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**ORGANIZATIONAL CULTURE, HUMAN RESOURCE  
PRACTICES AND EMPLOYEE ENGAGEMENT AMONG  
ACADEMIC STAFF OF UNIVERSITI UTARA MALAYSIA**



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(Management)**



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## Abstract

The purpose of this study is to examine whether organizational culture and human resource practices influence employee engagement among academic staff in Universiti Utara Malaysia (UUM). Two dimension of organizational culture namely perceived organizational support (POS) and stability were used. Whereas three dimensions of HRM practices namely, salary, training and career development will be the focus of this study to determine the influence on employee engagement. Primarily, this is a quantitative study developed research instruments the experts and original researcher already proven in terms of reliability and validity on organizational culture and human resource practices. A total of 63 items were used in the questionnaire to examine all the variables illustrated in the theoretical framework. Data was collected through the self-administered by sending questionnaires to 320 academic staff in UUM. A total of 200 academic staff (62.5%) had duly completed and returned the forms. Pearson correlation and linear regression were used to achieve the objectives of the study. Mean analysis shows that organizational culture and human resource practices influence employee engagement among academic staff in UUM. The result of the Pearson correlation analysis shows that among all five independent variables, training in human resource practices is found to be the most significant variable in influence the employee engagement among academic staff of UUM.

**Keyword:** Employee engagement, organizational culture, perceived organizational support, human resource practices.

## Abstrak

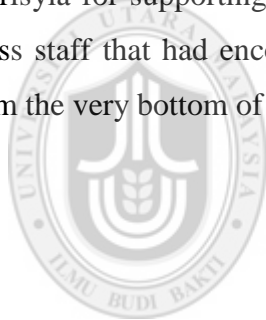
Kajian ini bertujuan untuk membuktikan sama ada budaya organisasi dan amalan pengurusan sumber manusia (PSM) mempengaruhi keterlibatan pekerja dalam kalangan kakitangan akademik Universiti Utara Malaysia (UUM). Dua dimensi budaya organisasi digunakan iaitu persepsi sokongan organisasi dan kestabilan; Manakala tiga dimensi amalan PSM iaitu gaji, latihan dan pembangunan kerjaya digunakan untuk mengkaji sama ada tiga dimensi ini mempengaruhi komitmen staf akademik di UUM. Kajian ini akan menggunakan kaedah kuantitatif berdasarkan instrumen penyelidikan yang telah dibangunkan melalui kepakaran para penyelidik asal yang mempunyai kesahan dan kebolehpercayaan yang tinggi dalam kajian berkaitan budaya organisasi dan amalan pengurusan sumber manusia. Sebanyak 63 item soal selidik digunakan untuk mendapat kesahan daripada lima dimensi yang dikaji dalam teori rangka kerja yang digunakan. Sebanyak 320 soal selidik diedarkan kepada kakitangan akademik UUM dan daripada jumlah tersebut, 200 (62.5%) responden telah mengambil bahagian. Analisis min menunjukkan bahawa budaya kerja dan amalan PSM mempengaruhi keterlibatan kakitangan akademik UUM. Keputusan kajian menunjukkan dimensi latihan dalam amalan PSM paling signifikan mempengaruhi keterlibatan pekerja dalam kalangan akademik UUM.

**Kata kunci:** Keterlibatan pekerja, budaya organisasi, persepsi sokongan organisasi, amalan pengurusan sumber manusia (PSM).

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**UUM**  
Universiti Utara Malaysia



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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

In previous years, employee engagement has become an interest topic for a scholar and human resource management practitioners. According to Bates (2004), many studies claim that employee engagement forecasts employee performance, organizational achievement and their monetary performance (Baumruk, 2004; Harter et al., 2002; Richman, 2006). However, at the same time previous result show that there is a decline in employee engagement globally (Bates, 2004; Johnson, 2004, Kowalski, 2003; Richmad, 2006). According to Gallup 2013 study, only 13% of employee around the world are engaged at work. 24% are “actively disengaged,” meaning they are unhappy and unproductive at work. Whereas study by DecisionWise (2015), based on their studies in 70 countries, only 23% of employees are fully engaged with their job. As a result, company’s income is 33% lower than companies with more engaged employees. Gallup study (in Jostle Report, 2014) showed that employee who are not engaged cost companies \$450-\$550 billion in lost productivity each year. These phenomenon is refer as engagement gap and it is important for organization to understand what employee engagement is and what’s needed to cultivate it.

There are major changes in higher education in Malaysia nowadays. According to Strategic Planning Report (Strategic Planning Quarterly Report, 2015), UUM is still behind to achieve its yearly KPI in publication in citation –indexed journals.

Presently the statistic is 43%. The average statistic for each KPI is between 24-54%. The result is not encouraging if compare to 2013 and 2014. The grand challenge not only for academics in UUM is to inculcate the culture of research but at the same time publish it. Publication is one of the key performance indicators for academicians. So, this study is intended to find out why the academic is not fully engaged set by the UUM management to achieve university's goal and objectives. Are the KPI's affect their engagement with the increasing number of academic in turnover, early retirement, stress toward job involve in UUM.

Employees play an important role in the organization. How they perceive about work and the outcome from it influence on the organization's performance and ultimately its constancy. If the employees are not satisfied with their work, it will affect their daily job and as return it will affect their performance. However, if they are engage and happy and satisfied with their work, it will encourage them to give their ability to achieve the goals of the organization and feel engaged with the organization they attached to. In spite of that the organizational culture also contributes the employee's engagement and job performance. The organization should be able to offer effective environment for an employee than the work that need them to perform a better work performance.

Employee engagement as defined by Robinson et al. (in Sandeep, 2008) as a good behavior held by the employee towards the organization and its value. They become physically, cognitively, and emotionally involved with their work roles. In this study employee engagement is refer to employees feeling and perceives and share a



common objective with the organization's vision, mission, and give their understanding and abilities to deliver further than what is planned by the university. Employee engagement is not about satisfaction. Engagement is about doing his/her job above and beyond, making him/her and the company successful and there is a mutual commitment between the employee and employer.

Engagement, compare to organizational commitment as defined by (Meyer & Allen (1991;1997; Mowday, 1998; Meyer, Becker, & Vanderberghe, 2004) involves components of satisfaction such as why employees like working for the organization, how much they want to be there and how much they want to do to achieve results for the organization. It is about the positive perceptions that motivate employee to perform well.

Perceive of organizational support (POS) and stability among employee is important concepts to remain the talents in the organization and are the key factor in increasing employee engagement (Blau, 1964). The findings from Blau stated that POS and stability influence employee engagement also supported by Eisenberger et al. (1990) that the feeling of obligation and personal emotional bond with the employee organization encourage employee to be more committed.

In line with the above as refer to perceive of organizational support and stability as dimensions in the organizational culture, the study also examine how training, salary and career development in Human Resource practices influence employee engagement academic employee in Universiti Utara Malaysia. With total of 1,229

academic employee (Registrar Report as at 31 October 2015), UUM need to engage highly competence employee to achieve its vision and mission.

## 1.2 Problem Statement

Recommend, retain and hard work are proved to be a contribution for organizational achievement (Bamruk, & Gorman, 2006). To present there are 1,300 lecturers in UUM (UUM Registrar Record, 2015).

**Table 1.1** Statistic UUM's Lecturer as at 31st December 2015

Category	Permanent	Loan	Contract	Visiting	Loan	Total
Professor	45		18	11		74
Associate Professor	141		25	10		176
Senior Lecturer	560		15	92		667
Lecturer	255		53			308
Teacher	37		32		6	75
Grand Total						1,300

*Source.* UUM Registrar Report as at 31st December 2015.

The Human Resource (HR) Department found that the number in the employee turnover rate is increasing from 0.1% in 2011 to 0.5% as at October 2015. This number show a negative sign for HR in managing their employees.

**Table 1.2** Statistic of Compulsory and Voluntarily Resignation of UUM's Lecturer in 2011- 2015

Reason For Resignation	Year	DS45	DS51	DS52	DS54	VK7	VK6
Compulsory	2011			1	4		
	2012			2	1		
	2013				1	1	1
	2014	1		4	3		
	2015	1	1	6	4	2	3
Voluntarily	2011						
	2012			1		1	
	2013	1		2	1		
	2014			1			
	2015				5		

Source. UUM Registrar Report as at 31<sup>st</sup> December 2015.

Table 1.2 showed the increasing number of voluntarily resignation among UUM academic employee from none to five in 2015. The UUM management need to determine why there is drastically of voluntarily resignation among academic since 2015. Although the number is consider low as compared to the business company, it is significant for researcher to study the factor because the impact of trailing employee mean UUM will automatically shortage people in skill and knowledge. According to Mello (2015), employees who has been force to leave the organization as well as those who are voluntarily resign, can cause distractions in operation, team work and the performance of his/her department or section. Both types of turnover can increase costs for the organization. The disruptions can be short term and long term.; the costs include recruiting and training new employee to gain skill and adapt

in his or her job design. High turnover can also impact the self-esteem of employees and the organization's status as being a good place to work, which makes retaining and staffing more perplexing and time consuming. Academician might suffer from the situation where lead to low satisfaction towards with their job due to overwhelming workload consequences of rapidly growth of Malaysian tertiary education sector. It is also assert by Idris (2009) rapidly changing world, rapidly growth in Malaysian tertiary education sector create the negative environment in increasing stress pressure among Malaysian public academics. Therefore, this situation might lead to increase the turnover and absenteeism rates as well as lower the satisfaction among lecturers. UUM need to look into this matter of why the turnover is increasing. Turnover means employee voluntarily leave UUM may be due to compensation, lack of career development, job related and work environment issues and other voluntarily leave. So it is important for this study to examine why there is an increasing number of turnover for among UUM academic.

