the ministry of health or hospitals on the factors that need to be given more attention to increase work engagement among the nurses and retain the excellent talents.

This study also provides information for hospital management in building the awareness of work engagement among nurses. So that, the result of this study will provide insight information regards on how critical the work engagement to survive in shortages. Furthermore, this study also explained the understanding of emotional intelligent contribute to the degree of engagement among the nurses. By understanding the positive attitudes will influence the performance of nurses in doing their task moreover it will increase their work engagement levels.

Other than that, the information gained from this study is also valuable to nurse leaders especially those who involve in recruitment of new nurses. It can help the leaders to promote and give influence towards work engagement among nurses. This study help researchers to find out more about the definition and dimension that can be used to measure work engagement. The higher work engagement will help organization to enjoy the benefits.

Therefore, this study may provide the worthiness for future research where it may help researchers to investigate more details about work engagement. For those researchers where their interest is in work engagement, may find the information in this study contribute to the knowledge base about work engagement.

1.7   Scope and of Study

The scope of research study on this topic is covering several important aspects especially in analyzing relationship between job characteristic and emotional intelligence with dependent variable namely work engagement. This study also focused to the nurses at one of public hospital in Kedah, Malaysia. Since, nursing play important role in giving services to patient lives, the nurses are expected to engage with their job. Thus, this study to see as far as the effects from independent variable can give influence on work engagement among nurses.

1.8   Definition of Key Terms

1.8.1   Work Engagement

It defines as a positive, fulfilling and work-related state of mind which divided into three character which is vigor, dedication and absorption (Schaufeli and Bakker, 2004).

Vigor

The willingness to put efforts in one's work, having high level of mental resilience and energy during working and persistence when facing problem and difficulties (Schaufeli & Salanova, 2007)

Dedication

Being strongly committed with one's work and experience a sense of significance, inspiration, enthusiasm, pride and challenge (Schaufeli & Salanova, 2007).

Absorption

Being fully concentrated and happily absorbed in one's work, time passes quickly and one has difficulties with detaching oneself from work (Schaufeli & Salanova, 2007).

1.8.2 Job Characteristic

The job design that results in three critical psychological states for employees namely experience meaningfulness of the work, experienced responsibility outcomes of the work and knowledge of the results of work performed that bring about positive work outcomes (Hackman & Oldham, 1975)

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Skill variety

The degrees to which a job requires incumbents to perform a wide range of activities by using diversity of skills and talents (Hackman & Oldham, 1975).

Task identity

The degree to which the job requires accomplishment of the whole and accountable piece of work from starting to the end of process of completion with a visible outcome (Hackman & Oldham, 1975).

Task significance

The level up to which the job has a significant impact on other people's the lives whether in the organizational or external environment (Hackman & Oldham, 1975).

Autonomy

The degree to which the job gives necessary freedom, independence and discretion to the employee to scheduling and conducting their work (Hackman & Oldham, 1975).

Feedback

The level up to which the employee acquired clear information regarding to their performance (Hackman & Oldham, 1975).

1.8.3 Emotional Intelligence

The ability to monitor individual emotion and other's emotion then discriminate among them and use the information to guide thinking and lead to actions Mayer & Salovey (1990).

Self-Emotional Appraisal (SEO)

The individual's ability to understand their emotion and their capabilities to show and express their emotion (Wong & Law, 2002).

Other's Emotional Appraisal (OEA)

The ability of individual to be aware and understand the emotions of people's around (Wong & Law, 2002).

Regulation of Emotion (ROE)

The individual ability to manage their emotions as to enable fast recovery from physiological distress (Wong & Law, 2002).

Use of Emotion (UOE)

The individual's ability to utilize individual's emotions on constructive activities and performance (Wong & Law, 2002).

1.9   Organizational of the Study

Chapter 1

This chapter consists of the introduction of the study, problemS statement, research objectives, research questions and significance of the study, scope and limitation of the study, definition of key terms and organizational of the study.

Chapter 2

In chapter 2, the literature review of the summary from relevant secondary sources of the data is discussed. A review of the available literature on work engagement (dependent variable), job characteristic and emotional intelligent (independent variables), are presented.

Chapter 3

This chapter is preceded by a description of the methods of data collection that will be used and the case study in this research. Subsequently, the discussion focuses on the methods used to analyze the data obtained from the questionnaire to achieve the research objectives. The questionnaire will be provided to enable the respondents to answer the question and help the researcher to conduct the survey. The area of the research will be discussed in depth.

Chapter 4

This chapter is discussed on the results of the study. The profile respondents, goodness of measure, descriptive analyses, and reliability analysis of the variables and the results of hypotheses tested are presented. Lastly, a summary of results is obtained at the end of this chapter.

Chapter 5

Finding and recommendations are the final stage of the research. In this stage, the findings would be able to show the result of the research. A conclusion needs to be drawn in-line with the objectives of the research. At the same time, some appropriate recommendations related to the problem may be made for a better solution or for further research.

1.10   Conclusion

This chapter has presented an overview concerning the various aspects such as introduction of the study, problem statement, research questions, research objectives of the study and the significant of the study. Thus, in chapter 2, the researcher will discuss the related literature of the study.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter starts with the literature review on work engagement. The following part relates with the job characteristics and emotional intelligence. In addition, after reviewing the literature for each factor, hypotheses have been proposed with the conclusion of this chapter.

2.2   The Conceptual Background of Work Engagement

The concept of work engagement is tremendous. Nowadays, organizations put more attention on how to make sure their employees are engage with their work. This is because, engaged employees can work more efficient and productive (Markos & Sridevi, 2010). This is consistent with (Bhattacharya & Mukherjee,

2009) findings as engaged employees are able to understand on the business circumstances and their performance are constantly beyond expectation.

The terms of work engagement is define as the degree of employees willingness to perform their role in an organization with full of motivation and enthusiasm. Schaufeli et al., (2002) state that work engagement is a distinct concept that related negatively to burnout. They work harder than disengaged employee. Kahn (1990) defines work engagement as the harnessing of employees where they fully connected with their roles physically, cognitively and emotionally. Connected with the roles cognitively is about the trusts of employee about their organization, leaders and working conditions. Whereas connected with the roles emotionally means that, the employee's feeling whether the employees have positive or negative attitudes toward the organization and leaders. Connected with the roles physically is about how the employee physically gets their job done.

According to Schaufeli and Bakker (2004), work engagement focused on the relationship of the employee toward their work where it defines as a positive, fulfilling and work-related state of mind with divided into three character which is vigor, dedication and absorption. Work engagement will lead employees to do their job happily and face any obstacles confidently. This is because an employee who has a good work environment will take their work very importantly. Law, Wong & Song (2011) mentioned that engagement is about how the employees face their job. The employees may be able to confront with their work as

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meaningful (dedication), motivating (absorption) and something they wish to put effort (vigor).

Kahn (1992) uses vigor as physical dimension to dedicate themselves to their work, employees must feel that they have enough physical and emotional energy. Schaufeli & Salanova (2007) refer vigor as the willingness to put efforts in one's work, having high level of mental resilience and energy during working and persistence when facing problem and difficulties. Shirom (2008) added that vigor is where the employees possess physical strength, cognitive liveliness and emotional energy to their work. In other words, vigor is about an employee having a high level of energy to perform well and willing to put efforts in one's work, and also able to deal with challenges at the workplace.

Meanwhile, Kahn (1992) uses dedication as emotional dimension. Schaufeli & Salanova (2007) define that dedication as being strongly committed with one's work and experience the senses of significance, inspiration, enthusiasm, pride and challenge. Bhatnagar (2007) added that emotional dimension is about the shape of meaningful relationship with others such as colleagues and gain or give empathy and concern from or to them.

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Employees who feel dedication will perceive their work to be critical and treat difficulties as challenges rather than treat as pain or burden. Vigor and dedication are directly opposites of the two core symptom of burnout which is exhaustion and cynicism. Based on figure 2.1, the continuum spanned by vigor and exhaustion are labeled as energy whereas dedication and cynicism are labeled as identification Schaufeli & Salanova (2007). Thus, work engagement are surrounding with the high level of energy and strong identification while burnout is the opposite, which means a low level of energy and weak identification.

Burnout		**Engagement**
Exhaustion	Energy	Vigor
Cynicism	Identification	Dedication
Lack of professional efficacy		Absorption
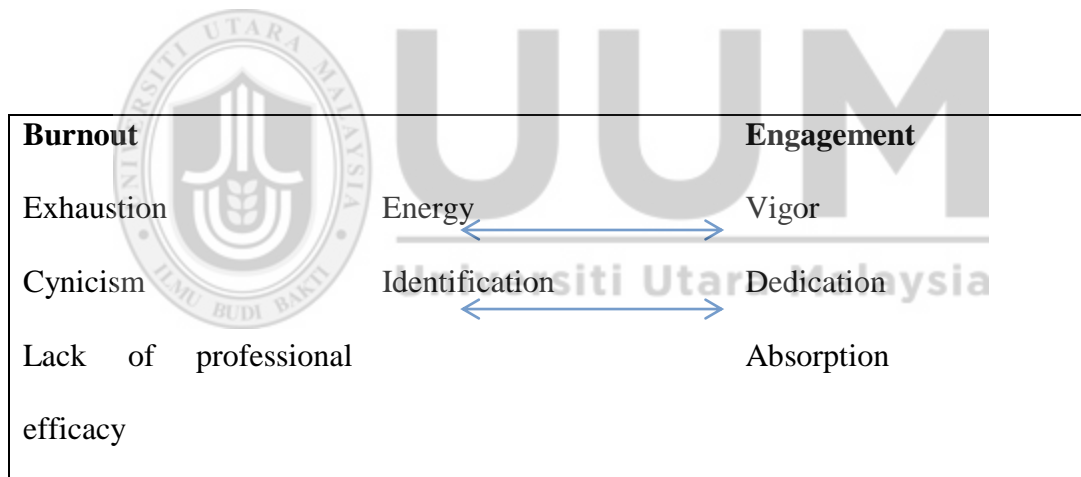
Figure 2.1
The Relationship between Burnout and Work Engagement
Sources: Schaufeli & Salanova (2007)

Kahn (1992) defines absorption as cognitive dimension. Cognitive dimension is about those who are strongly aware of their mission and responsibility in their work environment. Absorption is about being fully concentrated and happily absorbed in one's work, time passes quickly and one has difficulties with

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detaching oneself from work (Schaufeli & Salanova, 2007). Further explanation by Mauno et al (2007), absorption is about total concentration on the job given. In other words, absorption is the state of mind where employee are fully focused and involved in an activity and nothing else to be obstacle for them. Based on Figure 2.1, absorption is not labeled or considered as opposite of professional efficacy because absorption is a distinct aspect of work engagement.