The implication of the intention of leave of academics emerge as phenomenon that should pay attention where will effect on the future generation being educated. Thus, the achieving of UUM mission and vision will affected as a result of a turnover among lectures due to the situation of low level of satisfaction. According to Evans and Olumide- Aluko (2010) this situation affected on achieving the goals of the education institution consequences of the turnover among academics.

Attempting to identify the causes of UUM lecturers may have an impact on the level of satisfaction that situation of satisfaction may lead to increase or decrease

productivity, performance as well as work attitude. Consequences of this, dissatisfaction of lecturers effects on their obligations, performance and duties as well as the university mission and vision (Khatibi, Asadi & Hamidi, 2009).

In spite of that, there are also increasing numbers of early retirement among UUM lecturers from 2011 to 2015. The employees who opt for early retirement can affect the Human Resource (HR) planning and programs for maximum UUM as organizational benefit. These statement is supported by Gurchiek (in Mello, 2015), employees who opt for phased retirement show a significant lower probability of ever retiring completely compared to those who move from full-time employment to full retirement.

It is true that organization can replace new employee, however, UUM can lose a great wealth of knowledge and expertise from the previous lecturers. Early retirement can impact an employees' ability to collect retirement pensions, so it is critical that such programs be structured to benefit both the employee and UUM. Heller, Judge, & Watson (2002) has argued that the positive relationship between high level of job satisfaction lead to employees actively engagement, high commitment and performance towards job while negative relationship with low level of job satisfaction lead to stressful working environment and feeling of disengagement towards job involve in organization.

Therefore, this study is proposed to determine what are the factors that influence the employee engagement among academic employee in UUM.

It is important for this study to highlight whether the organizational culture looking from the perceived organizational support (POS), stability and human resource practice in training, salary and career development influence the academic engagement as it will influence the UUM's business objective. All factors are concerns employees' connection and commitment to UUM as a particular organization.

### **1.3 Research Questions**

This research is conducted to determine the influence of the independent variables in organizational culture, which are perceived organizational support (POS), stability, and human resources practices dimension as refer to training, salary and career development, with the dependent variable, employee engagement. Specifically it aims to answer the following questions:

- 1.3.1 Does organizational culture (perceived organizational support and stability) influence employee engagement among academic employee in UUM?
- 1.3.2 Does a human resource practice (salary, training and career development) influence employee engagement among academic employee in UUM?

### **1.4 Research Objectives**

- 1.4.1 To determine the influence of organizational culture (perceived organizational support and stability) in employee engagement among academic employee.
- 1.4.2 To examine the influence of human resource practices (salary, training and career development) in employee engagement among academic employee in UUM.

### **1.5 Scope of the Study**

The study is conducted in Universiti Utara Malaysia (UUM). UUM academic system was reorganized to facilitate student as well as to bring UUM into a quality and distinctive higher education institution globally. The restructuring involved 13 faculties that allocated into three main Academic Colleges:

- a) UUM COB (College of Business)
- b) UUM CAS (College of Arts and Sciences)
- c) UUM COLGIS (UUM College of Law, Government and International Studies).

The finding of this research is not generally applicable to other public and private universities in Malaysia. The focus of the study is to only determine the influence of organizational culture as refer to perceived organizational support (POS) and stability; training, salary and career development in human resources practice as independent variables that influence employee engagement. Therefore, the discussion of this study did not include other variables that could possibly influence and has relationship in employee engagement among UUM lecturers.

### **1.6 Significance of the Study**

The purpose of this study is to determine the influence of organizational culture (perceived organizational support and stability) and human resource practices (salary, training and career development) in employee engagement of academic employee in UUM. The significance of this study physically showed that training in human resource practices is highly significant influence engagement among

academic employee in UUM. Human Resource department need to analyze and discuss the effectiveness and requirement programmes that align and suit with the academic employees. Two way communication and feedback are important tools that can be used as a platform and guidance to UUM in making planning programs to increase employee engagement in the organization.

This study hopefully will reveals and proven that the practicing of a positive organizational culture (emphasis on perceived organizational support and stability) and human resources practice (training, salary and career development) will derive employee engagement towards achieving vision and goals as well as performance and retain academic as an employee in the organization. The approaches can be taken into consideration for the management of UUM to enhance academicians level of engagement and commitment.

## **1.7 Operational Definitions**

### **1.7.1 Employee Engagement**

In this study employee engagement is refer to employees share, recognize and have mutual determination with the organizations and give their knowledge and abilities to accomplish the vision and mission of the organization. They understand the purpose and ready to deliberate and contribute of the properties they have without prejudice. Their engagement and commitment is an important contribution to achieve organization objectives.



### **1.7.2 Organizational Culture**

Organizational culture in this study is defined as a design of common simple expectations that the group cultured as it explained its difficulties that has been accepted and is delivered on to new followers as the correct way to perceive, beliefs, and sense in relation to those difficulties within the organization (Schein, 1992). Mission, strategy, structure, leadership and human resource practices are important determinants of organizational culture.

### **1.7.3 Perceived Organizational Support (POS)**

In this study perceived organizational support is refer as employee's trust about the degree to which the organization appreciate their role and involvement and care about their welfare (Eisenberger, 1986).

### **1.7.4 Stability**

Stability in this study is refer to management practices stressing liveness and obligation to maintain organizational steadiness and continuousness. It has widely shown that the more lithe and involvement management styles can strongly and positively increase organizational obligation (Gaertner & Nollen, 1989).

### **1.7.5 Human Resource Practices**

Human Resource (HR) practices is refer to designing and implementing a consistent program and guidelines that employees' shared information, abilities and capabilities to the accomplishment of organizational business objectives (Huselid et al., 1997 in Mello, 2015). The HR practices as refer in this study is refer to salary, training and career development.

### **1.7.6 Salary**

Salary refers as pay or reward for employee for their contribution to the organization (Steward & Brown, 2009). Salary and benefits are part of the compensation and compensation refers to all kind of pay and rewards going to the employees.

### **1.7.7 Training**

Training in this study is defined as an intended exertion by a company or organization to assist employees' learning of work design related skills with the objectives for employees to be able to exercise them to their daily job. These involve programs on forming, nurturing and retaining employees skills based on organizational and employee needs (Noe, 2008).

### **1.7.8 Career Development**

The definition of career development in this study related to moving upward in employee's chosen line of work – making more money; having more responsibility; and acquiring higher or more status, prestige and power (Ivancevich and Lee, 2002).

## **1.8 Organization of Thesis**

This thesis comprises of five chapters. Chapter One provides the background of the study, the problem statement, research questions, research objectives, scope and significance of the study. Chapter Two highlight on the review of the existing literatures on employee engagement, organizational culture and human resource practices. Researcher also highlighted the existing gap on the previous literature has been done on employee engagement. The chapter continues with discussion on the framework used and the hypotheses formulated for this study. Chapter Three

discusses the research methodology covers research design, instruments of measurement, population, sample, data collection and the questionnaire. Chapter Four is devoted to the findings of the study. The demographic profiles of the respondents, descriptive analysis, and result of hypotheses testing are presented. At the end of this chapter, a summary of the result is presented. Chapter Five recapitulates the study findings followed by discussion, implications and limitation. The chapter ends for future research with recommendation and conclusion.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this literature review is to provide a broad understanding of employee engagement as a background and context for research into the perceive of academic employee in UUM and does the organizational culture and HRM practices influence their own engagement.

The review attempt to synthesize and interpret the vast amount of research on organizational culture and HRM practice influence to academia engagement, including: employee engagement definitions and orientation; organizational culture definitions and theory; effectiveness and performance of HRM practice, culture assessment; in UUM as a higher education institution. Cook (2008) define employee engagement is the point to which employees execute their parts with desire in a constructive way. It does not only include commitment with work but also with the institution, perceptible in obligation and aspiration to hold with one's institution.

Employee engagement motivates employees to unified to the organizational plans and targets towards an organizational achievement (Halbesleben, 2010). Even though there are various meaning of employee engagement, previous research highlight that employee engagement makes a significant factors to the output of an organization (Hakanen, 2011). The concept of employee engagement was first presented by William Kahn in 1990s' and further enlightened as engagement and

disengagement on individuals (in Hans, 2015). Why employee engagement is importance? There are certain vagueness within the scholar as to how employee engagement can be inclined by management? There has been a few misunderstanding (Kular et al., 2008 in Knight, 2011). Kular et al (2008), further explained that ambiguity can be relatively credited to the fact that there is no absolute meaning regarding engagement being operationalized and subsequently stately inconsistent.

Hans (2015) elaborated employee engagement on three factors, the physical, perceptive and emotional levels through routine of employee characters at work. The cognitive aspect of employee engagement concerns employees' belief about the organization, its frontrunners and the job surroundings. The sensitive aspect concerns how employees sense about each of the factors mention above whether they have optimistic or destructive attitudes toward the organization and its leader. Whereas the mental aspect of employee engagement refer to the bodily vitalities exercised by employee to accomplish their roles. May et. al (2004) and Harter et. al (2004) specified and defined employee engagement through involvement, satisfaction and enthusiasm of individuals with work. These are the key drivers of engagement related them to job performances as the job role fit. Tower and Perrin (2009) study found that engaged employees are those who are highly dynamic and committed to their job while severed employees are those who are not eager and separated at work. Their study also emphasized the main drive of engagement is the employees' unrestricted determination and this is what effect and contribute to the organizational achievement. According to Bakker and Demerouti (2008), engaged employees also

create their individual and work assets and transfer engagement in them to other team work.

## **2.2 Engagement vs Other Construct**

Research findings in connection with ‘engagement’ are not unanimous. The areas of study contain the conceptualizations of the rationality of widely used tools measuring engagement, such as culture variances and category of job design. Both may effect accepting of matters and later effect rationality of the measurement tool. The role of employee engagement plays in sustaining competitive advantage, which could lead to improved business results and successful organization performance. Both indicators (business results and organizational performance) study has been explored by Attridge, 2009; Barnes & Colier, 2013; Fearo, 2013; Fearon, Mclaughlin & Morris, 2013; Gurman & Sacks, 2011; Lockwood, 2007.

According to Kahn (1990), employees need to be safe and they assume the daily work is expected to be important and they have the individual possessions to contribute in their work deprived of harmfully damage their reputation and future. Without feeling meaningful, possessions and security, they will become disengaged extracting their perceptive, emotive and physical vitalities. These situation can lead to early resignation or turnover. Kahn’ findings and theory has been supported by May et al. (2004) that there are relationship between engagements and the three conditions as mentioned above to create engagement . May et al’s (2004) findings also support another researcher theory by Maslach et al. (2001 in Kular et al., 2008) that feeling meaningful and treasured work is connected with engagement, and therefore it is important to consider the concept of ‘meaning’.

According to Holbeche and Springett (2003), people's perceptions of 'meaning' in the workplace are clearly linked to their level of engagement, and their performance. They argued that without organizations try to provide a sense of meaning, employees are likely to leave the organization. They also claimed that strong sense of engagement can only be attained in workplaces where there is a shared common sense of purpose and determination that bond employee at an emotive level and increase their individual objectives.

Schaufeli and Salanova (2011) highlighted that employee engagement and work engagement has an elusiveness concept. Whereas (Kahn, 1990; Saks, 2006) treated both employee and work engagement as a same concept. Schaufeli and Salanova (2011) argued work engagement refer to the employee's professional or occupational role and his or her relationship with the organization, while work engagement refers to the (individual) employee's work.

### **2.3 Organizational Culture and Employee Engagement**

In the Organizational Behaviour (OB) perspective, culture is defined as vital standards and principles that outline employees' actions and effect what employees think about their work and themselves (Wagner et al., 1995). Lewin (1951) point out that employee actions are strongly affect by surroundings where an employee performs. Senge (2006) underlined organizational culture helps employees become excited, energized, and engaged in their work (Parkes and Langford, 2008; Stroh et al., 2002). Therefore, organization culture makes a positive contribution to employee engagement.

According to Trice and Beyer (1993), a robust characteristic organizational culture is identify as one of the main mechanisms of a successful company. It shows that when top management, supervisor and employee within the organization have a mutual understanding about the culture they share, it can drives and construct cooperative identity, obligation and similar vision and cut organizational doubts. These components will drive organizational to improve the organizational objectives and outcome (Cameron & Quinn, 2006). It consists of motivation that are likely to become a part of their comprehensible mission and vision (Cannella & Monroe, 1997).

There are different meaning of organizational culture defined by previous scholar. Organizational culture can effect how employee recognized their individual and business goal, perform jobs and ample properties to accomplish them. Organizational culture affects the way in which employee think whether they are aware or not; choose their judgment and how they identify, sense and perform (Hansen and Wernerfelt, 1989; Schein, 1990). Deal and Kennedy (1982) and Peters and Waterman (1982) proposed that organizational culture can bring impact towards organizations output and obligation. Goffee and Jones (1998) acknowledged four systems of organizational cultures (i.e. networked, mercenary, fragmented and communal). Martin (1992) viewed organizational culture from three perspectives (i.e. integration, differentiation and fragmentation). Wallach (1983) suggested that there are three main types of organizational cultures (i.e. bureaucratic, supportive and innovative). Even though there are different meaning, their levels of obligation to the organization are different.. Whereas Van der post, de Coning et al. (1997 in



Jung et al., 2007) listed 104 dimensions of organizational culture, these including absence of bureaucracy, control, conflict tolerance, structure, simple organization structure, commitment, delegation, teamwork etc.

There are also a difference hypothesis on looking the concept of organizational culture. According to Fiedler (1977); Hersey, Blanchard, and Johnson (1977), individuals are more operative when their individual abilities straight with the cultures of the organizations in which they attach to. Previous scholars also have theorized that leader with single abilities that straight with their organizational cultures can create and growth output and decrease conflict.

According to Strasser et al. (2002 in Korner, 2015) organizational culture is an important descriptive dimension for actions and performance in the workplace. It can influence cooperation and handling results. Strasser study has been further supported by Tsai (2011), Lund (2003) and Brazil et al. (2010) with another dimension that related and can predict to job satisfaction. Another previous studies focus on the impact of organizational culture (King et al., 2009), quality improvement (Shortell et al., 1995), patient safety (Wakefield et al., 2001) or performance. And it focus only on one professional group such as nurses (Gifford et al., 2002; Tsai, 2011 in Korner, 2015). These studies were conducted in acute care centers or nursing homes. Only Strasser (2002 in Korner, 2015) performed a study in the professional rehabilitation setting. They verified that the utmost team effective scores were attained by teams with a more particular and energetic organizational culture rather than those that were more rigid and strict.

Locke (1976 in Korner, 2015) defined job satisfaction as constructive emotive state follow-on from the assessment of job understanding. It can be measured with one global items, which refers to employees overall attitude towards their jobs. A few literature often used job satisfaction with operationalize team success (Korner, 2008; Campion et al., 1993; Campion et al., 1996). The impact of job satisfaction also related with performance, enthusiasm, nonattendance/lateness mental/physical health and general life fulfillment (Chang, 2009; O' Leary, 2012; Kazanjian et al., 2005; Landy, 1978 in Korner, 2015).

Based on the definition it can be summarized that, organizational culture affects the way which employee think consciously and subconsciously, make decisions that ultimately how they perceive, feel and act is related and relevant to this study. In return employee perceived organizational with a clear culture that control the way individuals and groups in the organization interact with one another and with parties outside it.

#### **2.4 Perceived Organizational Support (POS) and Stability**

According to Eisenberger (1986), perceived organizational support is defined as "an body of workers in the universal philosophies about the degree to which the organization values their contributions and caution about their safety. Their "perception of organizational support is also defined as" how many organizations appreciate the contributions of employees and care about them "(Allen et al., 2008). While, perceived organizational support to strengthen employee efforts within the organization, resulting in more effort to meet organizational goals (Eisenberger et al.,

1986). According to organizational support theory, in return employee will deliver discretionary to help their organizations accomplish their goal and objectives (Aselage and Eisenberger, 2003).

According to Eisenberger, Cummings, Armeli & Lynch (1997), individuals with the great sensitivity of organizational support will (1) meet the requirements for substantiation, appreciation and social distinctiveness and (2) put the expectancy that remaining performance and manners that prolongs the role of effected in the organization will be known and given incentive. The social exchange theory as a basis according to Cropanzano & Mitchell (2005) highlighted that when organization concerned about employee then this situation will encourage the workers do respond to the feelings of action arises, positive attitudes and behaviors towards the organization . Eisenberger et al. (1986) explains that the higher the perception of organizational support will create a feeling of obligation to give consideration to the organization on the benefits received in the form of increased effort and behavior beyond the role.

This opinion is also supported by Rousseau (1989) explained that when workers thought it vowed to do her best for them, they will feel obliged to give consideration to the organization through formal action beyond their work. Previous empirical studies find that perceptions of organizational support associated with positive work (Hochwarter et al. 2003) as an effective increase in commitment (Rhoades, Eisenberger & Armeli 2001; Wayne et al., 2002) and organizational citizenship behavior (Wayne et al., 1997; Wayne et al. 2002).

## **2.5 Human Resource Practices and Employee Engagement**

According to Vicente (2011), human resources is the main element which carries revolution in employee output. It can directly influence employee productivity and their abilities and directly also influence organizational outcome. An effective human resource policy and system is capable to provide the organization employee constraint not only in terms of numbers but most importantly in terms of value. Planning, selection, recruiting, compensation, training, development and retention systems and practices are the importance areas under HR functional in organization. Despite that, previous studies about human resources on organizational performance only highlighted organizational dimension as a control variable or took samples of either big or small organization and institution.

Human Resource Management (HRM) is the policy of official system in an organization to ensure actual and resourceful use of human talent to achieve organizational objective (Mathis and Jackson, 2003). These formal system include employee recruitment based on suit with the company's culture, stress on actions, attitude, and essential practical expertise required by the job, benefit conditional on performance, and employee authorization to raise collective teamwork (Sohel and Schroeder, 2003). It can then be said that "HRM composed of the policies, practices and systems that influence employees; behaviour, attitude and performance" (Noe, Hollenbeck, Gerhart and Wright 2007).

HRM practices can positively impact firm/organization performance (Boselie et al., 2005; Combs et al., 2006; Guest, Michie, Conway, & Sheehan, 2003; Huselid,

1995), However, in which these practices affect organizational outcomes are not clear. This uncertainty is due to the fact that studies differ widely with respect to theoretical foundations, levels of analysis, definitions of HRM practices, and measures of performance (Guest, 2011; Paauwe, 2009).