Nevertheless, this study is an attempt to analyze the contribution of job resources on work engagement based on Job Demand-Resources (JDR) model. This is because, according to Bakker & Demerouti (2007) job resources tends to be an independent process that could motivates and help employees to achieve goals, leading to work engagement and organizational commitment. Due to this fact, this study incorporates 5 dimensions of job characteristic and 4 dimensions of emotional intelligence as the job resources as independent variables to its influence on work engagement.

2.3   Concept of Job Characteristic

Job characteristic describes the relationship between job characteristic and individual response to work. It specify on how employee are predicted to act or to bear with their work regarding to the task condition. Usually, job characteristic

had play a major role in organizational theory (Buys, Olckers and Schaap, 2007) and according to Elainain (2000), job characteristic is crucial because well designed jobs can lead to positive work attitudes and behaviors whereas stress can be minimize, motivation can be enhance and employee's performance can be improve so that organization can successfully compete in an international marketplace. Job characteristic is prevalent variables that form work environment and clarify on how the employees acknowledge their work. The main concerns of job characteristic are the condition of the task related to the work and how the work is done (Hayati, 2012).

Loher, Noe, Moeller & Fitzgerald (1985) stresses that enriching employee's task by developing more challenges, motivating and satisfactory could increase various outcomes. It can be seen at the job characteristic model by Hackman & Oldham (1975) which had explained the five job dimension then can give impact to various outcomes. According to Krishnan, Ismail, S, Ismail, I, Muhammed, Kanchymalay & Geetha (2014), the job characteristic model allowing employees to use different skills and talents in performing their work (skill variety), employees get opportunity in doing their job from starting to the end of process (task identity), employees also realize the significant impact of their job on others (task significance), employee also has freedom in making decision (autonomy) and employee get their responses on how they are doing their job directly from the job itself (feedback).

Krishnan et al., (2014) also stress that the five dimension of job characteristic are considered to promote meaningfulness of the job, experienced responsibility of the job and knowledge of the result of the job. It is expected to develop employee attitudes and work outcome. For instance, internal motivation and job satisfaction, productivity, lower rate of turnover and work engagement. In addition, according to Salanova & Schaufeli (2008) job resources which contain job control, skill variety and feedback are positively related to dedication and vigor dimension of work engagement. Dzepina (2011) also found an additive effect of job characteristic on work engagement.

Corpanzano & Mitchell (2005) stipulated that when employer and employee acknowledge by exchange rules, it will increase trust and loyal relationship. This is because due to rewarding reaction of other, which time provided for mutually and rewarding and relationships. Hence, employees who are offered enrichments, motivating and challenging job by the employer will feel bound to give respond by higher level of attitudinal work outcomes such as work engagement.

2.3.1   Concept of Skill Variety

Skill variety is described as the degrees to which a job requires incumbents to perform a wide range of activities by using diversity of skills and talents (Hackman and Oldham, 1975). Low skill variety dominates when the employee keep doing the same task cynically but if it involve with multiple task and involve

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different skills and talents to perform the skill variety as job characteristic is signified. Buys, Olckers & Schaap (2007) also found that employees are motivated with high involvement of skill and it's also make the job is more meaningful.

Skill variety can help an organization to have a competitive advantage, when the employees have skill variety and there is no need to hire new employee and save the company's budget. Nowadays, human resources management attempt to maximize the skills required for a job by implementing job design initiatives and programs that could maximize skills and task variety for the employees. In nursing field, skill variety is important because there is shortage of nurses and nurses need to perform a wide range of duties that required different skills.

According to Benjamin (2012), employee's career progress also can be improved when an employee are provided with opportunity to acquire variety of skills in their present roles. Well job designed give benefits for both parties which are employer and employee because it can increase employee's satisfaction and improve quality of performance (Garg & Rastogi, 2006). To make sure that the jobs are well designed, assessment of employee's performance and feedback from the employees on new responsibilities need to be assessed.

Benjamin (2012) also claimed that having skill variety could minimize boredom and maximize job satisfaction and motivation of employees. Ambrose, Geoffrey, Nehemiah & Augustine (2013) argue that by adding variety of skills to employee also can cause stressful if employees could not enjoy the addition and mix of skills. To avoid employees from the stressful by the added skill variety into their job, organization can involve employees in the job design process.

2.3.2   Concept of Task Identity

Task identity is the degree where the job requires an accomplishment of the whole and accountable piece of work from the start to the end process of completion with a visible outcome (Hackman and Oldham, 1975). If the employees only work on small part, the employees cannot identify how they have completed the task with their efforts. Thus, the employees couldn't understand the feel of completion or responsibility for the wholes task given. According to Herriot, Manning & Kidd (1998), employees wanted to have an identity on their work and feeling of self-worth on their work. This is because the job that consists of employee's identity will make the employees feel the importance and energizes the employees to put more effort in their work. Employees play important roles in order to make a successful organization. Thus, employee performances are importance.

Choge (2014) defines individual performance as a function of employee's abilities to work on the job and the employee's willingness to do the job. When employees felt the meaning in their job, it means that the employees are satisfied with their job. It will be easy to organization to retain the employees. Organization needs to offer jobs that have task identity to help in motivating employees. Those employees that can see the contribution of their jobs tend to be to be more engaged in their jobs (Strong, 2015). In nursing field, the nurses may be prevented from completing a whole task on their patients when work is dispersed onto individual personnel.

In order to increase task identity, according to Gabr & Mohammed (2012) nurses jobs should be designed to enable a nurse to provide holistic care to the same group of patients as opposed to fragmented care to many different patients and develop strong personal relationships with these patients and their families. Another explanation of the previous mentioned results nurses prefer to complete a variety of activities for fewer patients by caring for them as individuals rather than completing a series of tasks for a large number of patients. This is the same view of Tonges (2005) who proposed that nurse assignments can be arranged in a way that the nurse can care for the same patient from admission to discharge from the unit.

2.3.3   Concept of Task Significance

Task significance is the extension to the job that has a significant impact on other people's life whether in the organizational or external environment (Hackman and Oldham, 1975). Task significance is the characteristic that could be addressed to employee about the influence and effect of their work upon others and let them value it. In nursing field, nurse's task could be high in task significance if the nurses are giving the treatment care for the patient and the task could be low in task significance if the nurses need to sweep hospital's floor (Johns & Saks, 2001).

Morgeson & Humphrey (2006) claimed that employee's thought about the contribution of their job and the influence it had on others are very important. Organization also begins to put an attention to make sure the employees are more aware of their contributions (Porter & Kramer, 2002) and realize that their jobs are not only for the profit of the organization solely. In short, employees need to know and believe they are doing something important and valuable for the organization and society.

2.3.4   Concept of Autonomy

Hackman and Oldham (1975) describe autonomy as the degree to which the job gives necessary freedom, independence and discretion to the employee in scheduling and conducting the work. According to Narang & Dwivedi (2010) the

greater the autonomy given the greater the sense of self responsibility. Hackman and Oldham (1975) also mentioned that employees must see the result of the job that is depending on their efforts, initiatives and decision rather than only following the instruction given by supervisor or manual. Based on Bakker and Leiter (2010), autonomy is positively associated with work engagement. Lack of autonomy, the employees tends to hinder from experiencing work engagement.

According to Vegsund (2014), most of no one has complete control in an organization. The work done is because of cooperation between other employees or supervisors. However, according to Maslach and Leiter (1997) there is limitation in productivity if the employees have no authority on their work at all, at once it lead to burnout. In addition, when the employees have no autonomy in their job, it can prevent them from using their professional judgment. Not letting the employees make a decision on their own can invite the negative thinking or perception such as trust issues.

However, autonomy must be handled properly. Employees possessed autonomy need to know how to use the autonomy, how to control of what to do and how to do it. This is because having autonomy involved decision-making and the opportunity to use one`s cognitive skills. It required a balance between nurse`s skill and the complexity of the task given. Overly control also can lead to distress (Freeney and Tiernan 2009).

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Autonomy may increase the quality of work and maximize the nurse's job satisfaction (Mrayyan 2004) and also reduce turnover. In nursing field, Vegsund (2014) claimed the nurses can also be given autonomy from the supervisors for more motivation in doing their job. The nurses can make the decisions that are the best for the staff and the ward in any given situations. To have responsibility in an area of interest may provide more work engagement.
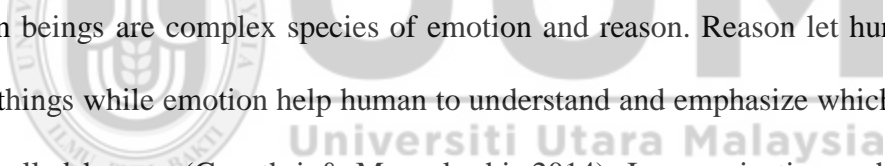
2.3.5 Concept of Feedback

According to Hackman and Oldham (1975), feedback had been defined as an extension level where the employee acquires clear information regarding to their performance. Employees need feedback due to their performance and the effectiveness. Feedback should be delivered directly from work-related activities and its must be simple and impersonal. The more immediate the feedback the less affected it is to other dilution by other influences in the environment.

Feedback on the completed work is important whether positive feedback on good work done or feedback on the mistake made in accomplishing the work. The way of criticism is also important where it should be delivered with respectful and constructive manner. So the result will turn good where the nurses can learn from mistake. Positive feedback could lead to positive emotion where commitment and motivation are fostered. Moreover, employees want to keep doing their job as long as it makes them feel good about themselves.

By giving effective feedback, employees are able to gain insight between their performance and the standard performance. As a result, employees are aware with the gap of their performance and could recognize their strength and weaknesses (Mills, 2004). Usually, feedback is given by supervisors. Supervisors need to have regular communication and interaction with the employees in order to identify the employee's need to overcome the employee's weaknesses. It could be some nurses need extra training or more challenges task (Vegsund, 2014).

2.4 Concept of Emotional Intelligence

Human beings are complex species of emotion and reason. Reason let human to judge things while emotion help human to understand and emphasize which make them called human (Gayathri & Meenakashi, 2014). In organization, achieving goals is important. In order to achieve the goal, it demands engaged employee who are energetic, vicarious and passionate toward their work. It requires employees who can exert discretionary efforts. Hence, organization need to direct their employee's emotion and hearts towards work and to direct that it can be done by integrating emotional intelligence into the working environment.

According to Gayathri & Meenakashi (2014), employees who are emotionally intelligent are capable to conserve the work engagement because their ability to understand their own and other emotions as well as their capability to use and regulate their emotions effectively. It's about the ability to look at situations without being influenced by personal feelings and thus understanding own and other people. The engaged employee can deal effectively with stressful situation and cognitive energy to perform their task properly.

Previous research has been found positively related to positive organizational construct for instant, organizational commitment and organizational citizenship behavior. Azizan & Samadi (2012) had explored the relationship between employee's emotional intelligence and self-efficacy and the result indicate that there is significant positive relationship. Another study by Fu (2014) found that regulation of individual emotion give influence to ethical behavior significantly. There are also some studies on emotional intelligence and employee engagement. For example, a study by Ravichandran, Arasu & Kumar (2011) where the result also indicate that there is association between emotional intelligence and employee engagement.

Emmerling & Goleman (2003) stress that there are plentiful of emotional intelligence definitions and all of them aim to the abilities of understanding on individual emotions and others emotions. Matthews, Zeidner & Roberts (2002) define emotional intelligence as the ability to identify and express emotions,

understand emotions on individual emotions and others emotions. Meanwhile, Reed (2014) also define emotional intelligence as the ability to realize, manage and understand to individual emotions and other's emotions hence use integrate knowledge into manage situations and relationship whereas Mayer & Salovey (1990) define emotional intelligence as the ability to monitor individual emotion and other's emotion then discriminate among them and use the information to guide thinking and lead to actions.

Mayer & Salovey (1997) came out with a model called Mayer and Salovey's four branch model (1997). It contain of four subcomponent branch which is emotional perception, emotional assimilation, emotional understanding and emotion management. Based on Mayer and Salovey's four branch model, Wong & Law (2002) also developed four dimensions of emotional intelligence which is self-emotional appraisal (SEO), other's emotional appraisal (OEA), regulation of emotion (ROE) and use of emotion (UOE).

2.4.1 Concept of Self-Emotional Appraisal

According to Wong, Law & Song (2004), self-emotion appraisal is referring to the ability of an individual's to understand their feelings and express the emotions naturally. Those individual have a great ability in this dimensions tend to identify and acknowledge their emotions correctly rather than other peoples. However, according to Zhou & George (2003) only individual with high level in emotional

intelligence are concerned with their feelings that they had experienced and can express their emotion because, generally people cannot voice out their feelings and also unaware of their emotions.

2.4.2   Concept of Other's - Emotional Appraisal

Others' emotional appraisal is assessment and recognition of emotions in others (Wong, Law & Song, 2004). The ability to recognize others' emotions is critical in a service environment. Others' emotional appraisal is referring to the individual's ability to see and understand other people's emotion such as peoples in the community. Individuals that acquired this ability tend to be more sensitive on emotions and feelings of others also can read their minds without asking (AlKahtani, 2013).

2.4.3   Concept of Use of Emotion

Use of emotion is about the ability of an individual to utilize individual's emotions only on constructive activities and performance (Wong, Law & Song, 2004). In changing situations, use of emotion play an important role in the effective development of information for the individuals who are high on EI. On the contrary, individuals with low EI cannot effectively use their emotions to aid cognitive processes and may find it difficult to coordinate among how they feel and what are they doing (Zhou, George, 2003).

2.4.4 Concept of Regulation of Emotion

Regulation of emotion refers to the individual ability to manage their emotions as to enable fast recovery from physiological distress (Wong, Law & Song, 2004). Understand other's emotions are not truly enough but need to be added on how to manage the emotions. Failed in regulate of emotion can lead to negative impact. For instance, when a mistake made by an employee in an organization, it would not be solved by managers if they are angry or having negative emotion towards the employees. In this situation, regulation of emotion play the roles where instead being angry and blaming the employee, managers need to manage the emotions to solve the problem (Naseer, Chishti, Rahman & Jumani ,2011). Regulation of emotion enables individuals to control immediate reaction in a good manner. According to Zhou & George (2003), by delaying instantaneous responses also a part of emotional management ability.

2.5 Underlying Theories and Model

In this study, the researcher had used Job Characteristic Theory, The Four Branch Model and Job Demand-Resources model to understand the link of theoretical paradigm and variables of the study.

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2.5.1 Job Characteristic Theory
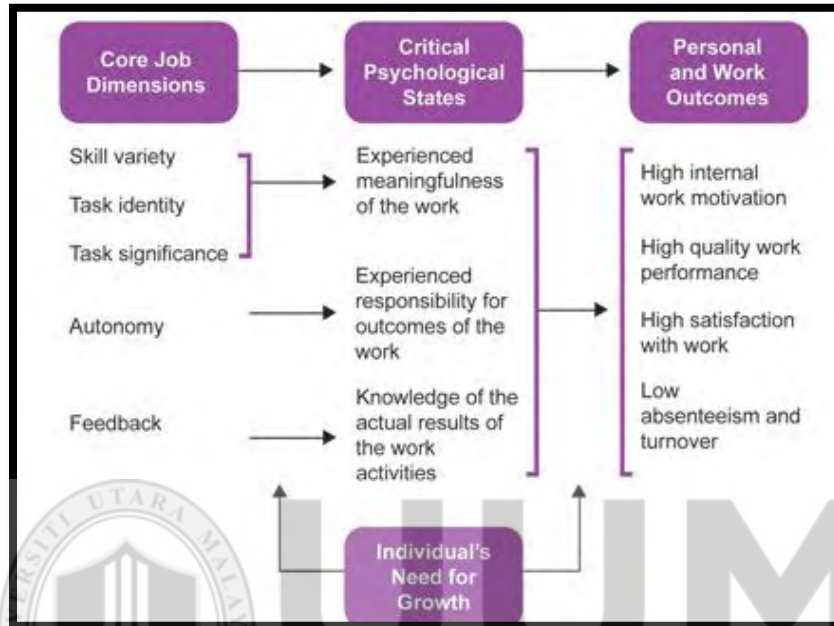
Figure 2.2
Job Characteristic Model
Source: Hackman & Oldham (1975)

Job characteristic theory describes the relationship between job characteristic and individual response to work (Hackman and Oldham, 1975). Hackman and Oldham (1975) have developed Job Characteristic Model and it has been used extensively due to the availability for many types of occupation and various types of organization. Based on the Figure 2.2, Hackman and Oldham (1975) defined job characteristics as the job design that results in three critical psychological states for employees namely experience meaningfulness of the work, experienced

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responsibility outcomes of the work and knowledge of the results of work performed that bring about positive work outcomes. According to Michailidis & Dracou (2011), experienced meaningfulness described as a perspective of employee where the employees perceive their work as valuable and worthwhile. Meanwhile, experienced responsibility is about the employee feels personally accountable with their job output whereas knowledge of the results of work performed is refer to the extent to which an employee usually knows and understands about how well they got their task done.

Hackman and Oldham (1975) used five dimension of job characteristic in the model which is skill variety, task identity, task significance, autonomy and feedback. The five dimensions mentioned above are related to the three critical psychological states in the model. The first critical psychological state which is experienced meaningfulness of the work is influence by skill variety, task significance and task identity. Meanwhile, the second critical psychological state which is experienced responsibility outcomes of the work is influence by autonomy and the last critical psychological state which is knowledge of the results of work performed is influence by feedback.

Based on Figure 2.2, the element in the job characteristic model are seen to predict the important of work outcome such as job satisfaction, performance, motivation, turnover and absenteeism among employees which believed to give meaningfulness of the work. If employee perceives that their job contain the five

dimension of job characteristic, it means employee work engagement can be enhance.
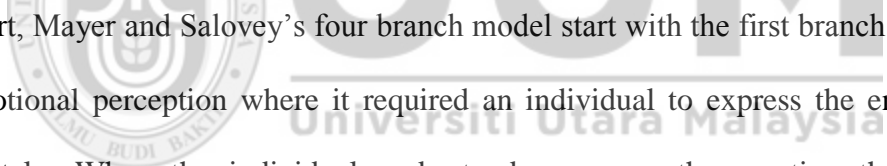
2.5.2 The Four Brach Model of Emotional Intelligence

Mayer & Salovey (1997) came out with a model called Mayer and Salovey's four branch model (1997). It contains of four subcomponent branch which is emotional perception, emotional assimilation, emotional understanding and emotion management. Mayer and Salovey's four branch model clarify emotional intelligence as a cognitive ability and presents the four level through which a person become emotionally intelligent. Emotional perception or also known as self-awareness is about the perception and expression of emotions. It's about the ability to notify a feeling as it take place. Emotional perception is a very important part in emotional intelligence. Thus, emotional perception is a precursor for the next three branches. If employee lack of ability at this stage it could lead to fail in emotion management (Prentice, 2008).

Meanwhile, the second branch is emotional assimilation which is about the knowledge and skills needed to use emotional state to facilitate problem solving. In this stage, employee needs to distinguish between different emotions and also identify those emotions that could affect the thought process. The third branch is emotional understanding. It's about awareness of how emotions can combine and how the emotions correlate to situation and time. It requires the ability to

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understand complex emotions. This branch is a crucial skill specifically in dealing with other's emotion (Mayer & Salovey, 1997).

Lastly, the fourth branch is emotional management which is about the ability to manage individual's feeling to make sure it will lead to appropriate behavior. By other meaning, it is a strategic management of individual's emotion and other's emotion. When an individual have emotional understanding, the individual could control their emotion within any situation. Perhaps it involved the ability to ameliorate negative emotion and maintain positive emotion (Mayer & Salovey, 1997).

In short, Mayer and Salovey's four branch model start with the first branch which is emotional perception where it required an individual to express the emotion accurately. When the individual understand or aware the emotion then the individual will move to second branch which is emotional assimilation which mean the individual will distinguish between different emotions that the individual undergoing and also clarify those emotion that affect thought process. After that, the individual will move to third branch, emotional understanding. In this stage, the individual needs to understand complex emotion and also recognize the movement from one emotion to another. When the individual becomes adept in dealing with the emotions, by then the individual will be able to control over the impulses to think properly and analyses rationally within any situation.

2.5.3   Job Demand Resources Model

According to the JD-R model (Demerouti, Bakker, Nachreiner & Schaufeli, 2001), the characteristics of work environments contains two categories namely job demands and job resources which incorporate different specific demands and resources, depending on the context under study. Typically, job demands is refer to physical, social or organizational aspect of the job which sustained physical and/or psychological effort. Meanwhile, job resources are refer to job characteristics that involved in achieving work goals and stimulate personal growth and development.

Bakker & Demerouti (2007) found the antecedents and consequences of work engagement. There are two assumptions. Job resources which contain social support, performance feedback, skill variety and autonomy are positively correlated with work engagement due to start of motivational process. In motivational process, job resources lead to organizational commitment and work engagement (Schaufeli & Bakker, 2004). Due to their (intrinsic and extrinsic) motivational potential, foster employees to meet their goals. In turn, employees may become more committed to their job and consequently goes to higher performance because they derive fulfillment from it (Hackman & Oldham, 1980).

However, the second assumption is job resources are more salient when the employees facing the high job demand such as workload, emotional demands and

mental demands. Bakker & Demerouti (2007) clarify that job resources and personal resources are positively give impact on engagement when the level of job demand are high and consequently also give positive impact on job performance. In this research, job characteristic and emotional intelligence will act as job resources that directly predict increase work engagement.

2.6   Hypotheses Development

In this study, the dimension of job characteristics namely skill variety, task identity, task significance, autonomy and feedback as well as the dimension of emotional intelligence namely self-emotion appraisal, other's emotional appraisal, use of emotion and regulation of emotion are chosen as independent variable to associate the dependent variable namely work engagement by means that the independent variable may have influence on work engagement.