A report by the Society for Human Resource Management (SHRM) in August 2013 found that HR practices contribute main factor for employee engagement. The SHRM Employee Job Satisfaction and Engagement Survey was conducted among 600 U.S. employees in October 2013. SHRM in their surveys on human resource (HR) professionals every two years find that job-specific training can help employees improve their skills, enabling them to become more operative and engaged in their roles. Employees' extended information could lead to enhanced organizational procedures and increased output. 40% of employees agreed job-specific training as very important to their job satisfaction. Employees from supportive positions not from the management side found this aspect to be more important than did employees in executive-level positions. Slightly (55%) of employees were pleased with job-specific training at their organization.

As the economy continues to recover, organizations must aware of how satisfied their employees are with opportunities for upward mobility within the organization. Only 19% of employees reported being "very satisfied" and 29% were "somewhat satisfied" with the openings to "climb up the ladder." SHRM's 2013 Human Capital Benchmarking Report found that the average voluntary turnover rate was 13%, a 44% increase from the previous year. In addition, the report noted that the average

cost-per-hire was \$2,819 and the average time to fill a position was 32 days (SHRM Report, 2014).

**Table 2.1** Examples of Selected Studies Focusing on ‘Engagement’ 1990–2013

Authors/ Year	Purpose of the study/ Measuring Instrument	Dimensions	Method/ Analysis	Key Findings
<i>Conceptual papers</i>				
Kahn, 1990	To conceptualize personal engagement by exploring the working conditions in which people personally engage and disengage	<ol style="list-style-type: none"> <li>1. Meaningfulness <ul style="list-style-type: none"> <li>- task characteristics</li> <li>- role characteristics</li> <li>- work interactions</li> </ul> </li> <li>2. Psychological safety <ul style="list-style-type: none"> <li>- interpersonal relationships</li> <li>- group and intergroup dynamics</li> <li>- management style and process</li> <li>- organizational norms</li> </ul> </li> <li>3. Psychological viability <ul style="list-style-type: none"> <li>- physical energy</li> <li>- emotional energy</li> <li>- insecurity</li> <li>- outside life</li> </ul> </li> </ol>	In-depth interviews; grounded theory	Three psychological conditions (meaningfulness, safety and availability) are identified. These concepts help to explain the variance between people bringing to and leaving out aspects of themselves in their work role performances.
Macey & Schneider, 2008	Developed a theoretical framework	- Trait engagement (positive views of life and work), proactive personality, autotelic personality trait, positive effect, conscientiousness, involvement, commitment, empowerment.	Developed a theoretical framework	They offer propositions about the effects of job attributes and leadership as main effects on state and

Authors/ Year	Purpose of the study/ Measuring Instrument	Dimensions	Method/ Analysis	Key Findings
<i>Conceptual papers</i>				
		<ul style="list-style-type: none"> <li>- Behavioural engagement (extra-role behaviour), organizational citizenship behaviour (OCB), proactive/ personal initiative, role expansion, adaptive</li> <li>- Trust</li> <li>- Transformational leadership</li> <li>- Work attributes (variety, challenge, autonomy)</li> </ul>		behavioural engagement and as moderators of the relationships among the three facets of engagement. They conclude with thoughts about the measurement of the three facets of engagement and potential antecedents, especially measurement via employee surveys.
Schaufeli et al., 2002, 2006	Developing and validating engagement measurement instrument  UWES identified three sub-dimensions of engagement: vigour, dedication, absorption; characteristics of engagement are more persistent and pervasive affective-cognitive psychological state'	17 item scale <ul style="list-style-type: none"> <li>• Vigour (6),</li> <li>• Dedication (5),</li> <li>• Absorption (6)</li> </ul> Nine item scale <ul style="list-style-type: none"> <li>• Vigour (3),</li> <li>• Dedication (3),</li> <li>• Absorption (3)</li> </ul>	Confirmatory factor analysis; Multiplegroup confirmatory	
May et al., 2004	To test Kahn's (1990) conceptualization of engagement by examining the determinants and mediating effects of three	<ul style="list-style-type: none"> <li>• Psychological engagement (13)</li> <li>• Psychological meaningfulness (6)</li> <li>• Psychological safety (3)</li> </ul>	Questionnaire path analysis	Among the three psychological conditions, meaningfulness displays the strongest relation to engagement. The relationships

Authors/ Year	Purpose of the study/ Measuring Instrument	Dimensions	Method/ Analysis	Key Findings
<i>Conceptual papers</i>				
	psychological conditions (meaningfulness, safety and availability) on engagement at work	<ul style="list-style-type: none"> <li>• Psychological availability (5)</li> <li>• Job enrichment (15)</li> <li>• Work role fit (4)</li> <li>• Rewarding co-worker relations (10)</li> <li>• Supportive supervision relations (10)</li> <li>• Co-worker norm adherence (3)</li> <li>• Resources (8)</li> <li>• Self-consciousness (3)</li> <li>• Outside activities (11)</li> </ul>		of job enrichment and work role fit to engagement are partially mediated by psychological safety. Model developed: Path-analytic framework of engagement
Barnes & Collier, 2013	To contribute to the developing literature on work engagement by studying antecedents, outcomes and measurement, specifically in a services environment	<ul style="list-style-type: none"> <li>• Use existing measures to construct a 42 item instrument:</li> <li>• Work engagement</li> <li>• Service climate (5)</li> <li>• Job satisfaction (4)</li> <li>• Affective commitment</li> <li>• Adaptability (5)</li> <li>• Career commitment (6)</li> </ul>	Questionnaire; Structural equation modelling	Empirical evidence that service climate, job satisfaction and affective commitment influence work engagement; Work engagement is conceptualized as a multidimensional higher order construct that exhibits a superior fit compared to a simple first order conceptualization



Authors/ Year	Purpose of the study/ Measuring Instrument	Dimensions	Method/ Analysis	Key Findings
<i>Conceptual papers</i>				
Christian et al., 2011	To test the model of Macey and Schneider (2008)	Autonomy <ul style="list-style-type: none"> <li>• Task variety</li> <li>• Task significance</li> <li>• Feedback</li> <li>• Transformational leadership</li> <li>• Conscientiousness</li> <li>• Positive affect</li> <li>• Work engagement</li> <li>• Task performance</li> <li>• Contextual performance</li> </ul>	Meta-analytic path modelling (The data suggest that Macey and Schneider's [2008] assertion appears to have merit: rather than being merely a blend of "old wines", engagement also has characteristics of "new wines".)	The path model suggests that task variety and task significance appear to be related to engagement.  They found tentative evidence that leadership is related to work engagement and work engagement is related to job performance.
Viljavec et al., 2012	investigated validity of UWES and May et al. 2004 scale measuring engagement	UWES (vigour, dedication and absorption) May et al. 2004 (cognitive, emotional and physical)	Questionnaire; Confirmatory factor analysis and structural equation modelling	Some evidence for convergent, discriminant and predictive validity was found for both scales, although neither showed discriminant validity with regard to job satisfaction. Overall, the three factors of the UWES performed slightly better across analyses than the three factors from the May, Gilson and Harter (2004) measure.

Authors/ Year	Purpose of the study/ Measuring Instrument	Dimensions	Method/ Analysis	Key Findings
<i>Conceptual papers</i>				
	Studies testing engagement and related concepts			
Laschinger & Leiter, 2006	nurses' work environments linking conditions for professional nursing practice to burnout/ engagement and nurses' reports of adverse patient events	Policy involvement (3) <ul style="list-style-type: none"> <li>• Staffing adequacy (4)</li> <li>• Nursing model of care (8)</li> <li>• Emotional exhaustion (9)</li> <li>• Depersonalisation (5)</li> <li>• Personal accomplishment (8)</li> <li>• Adverse events (multi-analysis question)</li> </ul>	Equation modelling	A work environment with higher support for professional practice results in higher engagement and ultimately safer patient care.
Salanova et al., 2005	To test the mediating role of service climate between the antecedents (organizational resources and work engagement) and employee performance and customer loyalty	Organizational resources (training, autonomy, technology) (11) <ul style="list-style-type: none"> <li>• Service climate (4)</li> <li>• Work engagement – UWES (vigour, dedication, absorption) (17)</li> <li>• Employee performance (6)</li> <li>• Customer loyalty (3)</li> </ul>	Structural equation modelling	A full mediation model in which organizational resources and work engagement predict service climate, which in turn predicts employee performance and customer loyalty, is supported.
Hakanen et al., 2006	To test a model with two parallel processes of work-related well-being among teachers: an energetic process and	Work engagement – UWES (vigour, dedication, absorption) (17) <ul style="list-style-type: none"> <li>• Burnout and ill health (10)</li> </ul>	Questionnaire; Structural equation modelling	Burnout mediates the effect of high job demands on ill health, work engagement mediates the effects of job resources on

Authors/ Year	Purpose of the study/ Measuring Instrument	Dimensions	Method/ Analysis	Key Findings
<i>Conceptual papers</i>				
	a motivational process	<ul style="list-style-type: none"> <li>• Job demands and resources – eight dimensions (20)</li> <li>• Organizational commitment (2)</li> </ul>		organizational commitment and burnout mediates the effects of a lack of resources on low work engagement.
Hallberg et al., 2007	To examine the effects of type A behaviour patterns on burnout and work engagement	<ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Workload</li> <li>• Achievement striving</li> <li>• Irritability/Impatience</li> <li>• Work engagement – UWES (9)</li> <li>• Emotional exhaustion – burnout</li> <li>• Cynicism – burnout</li> </ul>	Questionnaire, hierarchical regression analysis	Type A behaviour and work engagement share only 13% of common variance; no significant interactions between type A and workload.