2.6.1   Skill Variety and Work Engagement

This study rationalizes that skill variety has a positive influence on work engagement. Hackman & Oldham (1975) proved that skill variety is an important antecedent of employee work engagement. This is apparent upon reviewing the empirical evidence such as Truss, Baron, Crawford, Debenham, Emmott, Harding & Longman (2014), Bakker, Albrecht & Leither (2012) and Krishnan et al., (2015).

Moreover, Shantz et al., (2013) found that skill variety contributes to work engagement where the study was conducted in United Kingdom involving employees working for a consultancy and construction. According to Morgeson and Humphrey (2006), when the employees have been assigned into a variety of tasks, the employees may experience a sense of energetic connection with work activities and believe that their work is interesting and therefore lead the employees to feel engage with their job. Based on the empirical evidence, the hypothesis proposed for this study is:

H1a: There is a positive influence of skill variety on work engagement.

2.6.2 Task Identity and Work Engagement

This study rationalizes that task identity has a positive influence on work engagement. Hackman & Oldham (1975) proved that task identity is an important antecedent of employee work engagement. This is apparent upon reviewing the empirical evidence such as Truss et al., (2014), Bakker, Albrecht & Leither (2012) and Krishnan et al., (2015). Moreover, a study by Olanrewaju & Ifenna (2011) also found that the relationship of task identity and burnout are not significant and suggested high identity perception will influence the level of work engagement. Task identity could be enhanced when employees are able to feel the responsibility for the whole task assigned to them and feel a connection with the

job. In other words, task identity helps employees to grow and develop to achieve the demands of their job.

Furthermore, Kahn (1990) suggested that employees who feel capable of contributing and receiving from the work tasks that reflect their sense of personalities are more engaged at work. The employees who rate their job as high in task identity are therefore expected to exhibit higher levels of engagement. When employees are given the opportunity to maximize their potential and ability for pursuing a clearly identifiable and worthy outcome or goal, they are more likely to consider their job as one that helps them meet their own personal goals and aspirations (Bremner & Carriere (2011). Based on the empirical evidence, the hypothesis proposed for this study is:

H1b: There is a positive influence of task identity on work engagement

2.6.3 Task Significance and Work Engagement

This study rationalizes that task significance has a positive influence on work engagement. This is apparent upon reviewing the empirical evidence such as Truss et al., (2014), Shantz et al., (2013) and Krishnan et al., (2015). Task significance establishes a perception that the employee is actually able to make a difference in his job to contribute to the lives of others. Thus, when the employee

is high on task significance and he wants and has the skills to contribute, his drive is intrinsic by nature (Hackman & Oldham, 1980).

Additionally, Christian, Garza & Slaughter (2011) claimed that task significance has a substantial influence on other's lives or works has contributed to employee work engagement. Grant (2008) also conducted an experiment to show the importance of task significance in a job. In the experiment, a random lifeguard is chosen and assigned to read a story about the heroic lifeguard and as a result, the lifeguard becomes more aware of his self-worth in his job and encourages him to become more engaged in his work.

Similarly, Rothbard's (2001) study showed that when an employee is absorbed and attentive in his job, it is more likely that he or she be engaged in it. Employees need to know how significant their work is beyond the mere task which is in the organization as a whole and if possible their contribution to others and the society in general thus providing him with enough challenge, responsibility, and a reason to be attentive and absorbed, it is hypothesized that task significance would be positively related to employee work engagement.

H1c: There is a positive influence of task significance on work engagement.

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2.6.4 Autonomy and Work Engagement

This study rationalizes that autonomy has a positive influence on work engagement. A number of other studies have also reported positive correlations between job autonomy and work engagement (Saks, 2006; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007; Hakanen, Bakker, & Demerouti, 2005; Llorens, Schaufeli, Bakker, & Salanova, 2007; Bakker & Demerouti, 2007). Autonomy can influence employees to feel responsible for any successful achievement or failures since autonomy is dependent on the individual's efforts and decisions (Hackman and Oldham 1976) not the leader's instructions or adherence to standardized rules.

Providing autonomy to employee will give more satisfaction and motivation on their job. Higher levels of autonomy can be achieved by allowing the employees to grow and learn in their position with the opportunity for self-guidance given (Manz & Sims, 2001). Job autonomy enables employees to reach their targets, hence maximizing their job satisfaction, which in turn increases the level of work engagement (Hackman & Oldham, 1980).

Similarly, Kahn (1990) also claimed that those employees who have discretion in their work life have higher levels of enthusiasm, lower levels of fatigue and a heightened sense of meaningfulness and engagement in their work. Based on the empirical evidence, the hypothesis proposed for this study is:

H1d: There is a positive influence of autonomy on work engagement.

2.6.5   Feedback and Work Engagement

This study rationalizes that task significance has a positive influence on work engagement. This is apparent upon reviewing the empirical evidence showing feedback as one of resources increases employee work engagement (Schaufeli & Bakker, 2004; Bakker, Albrecht & Leiter, 2011). Hackman & Oldham (1975) also found that feedback is one of the important antecedents of work engagement. In nursing, feedbacks can help nurses to understand the impact of their job on the patients, program or event, organization and the health care system in general. Job feedback can also be linked to reflective practice since feedback can come from other parties such as patients, co-workers and supervisors

Moreover, Shantz et al., (2013) found that employees who receive feedbacks about their effort are more likely to report higher level of engagement. This is because feedbacks acknowledge the results from the work itself and it will increase a person's pride and enthusiasm in their work (Hackman and Oldham 1980). In addition, Gittell (in Grant & Parker, 2009) also have conducted a study in airline industry and found that feedback can increase employee work engagement. Feedback is also a part of motivation for people because it leads

individuals to become more energetic and persistent in dealing with difficulties. Based on the empirical evidence, the hypothesis proposed for this study is:

H1d: There is a positive influence of feedback on work engagement

2.6.6   Self-Emotional Appraisal and Work Engagement

This study rationalizes that self-emotional appraisal has a positive influence on work engagement. This is apparent upon reviewing the empirical evidence showing by Singh (2011) and Azizian & Samadi (2012) which has found a significant relationship between self-emotion and employee work engagement. Mayer & Salovey (1990) also claimed that the more understanding they are about their self-emotion, the more engaged they are with their job. Other than that, a study by Al-Mazrouei et al., (2015) conducted for 445 employees at Ministry of Education, Oman also revealed a significant positive relationship between self-emotional appraisal and work engagement.

Other than that, Ngirande and Timothy (2014) also have conducted a study on 92 individuals from Eskom electric power industry in South Africa to examine the effect of leader's emotional intelligence on employee's job satisfaction. As a result, there is a significant relationship between leader's emotional intelligence and employee's job satisfaction. Employee's satisfactions are important because it will in turn lead to employee work engagement.

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In order to achieve an organization's goal, it demands its employee's engagement who are passionate about their work. According to Al-Mazrouei et al., (2015), to have engaged employees, an organization needs to direct its employee's emotions and hearts towards work and it could be enhanced by integrating emotional intelligence into the work environment. Based on the empirical evidence, the hypothesis proposed for this study is:

H2a: There is a positive influence of self-emotional appraisal on work engagement.

2.6.7   Other's Emotional Appraisal and Work Engagement

This study rationalizes that other's emotional appraisal has a positive influence on work engagement. This is apparent upon reviewing the empirical evidence by Schutte & LOi (2014) and Ravichancran et al., (2011) which clarified that emotional intelligence fosters employee work engagement. Emotions give impact on everything that people do because emotions can increase the employees' morale and vice versa.

Understanding other's emotion may influence the increment of the productivity, innovation and accomplishment in the individual, team and organizational environment. Other's emotion relates to an individual's ability to identify and understand the emotions of people around them. Lopes, Salovey, Cote & Beers

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(2005) believe the ability to perceive and understand emotion has a direct influence on social interactions as it helps individuals interpret internal and social cues. This guides emotional self-regulation and social behaviors, particularly important skills in service settings (Lopes et al., 2005) such as in nursing field. Based on the empirical evidence, the hypothesis proposed for this study is:

H2b: There is a positive influence of others emotional appraisal on work engagement.

2.6.8   Use of Emotion and Work Engagement

This study rationalizes that use of emotions has a positive influence on work engagement. This is apparent upon reviewing the empirical evidence by Schutte & LOi (2014) and Robertson-Schule which have revealed a significant positive relationship between employee's emotional intelligence and work engagement. Moreover, Guleryuz, Guney, Aydın & Aşan (2008) also found that there is a positive relationship between the use of emotions and job satisfactions as it is the foundation of work engagement. Furthermore, a study by Yunus, Othman, Noormala & Che Norlia (2010) also found that the use of emotion enhances organizational citizenship behavior.

Employees with high EI are more effective at deep acting because they have the ability to process emotional information more accurately (Mayer and Salovey, 1997) and adjust their response to the emotional demands of the service situation (Giardini and Frese, 2006). If employees are going to use emotions effectively they need to be able to genuinely engage those emotions. Other than that, a study by Al-Mazrouei et al., (2015) conducted for 445 employees at Ministry of Education, Oman also revealed a significant positive relationship between use of emotion and work engagement. Based on the empirical evidence, the hypothesis proposed for this study is:

H2c: There is a positive influence of use of emotion on work engagement.

2.6.9 Regulation of Emotion and Work Engagement

This study rationalizes that regulation of emotions has a positive influence on work engagement. This is apparent upon reviewing the empirical evidence by AlMazrouei et al., (2015), Bouckenooghe, Raja & Abbas (2014) and Singh (2011), which exposed a significant positive influence of regulation of emotions on work engagement. Other than that, regulation of emotion also has been found to have a significant and positive influence with job satisfaction (Guleryuz et al., 2008), and organizational citizenship behavior (Yunus et al., 2010) which are considered the antecedents for employees' engagement.

Therefore, employees who can regulate their emotions are more engaged at work and exert their physical, cognitive, emotional capabilities while performing their roles. A study by Al-Mazrouei et al., (2015) conducted for 445 employees at Ministry of Education, Oman also revealed a significant positive relationship between regulation of emotion and work engagement. Based on the empirical evidence, the hypothesis proposed for this study is:

H2d: There is a positive influence of regulation of emotion on work engagement.

2.7   Theoretical Framework

A theoretical framework was developed subsequently reviewing the theoretical and empirical literature. This theoretical framework was developed to express the link between the underlying theories plus independent variables which are the dimension of job characteristics and emotional intelligence and dependent variable which work engagement in this study. Figure 2.3 portrays the hypothesized links between the independent variables and dependent variable in this study.
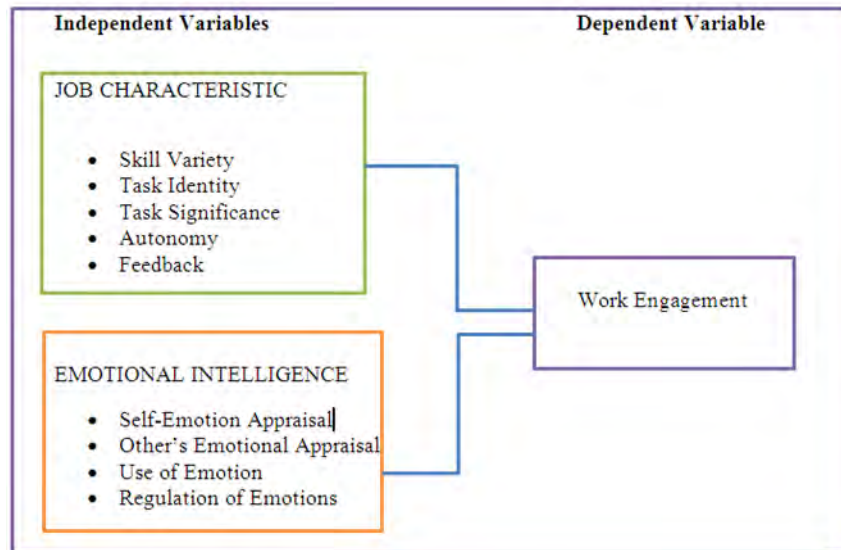
Figure 2.3

Hypothesized Theoretical Framework

2.8   Conclusion

Overall, in this chapter the researcher analyzed previous studies and researches regarding the variables that are examined in this study. The theoretical and empirical evidence from previous studies had been discussed and highlighted in this chapter. In addition, this chapter also presents the hypotheses development for each variable and theoretical framework of this study.

CHAPTER 3

METHODOLOGY

3.1   Introduction

Research methodology was recognized as a process that integrates the scientific process of gathering and analyzing data for the purpose of understanding of the subject matter. Research methodology needs to be conducted in this study. According to Naoum (2007), the methodology of the research is clear to specific procedures that need to be followed. An effective methodology is important because the validity of the research as well as its findings depends on the approach, design, and how the data is collected and analyzed to get the finding.

The purpose of this research is to examine whether job characteristics and emotional intelligence influence work engagement among nurses at one of the public hospitals at Kedah Darul Aman. In this regard, a further discussion will be carried out in depth to get detail research procedures. The procedure can assist the research progress in producing the quality research (Lim & Kadir, 2006). This

chapter aims to describe the methodology of this research by explaining every step of the research and the method for data collection and analysis in order to achieve the objective of the research.

3.2   Research Design and Unit of Analysis

This study is a quantitative research design. A quantitative research design involves mostly numerical data (Chua, 2012). Thus, the quantitative method of analysis was deemed appropriate in collecting data and analyzing data. By using quantitative method, the data collected is analyzed using descriptive statistical and inferential statistics. Since there is time constraint and limited time given to collect data, a cross-sectional study has been selected for this study. A cross-sectional study is where the data is collected and analyze at a certain time only and doesn't provide causal effect. The hypotheses that have been constructed in the previous chapter will be tested in this study. A set of questionnaire was used to obtain response. A questionnaire is an appropriate tool to be used in a quantitative research and the responses from respondents can be gathered in a short time (Sekaran, 2003).

In this study, the unit of analysis is individuals and the target population is the nurses at government hospitals. According to the Ministry of Health of Malaysia (2016), there are nine government hospitals, 2836 government health clinics, 195 1Malaysia Clinics and 667 dental government clinics in Kedah. Hence, the respondents of this study will be the nurses at one of the public hospitals at Kedah.
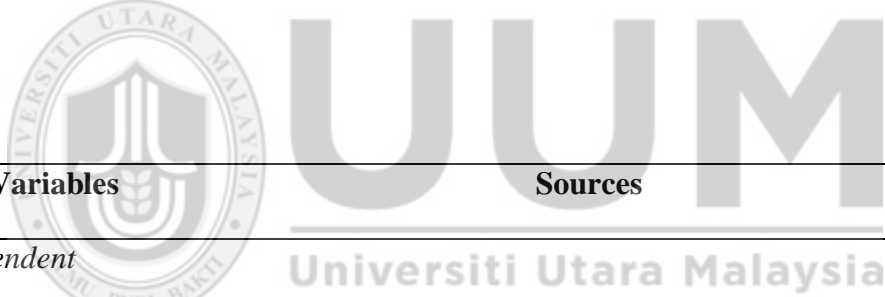
3.3   Measurement and Questionnaire Design

This study uses a set of questionnaire as an instrument. This questionnaire has 4 sections representing the dependent variable, independent variables and demographic (refer to Table 3.1). Section 1 in this questionnaire focuses on job characteristic and the items are arranged according to the job characteristic dimension which is skill variety, task identity, task significance, autonomy and feedback. For Section 2, it focuses on work engagement and contains 8 items. Meanwhile, Section 3 focuses on emotional intelligence and encompassed 15 items. The last section of the questionnaire is Section 4 where it represents the respondents' background such as the gender, age, marital status, highest education level and the length of services in nursing industry. The items ranging is from scale 1 to 5 (refer to Table 3.3). There were 305 sets of questionnaire are distributed and some are completed in 10 to 15 minutes while the others are returned in up to 5 days.

Table 3.1
Questionnaire Design

Part	Content
Section One	Job Characteristic
Section Two	Work Engagement
Section Three	Emotional Intelligence
Section Four	Demographic Profile

Table 3.2
Sources of Items for Each Variable

Variables	Sources	No of Items
Independent		
Job Characteristic	Adapted from Hackman & Oldham (1975)	15
Emotional Intelligence	Adapted from Wong Law Emotional Intelligence (WLEIS), Wong & Law (2002)	15
Dependent		
Work Engagement	Utrecht Work Engagement Scale (UWES), Schaufeli et al., 2006	8

Table 3.3
Likert Scale

Scale	Job Characteristic and Emotional Intelligence	Work Engagement
1	Strongly Disagree	Never
2	Disagree	Rarely
3	Moderate	Sometimes
4	Agree	Often
5	Strongly Agree	Always

The five-point Likert scale is used to measure the variables. A rating scale can be referred to table 3.3. In order to answer the questionnaire, respondents must select their choice of answer based on the five-point scale. It is easier for the respondents to understand the format to produce more accurate answers.

3.3.1 Work Engagement

The dependent variable, work engagement is measured using eight (8) items measurement with five-point Likert scale as shown in Table 3.3

Table 3.4
Items for Work Engagement

Variable	Operational Definition	Items
Work Engagement	It defines as a positive, fulfilling and work-related state of mind with divided into three character which is vigor, dedication and absorption	
Vigor	The willingness to put efforts in one's work, having high level of mental resilience and energy during working and persistence when facing problem and difficulties.	1. At my work, I feel bursting with energy. 2. At my job, I feel strong and vigorous. 3. When I get up in the morning, I feel like going to work.
Dedication	Being strongly committed with one's work and experience a sense of significance, inspiration, enthusiasm, pride and challenge.	4. I am enthusiastic about my job. 5. I am proud of the work that I do
Absorption	Being fully concentrated and happily absorbed in one's work, time passes quickly and one has difficulties with detaching oneself from work.	6. I feel happy when I am working intensely. 7. I am immersed in my work. 8. I get carried away when I am working.

3.3.2 Job Characteristic

The independent variables, job characteristic is measured using fifteen (15) items

measurement with five- five-point Likert scale as shown in Table 3.3

Table 3.5
Items Constituting the Job Characteristics

Variable	Operational Definition	Items
Job Characteristic	the job design that results in three critical psychological states for employees namely experience meaningfulness of the work, experienced responsibility outcomes of the work and knowledge of the results of work performed that bring about positive work outcomes	
Skill Variety	The degrees to which a job requires incumbents to perform a wide range of activities by using diversity of skills and talents	1. My job requires me to do many different things at work, using a variety of skills and talents. 2. My job requires me to use a number of complex and high level skills. 3. My job is quite difficult and it involves no repetitiveness.

Table 3.5 (Continued)

Variable	Operational Definition	Items
Task Identity	The degree to which the job requires accomplishment of the whole and accountable piece of work from starting to the end of process of completion with a visible outcome	1. My job involves doing a whole and identifiable piece of work with an obvious beginning and end. 2. My job provides me the chance to completely finish the pieces of work I begin. 3. My job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
Task Significance	The level up to which the job has a significant impact on other people's the lives whether in the organizational or external environment	4. The result of my job is likely to significantly affect the lives or well-being of other people. 5. My job is one where a lot of other people can be affected by how well the work gets done 6. In a broader context, my job is not very significant and important.

Table 3.5 (Continued)

Variable	Operational Definition	Items
Autonomy	The degree to which the job gives necessary freedom, independence and discretion to the employee to scheduling and conducting their work	7. My job permits me to decide on my own on how to go about doing the work. 8. My job gives me considerable opportunity for independence and freedom in how I do the work. 9. My job gives me the chance to use my personal initiative and judgment in carrying out the work.
Feedback	The level up to which the employee acquired clear information regarding to their performance	10. Besides feedback from the coworkers and my supervisor, my job provides me very few clues about whether or not I am performing well. 11. Just doing the work required by my job provides many chances for me to figure out how well I am doing. 12. In my job, after I finish a certain task, I know whether or not I have performed well.

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3.3.3 Emotional Intelligence

The independent variables, emotional intelligence is measured using 15 items measurement with five- five-point Likert scale as shown in Table 3.3

Table 3.6
Items Constituting the Emotional Intelligence

Variable	Operational Definition	Items
Emotional Intelligence	The ability to monitor individual emotion and other's emotion then discriminate among them and use the information to guide thinking and lead to actions	
Self- Emotional Appraisal	The individual's ability to understand their emotion and their capabilities to show and express their emotion	1. I have good understanding of my own emotions. 2. I really understand what I feel 3. I always know whether or not I am happy. 4. I always know my friends' emotions from their behavior.
Other's Emotional Appraisal	The ability of individual to be aware and understand the emotions of people's around	5. I am a good observer of others' emotions 6. I am sensitive to the feelings and emotions of others. 7. I have good understanding of the emotions of people around me.

Table 3.6 (Continued)

Variable	Operational Definition	Items
Use of Emotion	The individual ability to manage their emotions as to enable fast recovery from physiological distress	8. I always tell myself that I am a competent person. 9. I always set goals for myself and then try my best to achieve them. 10. I am a self-motivating person. 11. I would always encourage myself to try my best.
Regulation of Emotion	The individual's ability to utilize individual's emotions on constructive activities and performance	12. I am able to control my temper and handle difficulties rationally. 13. I am quite capable of controlling my own emotions. 14. I can always calm down quickly when I am very angry. 15. I have good control of my own emotions.