## 2.6 Research Gap in the Existing Literature Review

### 2.6.1 Definition of Organizational Culture

In an empirical study, Hofstede, Neuijen, Ohayv and Sanders (1990) found that culture has often been regarded as a "fad" among managers, consultants, and academics. These researchers ultimately concluded that organizational culture has left its traces on organizational theory (Hofstede, et al., 1990). One of the fundamental challenges relating to organizational culture is the considerable diversity in the definitions of organizational culture (Hofstede, 1990 cited in Sommerville, 2008). The research related to culture has resulted in many different

and competing definitions of culture (e.g., Barney, 1986; Schein, 2000). Schein (2000) argued that the probable reason for the diversity in defining organizational culture stems from the reality that culture lies at the intersection of several social sciences, that is, anthropology, sociology, social psychology, and organizational behaviour, and reflects some of the biases of each. According to Schein (2000), there is little agreement in terms of what culture does, what it should mean, and how it should be used by organizations.

Much of the general organizational culture literature is relevant for the public sector. However, UUM is categorized as the public university, which is the focus of this research, faces some unique considerations. One change theory that is relevant to the public sector is policy diffusion theory. Establishing policies is typically a key activity for public sector organizations. According to Fernandez & Rainey (2006), policy diffusion theory is particularly relevant for the public sector as it explains why and how public organizations adopt new policies and programs. For example, public sector managers emulate their peers in other governmental organizations to learn about and borrow successful practices (Fernandez & Rainey, 2006).

### **2.6.2 HRM Practices**

Hofstede argues that national cultures impact the attitudes and behaviours of employees (Hofstede, 1980). Empirical examination of broad-based HRM practices across industries and countries is very limited in the literature (Mac Duffie & Kochan, 1995; Ichniowski & Shaw, 1999). To identify generalizable impacts of HRM practices on organizational performance across countries and industries, it is

important to understand the differences that may exist. The mediating effect analysis revealed that most of HRM practices impact operational performance indirectly through organizational commitment but not employee engagement. This finding is important as it refines the understanding of the nature of relationship between HRM practices and operational performance. Also, past finding suggests that a manager intending to enhance operational performance should create an organizational climate that fosters employees 'commitment to the organization (Sohel and Schroeder, 2003).

It is believed that company-wide cultures can only be assessed accurately through team-level assessments. In order to capture the degree of sharing about daily work practices within one organization, one cannot but assess the smallest meaningful workplace grouping, often teams. Within each team a certain degree of shared perceptions about their organizational work practices can be established. How to compare these shared perceptions of one group to another meaningful comparison group is the key question that clearly remains (Van den Berg & Wilderom, 2004).

Most of the existing research show the single influences of organizational culture was on teamwork and job satisfaction. There is no comparable study to relate academic in higher institutions which consider organizational culture and HRM practice together influence employee engagement. Moreover, studies in engagement often only focus on nurses, physicians and not on the interprofesional team (Tsai, 2011; Zazzali et al., 2007 as cited in Korner, 2015). This holds true for both the private sector and public sector literature. There is, however, one key difference that

emerged from this literature review. It relates to leaders developing political support within the organization, which appears to be more prominent in the literature on private sector general change.

## **2.7 Underpinning Theories**

This study will relate to Emerson (1972) social exchange theory and motivation and commitment theory by Locke's (1997). These theories are suitable for explaining the research framework of the study.

### **2.7.1 Social Exchange Theory**

In its early debates, Social Exchange Theory (SET) focused on human habits. Homans (1961), Blau (1964) and Emerson (1962, 1972) theoretical writings were based on philosophical and psychological orientations derived from utilitarianism on the one hand and behaviorism on the other. The relation of social exchange theory in this study is chosen because it can explain the relationship between the variables in the study and engage it with the dependent variables.

The structures of social exchange theory are based on collective action, legitimacy, opposition, conflict and cooperation (Blau, 1964). Even though Emerson (1962) argued that social exchange create power and social structure as theoretical problem, most consistent findings among scholars found that unequal distribution of reward position occurred in a social work (Cook & Emerson, 1978; Markovsky, Willer & Patton, 1998; Skvoretz & Willer, 1993). Social exchange also include assessments of fairness, feelings of obligation and interpersonal commitments. In this situation it

can relate to this study when it evolve employee's engagement and commitment fulfill their duty. As and exchange, salary and reward is distributed to align with the commitment and performance of the employee. Homans (1961) and Blau (1964) introduce this exchange as fairness.

Related to perceived organizational support (POS) and stability, social exchange takes place as relationship between employee and manager (Settoon, Bennet & Liden, 1996; Wayne, Shore & Liden, 1997). The other structure of social exchange also involves emotion. When employee perceived organizational support and express positive emotions about their relationships with the organization, it will increased commitment and engagement to these relations (Lawler & Yoon, 1996). Organizational support and commitment from the top management in UUM is important for employee (academic) as an exchange for engagement. As Cook and Emerson (1978) described commitment as an interpersonal attachment leading persons to exchange repeatedly with the same partners. They found that power-use (top management) and commitment (employee) were inversely related.

### **2.7.2 Motivation and Commitment Theory**

According to Locke (1997), motivation is a goal setter and this goal derive from the activation of basic human needs, personal values, personality traits and self-efficacy perceptions shaped through experienced and socialization. He added the result of this mechanism, it will affects the level of satisfaction experienced then contribute to organizational commitment. This can also lead to other forms of action such as job and work avoidance, deviance and adjustment. Therefore it can foci and influence

the UUM academic whether they fully engage or not engaged with their ability and goal commitment to align with the UUM vision and mission.

## **2.8 Summary**

This chapter has reviewed past literature on organizational culture and HRM practices that influence employees' engagement. The chapter has discussed the definition of employee engagement, perceived organizational support (POS) and stability as dimension in organizational culture and three dimensions in HRM practices, salary, training and career development. This section also highlight the existing gap in previous literature related to employee engagement





## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design and methodology used in this study. The methodology highlights the mechanisms used for the purpose of collecting information, dependability test, and scope of the people and data sampling undertaken during the study.

#### **3.2 Research Design**

This study utilized a quantitative research method. Burns and Grove (1993) defined quantitative research as a proper, independent and organized process to define and investigate relationships and examine cause and effect interactions among variables. The approach is further explained by Barbie and Mouton (2002) that a quantitative study, is an analysis into a social or human problem, based on testing a theory composed of variables, measured with numbers, analyzed with statistical procedures to determine whether the projecting generalizations of the theory are correct and valid.

There are two dimensions of organizational culture; and three dimensions of human resource practice. The dimensions for organizational culture are perceived organizational support and stability. Whereas HRM practices dimension are – salary, training and career development.

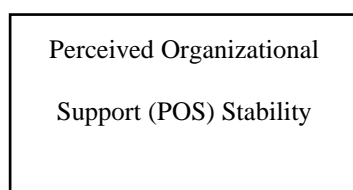
The purpose of this study is to look into the factors that influence employee engagement among academic employee at Universiti Utara Malaysia. There are two independent variables in this research and they are identified as organizational culture and HRM practices and, whilst the dependent variable is the employee engagement.

### 3.3 Research Framework

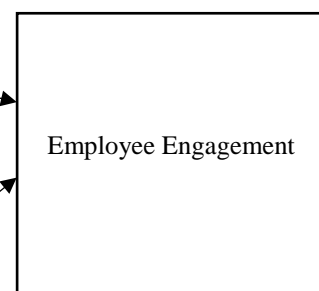
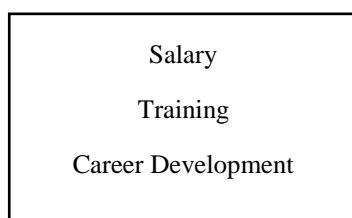
The research framework used in this research is the major possible factors that influence employee engagement among academic employee in UUM. Organizational culture focused on perceived organizational support (POS), stability and Human Resource Management Practices dimension on salary, training and career development are perceived as the major contributory factors that influence employee engagement among academic employee in UUM.

**Independent Variable** **Dependent Variable**

(Organizational Culture)



(Human Resource Practices)



**Figure 1.** Research Framework

The above research framework is derived based on the problem statement that outlines the research gap and the suggestions for future studies to see the influence of organizational culture and human resource practices towards employee engagement. The dependent variable is employee engagement while the independent variables are perceived organizational support, stability and salary, training and career development.

### **3.4 Research Hypotheses**

#### **3.4.1 Perceived Organizational Support, Stability and Employee Engagement**

Based on the literature reviews, perceived organizational support (POS) and stability influence the employee engagement. According to organizational support theory, in return for level of support employee work harder to help their organizations achieve goals (Aselage and Eisenberger, 2003). This findings also support organizations and become a major impact in job satisfaction and organizational commitment (Rhodes and Eisenberger, 2002; Aube et al, 2007; Riggle et al, 2009). This study will look at whether perceived organizational support and stability is associated and influenced factors for employee engagement that leading the following hypothesis:

**H1:** Perceived organizational support is positively influence employee engagement.

**H2:** Stability is positively influence employee engagement

### **3.4.2 Salary, Training and Career Development and Employee Engagement**

Salary, training and career development are major components in human resource elements for organization. Engaged employees perform better when provided with resources for getting the job done, adequate working conditions, support from organization, career opportunities, sufficient recognition and rewards, respect and positive psychological climate (Harter et al. 2006).