3.4   Population and Sample

The study is conducted in one of the public hospital in Kedah. According to Ministry of Health in Malaysia (2016), there are 9 government hospitals, 2836 government health clinics, 195 1Malaysia Clinics and 667 dental government clinics in Kedah.

The population of this study covers all nurses at the public hospital. The number of nurses was obtained from Human Resource Department of the public hospital is 1473. Based on the table Determining Sample Size for Research Activities Krejcie & Morgan (1970) the sample size needed to accurately respect a cross section of the given population of 1473 is at least 302. The sampling method used in this study is convenience sampling. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher.

3.5 Data Collection Method

The researcher distributes questionnaires containing the 43 items to the nurses at one of the public hospital in Kedah. The questionnaire is bilingual, in which it is in both Malay and English. In this study, questionnaire survey is used as the main tool to collect primary data from the respondents. Approximately 305 sets of questionnaire are distributed. The respondents are given ample time, which is about 15 minutes to answer the questionnaires. The questionnaires are distributed on 3rd April 2016 to the nurses and unfortunately, only 200 sets of questionnaire are returned and the data are collected progressively and personally on 22nd May 2016.

3.6 Pre-testing of the instrument and Pilot Test

A pilot study employing a face-to-face interaction is conducted as a preliminary investigation and to gather information to refine and improve the quality of the questionnaire. The pilot study has been carried out to uncover any flaws in the design or specific question. The respondents for the pilot test are nurses from public health clinics. There are 30 sets of questionnaire being distributed and complete returned. The SPSS versions 20 are being used to run the reliability analysis. Table 3.7 shows the result of the reliability test for pilot study.

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Table 3.7

Reliability Results of Each Variable

Variables	Number of Items	Cronbach's Alpha
Dependent		
Work Engagement	8	0.820
Independent		
Job Characteristics		
Skill Variety	3	0.705
Task Identity	3	0.719
Task Significance	3	0.719
Autonomy	3	0.840
Feedback	3	0.703
Emotional Intelligence		
Self-Emotion	4	0.901
Other Emotion	3	0.840
Regular of Emotion	4	0.784
Use of Emotion	4	0.713

3.7   Analysis Techniques

As a questionnaire is being used for data collection, the accuracy of the collected data must be checked. To check the accuracy of the data, the questionnaire will be coded in a suitable mode for analysis using Statistic Package for the Social Science 20 (SPSS 20).

After that, it will be followed by transforming the raw data into a form that can be easily interpreted and understood, which is by using Descriptive Statistics (Sekaran, 2003). It will examine and present the demographic profile of the respondents. For this study, it will cover for gender, age, marital status, highest education level and the length of services.

After that, it will be followed by explanatory factor analysis. The function of factor analysis is to reduce the number of items to a smaller set of factor and identify the underlying structure in the variables (Hair, Black, Babin, Anderson & Tatham, 2006). The criteria used by Hair et. al., (2006) were adapted to identify and interpret the factors. Each item should load above .50 and cross loading below .30.

Next, it will be proceed with a reliability test. The reliability test would be run to examine the Cronbach's Alpha testing. According to Sekaran (2003), Cronbach's Alpha should be used as it is the most well-accepted reliability test tool applied by social researchers. This is one of the characteristics of research quality to ensure the quality of the study. In other words, the reliability of a measure is an indication of the stability and consistency which the instrument measures the concept and helps to assess the quality of a measure (Sekaran & Bougie, 2010). Cronbach's Alpha with reliability coefficient lower than 0.6 is considered a poor measure, whereas the value in the range of 0.7 is considered acceptable and the value above 0.8 is considered as a good measure.

After that, in order to determine the relationship between the variables, Correlation Coefficient analysis would be used. The symbol of correlation would be r and it ranges from -1.00 to +1.00. Correlation coefficient analysis will present two outcomes on the relationship. It will determine the direction of the relationship and it will also determine the magnitude of the relationship between the variables. Then, regression was used to assess the hypothesized relationships between the independent and dependent variables.

3.8   Conclusion

This chapter has explained the research framework, hypotheses, research design location of the study, instruments of the study and the selection of respondents. The next chapter will show the findings of the study.

CHAPTER 4

FINDINGS

4.1   Introduction

This chapter presents the results of the study. This research focuses on the relationships between independent variables of job characteristics (skill variety, task identity, task significance, autonomy, feedback) and emotional intelligence (self-emotional appraisal, other's emotional appraisal, use of emotion and regulations of emotions) on the dependent variable which is work engagement.

This chapter consists of three sections. First section presents the respondents' profile based on the demographic characteristics of gender, age, marital status, academic qualification and length of services. The second section presents the result of validity and reliability analyses of the measurement as well as correlation analysis. The last section, regression analysis is used to analyze the relationship between independent variables (job characteristics and emotional intelligence) and dependent variable (work engagement).

4.2   Response Rate

305 set of questionnaires were distributed to the nurses at one of public hospitals
in Kedah. However, only 200 questionnaires were returned which brings to the
response rate of approximately 65.57%.

Table 4.1

Survey Response

	Total	Percentage (%)
Distributed Questionnaires	305	100
Collected Questionnaires	200	65.57
Usable Questionnaires	200	65.57

4.3   Respondent Demographic Profile

Table 4.2 showed the number of respondents that had done the questionnaire. There were total of 200 collected questionnaires from one of public hospitals in Kedah. The numbers of female respondents were more than the male respondents. There were 39 respondents male which represented 19.5% of total respondents and 161 respondents were female which represented 80.5% of total respondents.

Age categories of respondents are classified into five categories; 21-25, 26-30, 31-35, 36-40 and 41-45 years. The majority of respondents were between 26-30 years old which amounted to 35.0% (70 nurses) of the respondents. Other than that, most of respondents were married which consisted of 67.5% (135 nurses) of the total of respondents while 32.5% (65 nurses) were single status.

In terms of academic qualification, the majority of respondents had highest education completed in Diploma which was 86.0% (172 nurses). Based on length of service in their organization, majority of respondents had worked in the organization for 4-7 years which was 35.5% (71 nurses) of the total respondents, followed by 30.0% (60 nurses) had worked less than 3 years, and the lower percentage lecturers with 1.5% (3 nurses) had worked in 16-19 years.

Table 4.2

Profile of Respondents

Demographic	Frequency	Percentage (%)
Gender		
Male	39	19.5
Female	161	80.5
Age		
21-25 years	52	26.0
26-30 years	70	35.0
31-35 years	64	32.0
36-40 years	8	4.0
41-45 years	6	3.0
Marital Status		
Single	65	32.5
Married	135	67.5
Academic Qualification		
Diploma	172	86.0
Bachelor Degree	28	14.0
Length of Service		
Less than 3 years	60	30.0
4-7 years	71	35.5
8-11 years	54	27.0
12-15 years	12	6.0
16-19 years	3	1.5

4.4   Exploratory Factor Analysis (EFA)

In this study, exploratory factor analysis was used to provide the evidence of validity and identify the underlying factor structure for all variables. Each item must have the loading 0.50 or above. Items that are cross-loaded are deleted. Fifteen items were used to measure job characteristics, specifically three items on skill variety, three items on task identity, three items on task significance, three items on autonomy and three items on feedback. Meanwhile, fifteen items were used to measure emotional intelligence: four item relating to self-emotion appraisal, three items relating to others emotion appraisal, four items relating to use of emotion and four items relating to regulation of emotion.

Principal components analysis and varimax rotation was used to identify the factor structure of all variables as well as to provide the initial evidence of validity. Initial result of exploratory factor analysis on job characteristic showed six items loaded on one factor which is task identity and feedback. Additionally, exploratory factor analysis on emotional intelligence showed that four items were removed due to loading below than 0.50. Further, no items of dependent variables are removed because of low loading. The factor loadings of job characteristic are showed in Table 4.3 and factor loading for emotional intelligence presented in Table 4.4 and for dependent variable are showed in Table 4.5.

Table 4.3

Factor Loadings based on Exploratory Factor Analysis for Job Characteristic.

Variable	Items	Factor
Job Characteristics		Loading
Skill Variety	13. My job requires me to do many different things at work, using a variety of skills and talents.	0.772
	14. My job requires me to use a number of complex and high level skills.	0.787
	15. My job is quite difficult and it involves no repetitiveness.	0.686
Task Identity and Feedback	16. My job involves doing a whole and identifiable piece of work with an obvious beginning and end.	0.648
	17. My job provides me the chance to completely finish the pieces of work I begin.	0.790
	18. My job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.	0.782
	19. Besides feedback from the coworkers and my supervisor, my job provides me very few clues about whether or not I am performing well	0.718
	20. Just doing the work required by my job provides many chances for me to figure out how well I am doing.	0.844
	21. In my job, after I finish a certain task, I know whether or not I have performed well.	0.736

Table 4.3 (Continued)

Variable	Items	Factor Loading
Job Characteristic		
Task Significance	22. The result of my job is likely to significantly affect the lives or well-being of other people.	0.871
	23. My job is one where a lot of other people can be affected by how well the work gets done	0.874
Autonomy	24. My job permits me to decide on my own on how to go about doing the work.	0.867
	25. My job gives me considerable opportunity for independence and freedom in how I do the work.	0.898
	26. My job gives me the chance to use my personal initiative and judgment in carrying out the work.	0.869
	Percentage of Variance Explained	80.876
	KMO Measure of Sampling Adequacy	0.820
	Approximate Chi Square	2178.816

Based on the results, the KMO measure of sampling adequacy was 0.820 for job characteristic indicating that the items are interrelated. Meanwhile the approximate Chi Square is 2178.816 and accounted for 80.876 percent of total explained variance.

After conducting exploratory factor analysis for job characteristics, two dimensions, which are task identity and feedback, were found to be loaded on the same factor. According to the Job Characteristics Model by Hackman & Oldham (1975), all five dimensions in the factor would yield three critical psychological states that could affect personal and work outcomes, namely experienced meaningfulness of the work and knowledge of the actual result of work activities.

The psychological states highlighted by Hackman and Oldham (1975) espouse both personal and work outcome of an employee. In essence, the higher the experienced meaningfulness of work and knowledge of the actual results of work activities, the more positive the personal and work outcomes will be. In this case, task identity and feedback are combined even though both dimensions would result in different psychological states. This is attributed to the fact that both dimensions are interrelated as they focus on the job outcomes of an incumbent.

Specifically, employees will know how well they are doing because they have performed their job from beginning to end with visible outcome and importantly, the job itself provides them with clear and direct information on the job outcomes (Lunenburg, 2011). Hence, the combination of these two dimensions, i.e. task identity and feedback, seems logical in the context of this study, which is also consistent to the exploratory factor analysis result.

Table 4.4
Factor Loadings based on Exploratory Factor Analysis for Emotional Intelligence.

Variable *Emotional Intelligence*	Items	Factor Loading
Self-Emotional Appraisal	16. I have good understanding of my own emotions.	0.876
	17. I really understand what I feel	0.846
	18. I always know whether or not I am happy.	0.744
Other's Emotional Appraisal	19. I am a good observer of other's emotion	0.747
	20. I am sensitive to the feelings and emotions of others.	0.847
	21. I have good understanding of the emotions of people around me.	0.811

Table 4.4 (Continued)

Variable	Items	Factor
Emotional Intelligence		Loading
Use of Emotion	22. I always set goals for myself and then try my best to achieve them.	0.737
	23. I am a self-motivating person.	0.766
	24. I would always encourage myself to try my best.	0.792
Regulation of Emotion	25. I can always calm down quickly when I am very angry.	0.734
	26. I have good control of my own emotions.	0.642
	Percentage of Variance Explained	76.017
	KMO Measure of Sampling Adequacy	0.858
	Approximate Chi Square	2308.817

Based on the results, the KMO measure of sampling adequacy was 0.858 for emotional intelligence. Meanwhile the approximate Chi Square is 2308.817 and accounted for 76.017 percent of total explained variance.

Table 4.5

Factor Loadings based on Exploratory Factor Analysis for the dependent variable.

Variable	Items	Factor Loading
	9. At my work, I feel bursting with energy.	0.785
	10. At my job, I feel strong and vigorous.	0.758
	11. When I get up in the morning, I feel like going to work.	0.687
Work Engagement	12. I am enthusiastic about my job.	0.715
	13. I am proud of the work that I do	0.705
	14. I feel happy when I am working intensely.	0.753
	15. I am immersed in my work.	0.798
	16. I get carried away when I am working.	0.703
	Percentage of Variance Explained	54.614
	KMO Measure of Sampling Adequacy	0.792
	Approximate Chi Square	900.772

Based on the results, the KMO measure of sampling adequacy was 0.792 for dependent variable where it shows that the items are interrelated and they showed common factor. Meanwhile the approximate Chi Square is 900.772 and accounted for 54.614 percent of total explained variance.

4.5   Re-statement of hypotheses

Based on the result of exploratory factor analysis, re-statement of hypothesis was done. Below are the proposed hypotheses for further analysis:

H_1 : There is positive influence of job characteristic (skill variety, task identity and feedback, task significance and autonomy) on work engagement.

H_2 : There is positive influence of emotional intelligence (self-emotion appraisal, others emotion appraisal, use of emotion and regulation of emotions) on work engagement.

In line with the re-statement of the hypotheses, the following objectives are formulated.

i.   To identify the influence of job characteristic (skill variety, task identity and feedback, task significance and autonomy) on work engagement.

ii.   To examine the influence of emotional intelligence (self-emotion appraisal, others emotion appraisal, use of emotion and regulation of emotions) on work engagement.

4.6   Reliability Analysis

Based on the result exploratory factor analysis, the remaining items in independent variables and dependent variables are used for the reliability analysis. The result of Cronbach's Alpha will determine the acceptability and reliability of the instruments.

The value of Cronbach's Alpha for dependent variables of this study is 0.878 which contains 8 items. Meanwhile, the dimension of job characteristic which is autonomy scores the highest value of Cronbach's Alpha with 0.917 and followed by task identity and feedback with 0.906 whereas the dimension of emotional intelligence which is others emotions appraisal score the highest value of Cronbach's Alpha with 0.887. The Cronbach's Alpha value for each variable are presented in Table 4.6

Table 4.6
Reliability Results

Variables	Number of Items	Cronbach's Alpha
Dependent		
Work Engagement	8	0.878
Independent		
Job Characteristics		
Skill Variety	3	0.839
Task Identity and Feedback	6	0.906
Task Significance	2	0.844
Autonomy	3	0.917
Emotional Intelligence		
Self-Emotion	3	0.829
Other Emotion	3	0.887
Use of Emotion	3	0.845
Regulation of Emotion	2	0.728

4.7   Descriptive Statistic

In this section, the mean value and standard deviation for independent variables and dependent variable are shown in Table 4.7.

Table 4.7
Mean Value and Standard Deviation for Independent Variables and Dependent Variable

Variables	Mean	Standard Deviation
Dependent		
Work Engagement	4.387	0.490
Independent		
Job Characteristics		
Skill Variety	4.241	0.583
Task Identity and Feedback	4.227	0.618
Task Significance	4.243	0.638
Autonomy	3.513	1.057
Emotional Intelligence		
Self-Emotion	4.243	0.576
Other Emotion	4.138	0.705
Use of Emotion	4.403	0.579
Regulation of Emotion	4.255	0.551

Table 4.7 showed the results of mean and standard deviation for job characteristic and emotional intelligence and the dependent variable, work engagement. All variables were valuated based on a five-point Likert scale. The results showed that use of emotions had the highest means with 4.403 and followed by regulation of emotions with 4.255. However, the highest score in standard deviation is scored by autonomy with 1.057.

4.8   Pearson Correlation Analysis

Table 4.8
Results of Correlation Analysis

	WE	SV	TIF	TS	A	SOE	OEA	UOE	ROE
WE	1								
SV	.562**	1							
TIF	.553**	.681**	1						
TS	.423**	.396**	.434**	1					
A	.385**	.441**	.452**	.423**	1				
SOE	.444**	.462**	.459**	.957**	.477**	1			
OEA	.506**	.694**	.714**	.346**	.436**	.363**	1		
UOE	.509**	.702**	.649**	.427**	.246**	.438**	.650**	1	
ROE	.538**	.960**	.638**	.380**	.490**	.468**	.680**	.602**	1

**. Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation was conducted to identify the relationship between the variables. This study contained two independent variables which is job characteristic and emotional intelligence meanwhile, the dependent variable is work engagement. Table 4.8 exhibits the result of Pearson Correlation Analysis.

4.9 Regression Analysis

To identify further understanding about the influence of job characteristic and emotional intelligence on work engagement, multiple regression analysis was conducted. The value of β for each hypothesized is observed and reported. Table 4.9 shows, only task identity and feedback are positively associated with work engagement. The Beta value for task identity and feedback is (β = 0.186, p < 0.05).

Table 4.9
Results of Multiple Regression Analysis

Dependent Variable *Work Engagement*	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.745	.272		6.425	.000
Skill Variety	.144	.206	.171	.700	.485
Task Identity & Feedback	.147	.072	.186	2.056	.041
TS	.107	.158	.139	.676	.500
A	.039	.033	.085	1.190	.236
SOE	.011	.184	.013	.058	.954
OEA	.041	.065	.058	.628	.531
UOE	.100	.080	.118	1.241	.216
ROE	.039	.205	.043	.188	.851

F Value   16.547
R Square   .409
Adjusted R Square .385

4.10   Summary of Hypotheses

Table 4.10
Summary of Hypotheses

	Hypotheses	Findings
H$_1$	There is positive influence of job characteristic (skill variety, task identity and feedback, task significance and autonomy) on work engagement.	
H$_{1a}$	There is positive influence of skill variety on work engagement	Rejected
H$_{1b}$	There is positive influence of task identity and feedback on work engagement	Accepted
H$_{1c}$	There is positive influence of task significance on work engagement	Rejected
H$_{1d}$	There is positive influence of autonomy on work engagement	Rejected
H$_2$	There is positive influence of emotional intelligence (self-emotion appraisal, other's emotion appraisal, use of emotion and regulation of emotions) on work engagement.	
H$_{2a}$	There is positive influence of self-emotion appraisal on work engagement.	Rejected
H$_{2b}$	There is positive influence of other's emotion appraisal on work engagement.	Rejected
H$_{2c}$	There is positive influence of use of emotion on work engagement.	Rejected
H$_{2d}$	There is positive influence of regulation of emotions on work engagement.	Rejected

4.11   Conclusion

This chapter discussed the findings of the study. This study used explanatory factor analysis (EFA), reliability analysis, descriptive frequencies, Pearson correlation analysis and multiple regression analysis. The results showed that only task significance and feedback found to have positive influence on work engagement. In the next chapter, the researcher made recommendation and conclusion in relation to the research findings.

CHAPTER 5

DISCUSSIONS

5.1 Introduction

This chapter summarizes and discusses the result of this study. This chapter also addresses limitation in this study, suggestion for future and conclusion of this study.

5.2 Restatement of hypotheses and recapitulation of the research results.

The objectives of this study are to determine the influence of two independent variables namely job characteristics and emotional intelligence on work engagement. Based on the exploratory factor analysis result, job characteristics comprised of four dimensions namely skill variety, task identity and feedback, task significance and autonomy. Additionally, emotional intelligence comprised of four dimension. The dimensions of emotional intelligence are self-emotional appraisal, other's emotional appraisal, use of emotion and regulation of emotion.

The discussions of this study were based on the above-mentioned hypotheses. Overall, the result of this study found only one dimension of job characteristic have influence on work engagement which is task identity and feedback whereas there is no influence of emotional intelligence dimensions on work engagement.

Objectives 1:   To analyses the influence of job characteristic on work engagement among nurses.

Skill Variety and Work Engagement

The finding of this study revealed a non-significant influence of skill variety on work engagement among the nurses. Basically, skill variety refers the degrees to which a job requires incumbents to perform a wide range of activities by using diversity of skills and talents (Hackman and Oldham, 1975). The result of this study is contrary with study by Salanova & Schaufeli (2008) which has use great samples of Spanish and Dutch managers and employees found significantly on work engagement and Bremner & Carriere (2011) also found that skill variety give significant influence to meaningful experience and mentioned that to engage in work, it requires using a variety of abilities and talents. Hackman & Oldham (1975) also proven through job characteristic model that skill variety is crucial antecedent of work engagement

As possible explanation for this result, shortage of nurses could be the reason for this result. This is because in hospital there are different units or department and each of them has different challenges for the nurses to handle. Some units have physically challenging jobs and some units faced emotionally challenging jobs also some units have advanced technical skills that need to be learned. The shortage of nurses will require the nurses to have all those skills to cover the shortage. In short, skill variety will lead to workload because when the nurses have variety of skill, the potential to do many task are exist.

Task Identity and Feedback on Work Engagement

As mentioned before, task identity and feedback became one dimension based on the Exploratory Factor Analysis result. The result of the study revealed a significant positive influence of task identity and feedback on work engagement. The significant influence of task identity in this study is consistent with a study by Strong (2015) where found task identity is the most significant on work engagement. Supported by Kahn (1990) when an individual are responsible for the entire piece of work and perceive that their work is important, an individual will give their whole self into their work and having a sense of pride.

Furthermore, a study by Adebayo & Ezeanya (2011) revealed that there is significant and relationship with burnout. This means that when nurses' perception on task identity increases, burnout will decrease and ultimately the nurses will be more engaged with their job. As plausible explanation for this result is the nature of the nurse's job, which deals with human life. In addition, nurses are working by departments, where each department has their own patients. The nurses are in charge on the patients until discharge. From that, the nurses can look on their patient's development.