According to Robinson et al. (2004), employees should have a feeling that organization has views for long term and provides training and development opportunities both for employees. As return, employee feel they are being involved and valued at work. Good quality line management takes interest in employee's career aspirations. Therefore, this study will look at whether salary, training and career development as human resource practice associated with employee engagement, creating to the following hypothesis:

**H2:** Salary is positively influence employee engagement

**H3:** Training is positively influence employee engagement

**H4:** Career development is positively influence employee engagement

## **3.5 Sources of Data**

Primary and secondary data were used in this study.

### **3.5.1 Primary Data**

According to Uma Sekaran (2003), primary data is information that original acquired by the researcher on the variables of importance for the specific determination of

study. The questionnaire is divided into four sections including respondents' background, statements to measure employee engagement, organizational culture and human resource practice. The objective of the questionnaire is to gain information on respondents and their level of engagement. Besides, the information is also needed to understand what factors influence academic engagement in the UUM. The questionnaire was adapted from two prominence institution and one researcher that study on employee engagement, Towers Perrin Group (2003), Gallup Organization (2006) and UWES instrument which was developed from Schaufeli et al.'s (2002).

### **3.5.2 Secondary Data**

Secondary data states to the material gathered by someone than the researcher conducting the current study such as journal articles, book, and thesis. In this study researcher gathered the secondary data from the UUM's Registrar report, journal's articles, book, industry report and publication, industry analysis offered by the media, web publications and so on (Uma Sekaran, 2003). The secondary data will support the primary data and fortify the information and findings in order to assist researcher interpret the primary data correctly. In addition, the secondary data will highlight the researcher on the subject matter from different perspectives.

### **3.6 Unit of Analysis**

The unit of analysis is the level which data are used to represent one data point in an analysis. The unit analysis is individual level among academic employee at Universiti Utara Malaysia. There are two independent variables in this research and

they are identified as organizational culture and HRM practices and, whilst the dependent variable is the employee engagement.

### 3.7 Measurement Items

The instrument for the study would be the questionnaire which is intended to identify the drivers that influence to employee engagement among academic employee in UUM. The questionnaire was adapted and modified to suite the context of employees in UUM. The Engagement instrument was constructed from Macey and Schneider, 2008; Schaufeli et al., (2002); the Tower Perrins Global Workforce Study (2009) and the Gallup Organization (2004). Both institutional are prominence body in delivering the engagement study globally. The company results have reported confirmedly strongly linked between conceptualization of worker performance and business outcome. Table 3.1 shows the summary of the measures used in this study.

**Table 3.1.** Section B Employee Engagement Questionnaires

1	My job makes good use of my skills and abilities.
2	My work responsibilities are clear to me.
3	I have the support I need to do my job.
4	I am committed to continuous quality improvement in my work.
5	I have the necessary skills to contribute to UUM's continuous improvement effort.
6	At work, I have the opportunity to use my strengths every day.
7	My work is valued at UUM.
8	My supervisor, or someone at work, cares about me as a person.
9	I am encouraged to continuously develop my skills.
10	I provide input to my departmental goals.
11	Last year, I have had opportunities at work to learn and grow.
12	The mission of the college makes me feel my job is important

Perrin's Global Workforce Study (2009) defined the engagement is pretentious by various reasons emotive and sensible factors connecting to work and the generally work understanding. Whereas, The Gallup organization defines employee engagement as the involvement with and enthusiasm for work. Gallup, as cited by Dernovsek (2008), likens employee engagement to an optimistic emotive affection and obligation on the part of the employees.

For organizational culture, it was obtained from research by Van den Berg and Wilderom (2004). The organizational culture dimension by Van den Berg and Wilderom is being used in this study because this dimensions can reduced the differences and the gap in the theoretical and practicality of the earlier studies on organizational culture. For the HRM practices, it was obtained by combining the works of Desimone, Erner and Harris (2002), Hirsh et.al., (1995) and Maya (1991), Kim, Price Mueller and Watson (1996) and Hackman and Oldman, (1980). There are four sections in the questionnaires. Section A consists of the questions to gather the information about the profile of the respondent. Section B as listed in Table 3.1 is an indicators measure level of employee engagement in organizations.

Section C contain two dimension of organizational culture; perceived organization support (POS) and stability as shown in Table 3.2.

**Table 3.2.** Section C Organizational Culture (Perceived Organizational Support)

1.	UUM has a current mission plan for everyone to view.
2.	UUM is good at fulfilling their mission.
3.	UUM's culture follows the company's mission.
4.	UUM's culture is developed by top management.

- 
5. UUM's culture is shaped by internal factors such as:
    - a. Leadership
    - b. Structure (decision making, bureaucratic, etc.)
  6. My organization's culture is shaped by external factors such as:
    - a. Government policy
    - b. Technology
  7. My organization adheres to procedures (SOP) on how it handled in all aspects of operations.
  8. My organization is authoritative in how it handled in all aspects of operations.
  9. My organization management's team is diverse in nature.
  10. My organization's structure is hierarchical in nature.
  11. My organization recognizes and celebrates successes of team member.
  12. My organization shows respect for a diverse range of opinions, ideas and people.
  13. My organization will promote from within before looking for employees externally.
  14. My organization shares information with others who should know.
  15. The staffs take ownership and accountability for their job responsibilities without looking to blame or implicate others.
  16. The staffs are willing to independently experiment with new ways to do things without fear or failure, or could be defined as risk-takers.
  17. I feel that my organization values my opinion.
  18. I feel driven to make difference in my workplace.
  19. I enjoy starting a new day at work.
  20. My organization emphasizes permanence and stability, and continuously improving communications between management and staff is stated as an important company objective and is being practiced.
  21. UUM top management believes employees are committed to continuous quality improvement.
  22. Management involved employees in the decisions that impact employee's work.
  23. UUM's performance evaluation process helps me improve my job performance
  24. Problem solving is done collectively in my organization.
- 

In Section D, human resource practices dimension questionnaires include 21 items part covering three dimensions of human resource management practices. The dimension consist pay/salary, training and career development as shown in Table 3.3.



**Table 3.3. Section D Human Resource Management Practices**

---

1	I am encouraged to attend the training and development program available.
2	My superior decides on the training and development I need.
3	I am given the opportunity to upgrade my knowledge and skills to improve my performance through continuance training.
4	I received the training I need in order to perform my job assignment well.
5	I am given the opportunity to be involved in the activity that is able to help raise the level of my expertise/skills.
6	I am able to retrieve information for the purpose of planning my career.
7	I am called to discuss on my career opportunity by my superior.
8	The salary I received encouraged me to do a better job.
9	Incentives such as bonuses motivate me do more than that is required.
10	I received a total salary that commensurate the job that I am doing.
11	In general, my salary is the same/similar as the salary of my colleague holding equivalent position as I am.
12	In general, my salary is the same/similar as the salary paid for the same job by other company's' within the same industry.
13	I am appraised in a fair manner based on my work.
14	Performance appraisal is based on individual performance.
15	Individual contribution is encouraged and appreciated.
16	I am able to do something that is beneficial in my work.
17	I am able to see the result of the work I did.
18	I can be proud when I execute an assignment properly.
19	I am given the opportunity to do the best all the time.
20	My superior gives me the support and encouragement by always giving feedback about my work performance.
21	My job is able to give me a form of satisfaction.

---

### **3.8 Data Collection Procedure**

#### **3.8.1 Population**

A proper sampling design and size helps to draw conclusion that would be generalized to the population interest. Sample according to the Zikmund (2003) is a subset or some part of a larger population. In this study the researcher used a probability sampling type namely simple random sampling to collect data from the

respondent. The simple random sampling is deployed so every element in the population has an equal chance of being selected (Uma Sekaran, 2003). For the present study, the population covers all academic/lecturers in UUM. The number of academic employee was obtained from the Registrar department. There are about 1,300 lecturers in UUM.

Questionnaires were distributed and collected by the researchers in sealed envelopes. In addition, the researchers also e-mail a questionnaire to employees that are not available on the distribution of questionnaires. The questionnaires was self-administered data. Researchers found that the rate of return in this incredible high and long-term professional relationships between researchers and workers well. When employees believe that their identity will be kept as confidential, they are ready to give accurate data on access to information on the organization.

### **3.8.2 Sample Size**

The unit analysis is individual level. The population of this study covers 200 samples of academic employee in UUM. Population refers to the entire group of people, event or things of interest that researcher wishes to investigate. The list of academic employee in UUM was obtained from the UUM Human Resource Department. There are 1, 300 academic employees in UUM. And out of those, 320 samples were chosen for the purpose of this study. Based on the sample size decision guidelines given by Krejcie and Morgan (1970) as well as Cohen (1969), the sample size for population size (P) 1300 is (S) 297. Hence 320 academic employees were randomly selected for the study.

### **3.9 Data Analysis Technique**

In this study, all data is gathered via questionnaire. In this study, the respondents were chosen from the permanent and contract academic employee in UUM Sintok, Kedah. A total of 320 sets of questionnaire were distributed to the respondents by e-mail and by post. The questionnaires were distributed to the respondents starting from 10 February 2016 till 30 March 2016. The respondents were given one to two weeks to fill in and sent it back to the researcher. The last date given for submission was 31 March 2016. However, during the last date, the researcher only received 62.5% of the targeted sample. Therefore, the researcher had to call and e-mail to remind the respondents to fill in the questionnaires and send it back immediately. Hence, the response rate is high present and considered to be acceptable and sufficient as suggested by Hair et al. (2010) as the sample size should be above 50%.

After collecting the information from the questionnaires, a few procedures were carried out such as checking the data for accuracy. The questions were being coded to enable for analysis using Statistical Packages for the Social Science (SPSS). The analysis of data begins with reliability test for the scales through Cronbach's Alpha. The Cronbach Alpha testing was used as it is the utmost well recognized trustworthiness test tools applied by social researcher (Sekaran, 2005). In Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the inside stability and reliability.

### **3.10 Pilot Test**

A pilot test is a method to pre-test the reliability of the questionnaire prior to conducting the actual research. It is also initiated to test the reliability of the instrument used to measure the research variable from the samples in order to

achieve the objective of the studies (Azmi Ali, 2010). This pilot test was administered and done among academic employee in UUM and was conducted on the 3 February 2016. The questionnaires were randomly distributed to 20 respondents in the pilot study. The purpose of the pilot study was to discover problems in the questionnaires and procedures such as the respondents do not understand the questionnaires, duplicate or redundancy questionnaires before the main study began. As a result, the questionnaires were revised based on feedbacks from the pilot study with the main purpose to make the survey instrument more comprehensible.

### **3.10.1 Reliability and Validity**

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 tools applied by social researcher. (Cronbach's Alpha; Cronbach, 1946). Cronbach measures;

1. Reliability less than 0.6 considered poor.
2. Reliability in the range 0.7 is considered to be acceptable.
3. Reliability more than 0.8 are considered to be good

Validity refers to the extent to which items measure what they are assumed to measure and not something different. Validity test was conducted in order to ensure that all the items measured the construct correctly by getting high reliability and high factor loading. This is explained further in the next chapter.

### **3.10.2 Pearson Correlation Coefficients**

To determine whether there are significant relationships among the variables, Correlation Coefficient analysis would be carried out. The scale suggested by Davis (1971) used to describe the relationship between independent variables and dependent variable, are shown below:

1. 0.7 and above – very strong relationship,
2. 0.50 to 0.69 – strong relationship,
3. 0.30 to 0.49 – moderate relationship,
4. 0.10 to 0.29 – low relationship and
5. 0.01 to 0.09 – very low relationship

### **3.10.3 Regression**

Finally, Hierarchical Regression Analysis would be conducted to determine two dimension in organizational culture (perceived organizational support and stability) and three dimension in HRM practices (salary, training and career development), influence employee engagement among academic employee in UUM.

### **3.11 Summary**

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

## CHAPTER 4

### RESULTS AND FINDINGS

#### 4.1 Introduction

This chapter describes the results of data analysis utilizing both descriptive and inferential statistics. The main purpose of the study is to determine the influence of organizational culture (perceived organizational support and stability) and human resource practices (salary, training and career development) on employee engagement among academic employee in UUM. This study aims to achieve the research objectives as well as answers the research questions highlighted in chapter one. It also intends to verify the hypotheses made in chapter three.

#### 4.2 Response Rate

A total of A total of 320 sets of questionnaire were distributed to the respondents by e-mail and by post. Out of 320, 200 questionnaire as shown in Table 4.1 were used for further analysis. Total received is 62.5% of the targeted sample.

**Table 4.1.** Response Rate

Responses	Engagement	Perceived Organizational Support	Stability	Human Resource Practices
Distributed Questionnaire	320			
Returned and Usable Questionnaires	200			
Excluded Questionnaire	10	19	16	13
Questionnaires Not Returned	120			
Total/Rate (%)	62.5	5	8	6.5

### 4.3 Demographic Profile of the Respondents

Table 4.2 show the demographic profile of the respondents. It revealed that the majority of the respondents were female (56.9%) while the remaining (43.1%) are male respondents.

**Table 4.2.** Demographic Profile of the Respondents

Variable	Frequency	Percentage	Cumulative Percentage
<b>Gender</b>			
<i>Male</i>	50	43.1	43.1
<i>Female</i>	66	56.9	100.0
<b>Age</b>			
<i>18-28years</i>	4	2.0	2.1
<i>29-39 years</i>	69	34.5	37.4
<i>40-50 years</i>	106	53.0	9.8
<i>51 &gt;</i>	16	8.0	100.00
<b>Highest qualification</b>			
<i>Phd</i>	133	66.5	68.6
<i>Master Degree</i>	60	30.0	99.5
<i>Degree</i>	1	5.0	100.0
<i>Diploma</i>	194	97.0	0.0
<b>Service category</b>			
<i>Permanent</i>	128	64.0	65.0
<i>Contract</i>	46	23.0	88.3
<i>Temporary</i>	20	10.0	98.5
<i>Visiting Lecturer</i>	3	1.5	100.0
<b>Years of Service</b>			

Variable	Frequency	Percentage	Cumulative Percentage
<i>Below 5 years</i>	40	20.0	20.3
<i>6-10 years</i>	55	27.5	48.2
<i>11-15 years</i>	29	14.5	62.9
<i>16-20 years</i>	29	14.5	77.7
<i>Above 21</i>	44	22.0	100.0
<b><i>Job Grade</i></b>			
<i>41-44</i>	35	17.5	17.9
<i>48-52</i>	114	57.0	76.4
<i>54</i>	38	19.0	95.9
<i>VK7</i>	8	4.0	100.0
<b><i>Marital status</i></b>			
<i>Single</i>	38	19.0	19.6
<i>Married</i>	156	78.0	100.0

In terms of age the mean is 32.24 and for the working experience is 8.1.

Out of 200 respondents, 53% or 106 respondents of them aged between 40-50 years old, followed by respondents aged 29-39 years old with 34.5% (69 respondents), <29years old with 2% (4 respondents) and 8% or 16 respondents aged > 51 years old. The majority of the respondents were married (78%), followed by single (19%).

In term of years of service 20% of the respondents worked less than 5 years. A total of 55 respondents or 27.5% worked between 6-10 years. 22% or 44 respondents worked between 16-20 years and 14.5% or 29 respondents worked >21 years.

For service category, 64% or 128 respondents are permanent staff, 46 contracts, 20 temporary and 3 is visiting lecturer.



#### 4.4 Descriptive Statistics

**Table 4.3.** Results of Descriptive Analysis

	Mean	Std. Deviation	N
perceive	2.64	9.98162	193
stability	2.06	6.50584	184
training	3.37	3.30192	197
salary	-0.30	4.38507	193
careerdev	1.47	6.37843	194

Table 4.3 showed the results of mean standard deviation for DV (employee engagement) and IV (organizational culture and HRM practices). All variables were valuated based on a five-point Likert scale. The results showed that training had the highest mean with (M=3.37, SD=.33). The weak influence of employee engagement variables between stability and career development. Hhereas salary showed a negative influence on employee engagement of UUM academic.

In Human Resource Practices, the overall mean achieved is 86.1480. The highest mean score is for dimension Training and Career and Development (3.9679 for d18) and Standard Deviation of 0.58571.

#### 4.5 Reliability Analysis

The reliability scales are using the Cronbach's Alpha, were the best used for multipoint scaled items. The reliability measures to which extent the measure is without error output. The closer for the reliability coefficient gets to 1.0, the better it is, 0.8 is will considered as good reliability. Besides that, reliability coefficient at range 0.7 to 0.799 is considered as acceptable and those values less than 0.60 are

considered to be poor (Sekaran et al, 2003). The reliability value for independent variables are organizational culture; 0.895; and human resource practices; 0.693. For the organizational culture, reliability coefficients are considered as accepted. Besides that, for the human resource practice there are considered as good reliability. Besides that, reliability for the dependent variable, also known as employee engagement is acceptable which 0.704. Table 4.4 shows the reliability values of all variables.

**Table 4.4.** Reliability Analysis

Variables	No. of items	Items Drooped	Cronbach's Alpha
<b>Independent Variables</b>			
Organizational Culture	24	0	0.895
Human Resource Practices	21	0	0.693
<b>Dependent Variable</b>			
Employee Engagement	18	0	0.704

#### 4.6 Pearson Correlation Analysis

The correlation test was conducted to determine the influence between variables, on academic employee of UUM. The matrix between the variables is exhibited in Table 4.5. This table shows that for the five dimensions of employee engagement, there were significant and positive influence between employee engagement in organizational culture (POS) and HRM practices (training and career development). The highly correlation to the employee engagement is training( $r=.337$   $n=193$ ,  $p<0.05$ ). Thus, it can conclude there are significant relationships to the employee engagement, which the training level had contributed to the higher degree of the influence.