Meanwhile, feedback also found significantly and positively influence on work engagement. This result consistent with a study by Schaufeli & Bakker (2004) and Bakker et al., (2011) that found feedback as the reason on increases work engagement. Basically, feedback is about the level up to which the employee acquired clear information regarding to their performance. In field of nursing, feedback can be gathered through different sources. For example, they can get a feedback from supervisors, co-workers and patients. This factor was found to be crucial in enhancing work engagement among nurses. In essence, nurses are responsible for the whole task performed. Importantly, they also get feedback on how well their performance at work. The feedback will help the nurses to understand their impact of their task performed on the patients or other tasks. Getting feedback about their work will help the nurses feel appreciated and feel important also more engaged at work.

Task Significance on Work Engagement

The finding of this study also reported a non-significant influence of task significance on work engagement among the nurses. Basically task significance refers to the amount of impact of the job has and the result that the job makes. The result was similar to previous study carried out by Pfajfar (2012) and Bremner & Carriere (2011), where indicated task significance plays non-significant role in influencing work engagement. This is contrary to several studies by Christian et al., (2011) and Krishnan et al., (2015) which reported that task significance was positively related to employee work engagement.
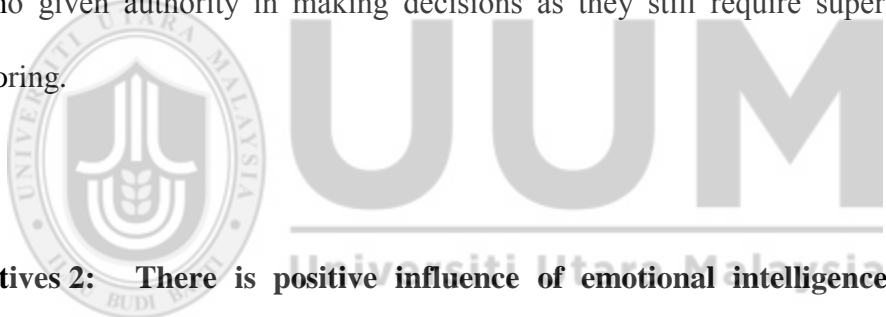
A plausible reason to this result is because the nurses already have clear understanding of their task identity and getting the feedback about their job which allowed them to perform better without thinking about their the significance of their task. Moreover, they also acquired the necessary skills to perform their tasks and responsibilities at work. Having a good understanding about their job helps the nurses to manage their job easily given they have received adequate feedback that can improve their performance as well as work engagement.

Autonomy on Work Engagement

The result of the study revealed that there is no significant and positive influence of autonomy on work engagement. Basically, autonomy is the degree to which the job gives necessary freedom, independence and discretion to the employees in

scheduling and conducting the work. Similar with previous study by Vegsund (2014) found that autonomy does not significantly impact work engagement. Similarly, Krishnan et al., (2015) also found that autonomy only give a little influence on work engagement. This is contrary to several studies (Shantz et al 2013, Bargagliotti 2012, Setti & Argentero, 2011) where autonomy seemed to be a huge factor for nurses work engagement.

As possible explanation for this result is the majorities of the respondent have the length of service from four to seven years only. In that case, the respondents may have no given authority in making decisions as they still require supervisor's monitoring.

Objectives 2: **There is positive influence of emotional intelligence (self-emotion appraisal, other's emotion appraisal, use of emotion and regulation of emotions) on work engagement.**

Self-Emotion Appraisal on Work Engagement

The result of this study found that there is no significant and positive influence of self-emotions appraisal on work engagement. Basically, self-emotion appraisal is about the individual's ability to understand their emotion and their capabilities to show and express their emotion. The result of this study is contrary with Singh

(2011) and Azizian & Samadi (2012) where they found a significant relationship between self-emotion and employee's engagement. It is posited that the more understanding employees have about their self-emotion, the more engaged they are with their jobs (Karimi et al., (2014).

As a possible explanations for the result is because of the nature of the job where it has been identified as an occupation that involves high level of stress (Sharma et al., 2014, Xianyu & Lambert, 2006). Job stress can impact nurse's health and also the nurse's ability to cope with job demands. The nurses in this study are not capable to handle and express their emotion properly. Whatever the nurse's emotion or what the nurses felt, the nurses still need to work. Thus, self-emotional does not have any bearing on work engagement among nurses in this study.
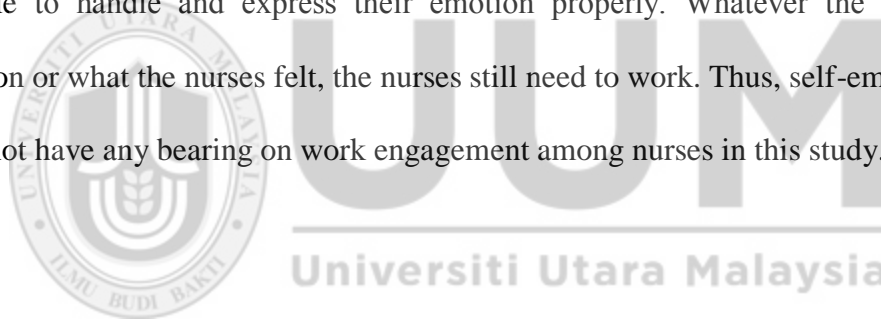
Other's Emotion Appraisal on Work Engagement

The result of this study found there is a non-significant influence of other's emotion on work engagement. Basically, other's emotion described the ability of individual to be aware and understand the emotions of people's around. This result is aligned with previous findings by Al-Mazrouei et al., (2015) which asserted that other's emotion does not influence employee engagement significantly. In a study by Guleryuz et al., (2008), other's emotion appraisal also was found to have no significant influence on job satisfaction.

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This is inconsistent with Das & Ali (2015) where they found others' emotion appraisal has a significant influence on employee engagement. As a possible explanation of this result is that because being a nurse needs to face a lot of patients per day, nurses need to understand the emotion of others and they only may understand but it nothing to do with employee engagement.

Use of Emotion on Work Engagement

The result of this study reveals that there is no significant and positive influence of use of emotion on work engagement. Basically, use of emotion refers to individual's ability to utilize individual's emotions on constructive activities and performance. This result is inconsistent to the findings by Al-Mazrouei et al., (2015) and Robertson-Schule (2014) who found that there is a significant and positive influence of use of emotion on work engagement. The result is also contrary to the finding by Schutte & LOi (2014) where they found that there is significant relationship between emotional intelligence dimensions and work engagement.

As a possible explanation for this result is due to the majority of the respondent in this study had been servicing in nursing field are more than 4 years. Hence, the nurses are experienced and well-trained nurses. Since the nurses in this study have experienced well-adjusted to the situation, the nurses know how to react and give the best performance. Being as a nurse requires using the emotion properly since

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it dealing with people. Sometimes, nurses forced themselves to understand and follow the patient behavior yet it may cause stress to the nurses. The nurses may only want to ensure they have served their patients properly in order to avoid any mistakes.

Regulation of Emotions on Work Engagement

The result of this study revealed that there is no significant and positive influence of regulation of emotions on work engagement. Basically, regulation of emotion refers to the individual ability to manage their emotions as to enable fast recovery from physiological distress. This is inconsistent to the findings by AlMazrouei et al., (2015), Bouckenooghe et al., (2014) and Singh (2011), who found that there is a significant and positive influence of regulation of emotions on work engagement. Moreover, regulation of emotion also found have a significant and positively influence with job satisfaction (Guleryuz et al., 2008), and organizational citizenship behavior (Yunus et al., 2010).

As a possible explanation for this results may be attributable to the age of respondent who are majority above 26 years old. Individuals in this age group are more matured. Further, in terms of job tenure, most of them have served for quite a long period of time. It is believed that experienced nurses would have better control on their emotions and less likely to lose temper. According to Lopes et al., (2011) when the nurses can regulate their emotion, the nurses less likely to engage

in negative communication with others because they can feel or understand other's emotion. Regulation of emotion can help the nurses to work in a positive environment where they can fully control the emotions (Chugtai & Buckley, 2008).

5.3 Theoretical and Practical Implications

This study provides additional empirical evidence in the work engagement literature by providing findings on the influence of job characteristic and emotional intelligence on work engagement. This study has use Job Demand-Resources model by Bakker & Demerouti, (2007) to understand the relation of the variables. Through the Job Demand-Resources model, this study also validated there is importance of Job Characteristics model by Hackman & Oldham (1975) in influencing work engagement.

This study partially supported the Job Demand-Resources Model because only one dimension of job characteristic namely task identity and feedback have influence on work engagement among the nurses. However, in this study, the Four Brach models which present emotional intelligence have no influence on work engagement.

In terms of practical implication, the results of the study provides some insights to the Human Resource Management Department in the hospital. Specifically, in designing jobs for nurses, the aspects of task identity and feedback deserve to be noted. It is crucial for nurses to accomplish of the whole and accountable piece of work from starting to the end of process of completion. Furthermore, giving feedback to the nurses from time to time is also deemed important in enhancing the level of engagement among nurses.

5.4   Limitation of the Study

There are several limitations of the study. This study is limited to the nurses in one hospital only, which is nurses one of public hospitals in Kedah. In addition, the number of respondent and the focus of study on the nurses do not represent the overall feedback of all the nurses in Malaysia. The limited population has restricted generalizability of the research results.

Moreover, this study was limited to job characteristics and emotional intelligence as independent variable to measure work engagement. In addition, the findings were based on the data gathered using quantitative (questionnaire) which may be affected by response bias and this study also is a cross-sectional research where it does not provide causal effect.

5.5   Recommendation for Future Research

From the results and discussion, some recommendations are worth noting for future study. Firstly, the sample of study need to be maximized into a large population. For instance, by conducting a research involving the nurses in all states in Malaysia, perhaps with a larger sample will reveal different results.

On top of that, a research also can be conducted by incorporating nurses from private hospitals and government hospitals. It may found more significant findings to gain the understanding of the variables in this study. A comparison study between nurses at private hospitals and government hospitals can be more valuable in explicating the model.

Future study also could extend and replicate by collecting data from different occupations to explore the generalizability of the finding of the study such as government employees or private employees in any sectors for instance, education sectors.   This may increase the understanding on how job characteristics and emotional intelligence predict work engagement.

5.6   Conclusion

The purpose of this study is to identify the influence of job characteristics namely skill variety, task identity and feedback, task significance and autonomy together with emotional intelligence namely self-emotion appraisal, other's emotional appraisal, use of emotions and regulation of emotions on work engagement among nurses. The finding of this study provided the understanding on the predicting role of job characteristic and emotional intelligence on work engagement.

In job characteristic dimension, the study found that only task identity and feedback have influence on work engagement and task identity and feedback turned out to be the most influential factor in explicating work engagement. As for emotional intelligence dimensions, the study found that all emotional intelligence dimensions have no influence on work engagement. In a nutshell, this study managed to provide theoretical contribution in the domain of job characteristics, emotional intelligence, and work engagement.

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