**Table 4.5.** Intercorrelations of the Major Variables

Variables		engagement	perceive	stability	training	salary	careerdev
engagement	Pearson Correlation	1	.264**	.206**	.337**	-.030	.147*
	Sig. (2-tailed)		.000	.005	.000	.683	.041
	N	199	192	183	196	192	193
perceive	Pearson Correlation	.264**	1	.802**	.190**	.206**	.099
	Sig. (2-tailed)	.000		.000	.008	.005	.178
	N	192	193	181	191	187	188
stability	Pearson Correlation	.206**	.802**	1	.282**	.296**	.180*
	Sig. (2-tailed)	.005	.000		.000	.000	.016
	N	183	181	184	183	179	179
training	Pearson Correlation	.337**	.190**	.282**	1	.369**	.473**
	Sig. (2-tailed)	.000	.008	.000		.000	.000
	N	196	191	183	197	191	192
salary	Pearson Correlation	-.030	.206**	.296**	.369**	1	.379**
	Sig. (2-tailed)	.683	.005	.000	.000		.000
	N	192	187	179	191	193	190
careerdev	Pearson Correlation	.147*	.099	.180*	.473**	.379**	1
	Sig. (2-tailed)	.041	.178	.016	.000	.000	
	N	193	188	179	192	190	194

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

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

A significance of  $p=0.05$  is the generally accepted conventional level in social sciences research. The correlation matrix between dependent variable and independent variables are exhibited in Table 4.6. The finding from this analysis is then compared against the hypotheses developed in this study.

**Table 4.6** Inter Correlations of the Major Variables

	Employee Engagement	POS	Stability	Training	Salary	Career development
Employee engagement	1.00					
Perceive organizational support (POS)	0.264	1				
Stability	0.206	0.802	1			
Training	0.337	0.190	0.282	1		
Salary	-0.030	0.206	0.296	0.369	1	
Career development	0.147	0.099	0.180	0.473	0.379	1

#### 4.7 Multiple Regression Analysis

Hierarchical multiple regression was used to determine the influence between organizational culture (POS and stability) and HRM practices (salary, training and career development) (IVs) and employee engagement (DV).

**Table 4.7.** Regression Result of Organizational Culture and Employee Engagement

Construct	Standardized B value
Organizational Culture	0.399
R <sup>2</sup>	0.199
Adjusted R <sup>2</sup>	0.175
F-value	8.255

Note: \*\*p<0.1

Construct	standardized B value
Perceive	0.319
R2	0.199
Adjusted R2	0.175
F-Value	8.255
p<0.1	

Construct	standardized B value
Stability	-0.086
R2	0.199
Adjusted R2	0.175
F-Value	8.255
p<0.1	

Construct	standardized B value
Training	0.322
R2	0.199
Adjusted R2	0.175
F-Value	8.255
p<0.1	

Construct	standardized B value
Salary	-0.223
R2	0.199
Adjusted R2	0.199
F-Value	
p<0.1	

Construct	standardized B value
Careerdev	0.097
R2	0.199
Adjusted R2	0.175
F-Value	8.255
P<0.1	

From the regression results in Table 4.8, the **R<sup>2</sup>** of the model is 0.199 as shown in the model summary table. Thus approximate 19.9% of the total variation can be predicted by organizational culture and human resource practices. The regression model is significant, with probability level of 0.000 as revealed in the ANOVA table.

The coefficient table reveals that organizational culture is significant but moderate low predictor of employee engagement with beta coefficient of 0.319 (probability of 0.000) whereas the other predictor which is training as a strong predictor of employee engagement. This study revealed that, there is an increase of 0.319 in organizational culture for every unit increase in the employee engagement, keeping the other variable constant. The regression analysis of the data shows that, the coefficient of determination  $R^2$  equal to 0.199, so, it can be concluded that 19.9% of variability in employee engagement is accounted for by the variables in this model.

#### **4.8 Hypothesis Testing**

##### **Hypotheses 1: Perceived organizational support in organizational culture is influence to employee engagement**

The relationship between POS is tested against employee engagement. The results indicates that there is a significant influence between the two variables ( $r=0.264$ ,  $n=193$ ,  $p<0.05$ ). The relationship is significant with strong correlation. Hypothesis 1 is accepted.

##### **Hypotheses 2: Stability in organizational culture influence employee engagement**

The relationship between stability is tested against employee engagement. The results indicates that there is a significant influence between the two variables

( $r=.206$ ,  $n=193$ ,  $p<0.05$ ). The relationship is not significant with low correlation. Hypothesis 2 is rejected.

**Hypotheses 3: Salary in human resource practice influence employee engagement**

The relationship between salary is tested against employee engagement. The results indicates that there is no positive influence between the two variables ( $r= -.030$ ,  $n=193$ ,  $p<0.05$ ). Hypothesis alternative in hypothesis 3 is rejected.

**Hypotheses 4: Training in human resource practice influence employee engagement**

The relationship between stability is tested against employee engagement. The results indicates that there is a significant influence between the two variables ( $r=.337$   $n=193$ ,  $p<0.05$ ). The relationship is significant with strong correlation. Hypothesis 4 is accepted.

**Hypotheses 5: Career development in human resource practice influence employee engagement**

The relationship between career developments is tested against employee engagement. The results indicates that there is a significant influence between the two variables ( $r=.147$   $n=193$ ,  $p<0.05$ ). The relationship is significant with medium correlation. Hypothesis 5 is accepted.

The results of this study revealed that one variable in organizational cultures (POS) and two variables in human resource practices (training and career development) are

supportive and influence on engagement. The hypotheses are answering all the five research objectives. Thus H4 (training) is strongly influence engagement among academic staff in UUM. Whereas stability and salary has no positive influence on employee engagement among academic employee of UUM.

#### **4.9 Summary**

This chapter discussed the findings and the interpretation of empirical results from the study. Factor analysis was found to be statistically adequate for further analysis. Reliability of the variables were examined and all factors had good Cronbach's Alpha for internal consistency from 0.6 and above. Pearson (r) bivariate correlation was performed and all variables significantly correlated and influence employee engagement. The result from hierarchical regression analysis indicated that organizational culture and human resource practices (salary, training and career development) was significant and influence on employee engagement among academic of UUM. While salary did not influence academic engagement as it has negatively relationship.



## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

This section summaries and evaluates the results by comparing outcome and objective of this study. The research findings are discussed based on the research questions and research objectives developed from the problem statement focused on the questionnaire distributed among academic employee in UUM. Implications and limitations of the study as well as recommendation for future studies are also provided.

#### **5.2 Overview of the Findings**

The present study was conducted to find the influence of the independent variables organizational culture and HRM practices on the dependent variable of employee engagement. The research instrument used was a set of questionnaire containing 63 items which was hand delivered to the target respondents whom are samples from a population identified from academic employee in Universiti Utara Malaysia (UUM).

The data collected was analyzed by using SPSS Version 19.0. The independent variables for employee engagement consist of two prominence Institution formerly known in doing engagement study. Towers Perrin consultancy group emphasized the main purpose of engagement is the result of employees' unrestricted determination, as this is what drives organizational performance. While Gallup Organization focusing their study of employee engagement that to find a superior

stages of employee engagement. The company results have testified long-established high linked between some conceptualizations of engagement, worker performance and business objectives (The Gallup Organization, 2004; ISR, 2005). For organizational culture, it was obtained from research by Van den Berg and Wilderom (2004). For the HRM practices, it was obtained by combining the works of Desimone, Erner and Harris (2002), Hirsh et al. (1995) and Maya (1991), Kim, Price Mueller and Watson (1996) and Hackman and Oldman (1980).

In order to make improvement of employee engagements factor possible, this study identified five areas most relevant to identify and examine whether it influences engagement among academic employee in UUM. These areas include: (a) perceived organizational support (POS), (b) stability, (c) training, (d) salary and (e) career development.

### **5.3 Discussion**

The discussion of the study are based on the research objectives as presented in Chapter One as well as in the Literature Review. The research objectives as indicated in Chapter 1 are as follows;

**5.3.1 To Determine the influence of organizational culture (perceived organizational support (POS) and stability) in employee engagement among academic employee.**

**5.3.2 To Determine the influence of HRM practices (salary, training and career development) among academic employee in UUM.**

### **5.3.3 To Determine the Influence of Organizational Culture in Employee Engagement among Academic Employee in UUM**

The regression result on Table 4.5 indicated that organizational culture is significant and moderately low predictor of employee engagement with beta coefficient of 0.319 (probability of 0.000). This study revealed that, there is an increase of 0.319 in organizational culture for every unit increase in the employee engagement, keeping the other variable constant.

### **5.3.4 To Determine the Influence of HRM Practices in Employee Engagement among Academic Employee in UUM**

The result from the analysis shows that the level for all the variables is moderate based on the mathematical concepts, which are HRM practices 86.1480, organizational culture 86.2398 and employee engagement 72.8980. The moderate levels indicate that the employees from the study perceived that organizational culture and HRM practices are significantly influence employee engagement among academic employee in UUM.

From the regression analysis, the model summary as shown in Table 5.1 signifies that the HRM Practices for all the HRM dimensions in this study have influence academic employee in dimension for employee engagement. This is explained via the R Square which represents 0.199 or 19.9% (Appendix 2 – SPSS Output) as the contributor factor towards the dimension for employee engagement.

**Table 5.1.** Regression analysis for HRM practices on employee engagement

Variables	Beta	t	Sig.
Salary	-.223	-2.831	.005
Training	.322	3.866	.000**
Career development	.097	1.178	.241

Note: \*\*p<0.1

The moderate levels indicate that the academic employee from the study perceived that organizational culture and HRM practices influence their employee engagement in UUM. UUM as a higher education institution has still much room for improvement in relationship to all the work practices. By looking at the overall mean for the independent variables, the highest mean in Human Resource Practices is Training. Strong positive linear correlation for all the HRM practices shows there is a close relationship between training, salary and career development are positively influence engagement. HRM practices are also tangible comparing to organizational culture which is intangible.

It is not surprising that the employees 'value training as much as it did. This does reflect a culture and the result from both this dimension also is coherent with the definition given to organizational culture as organizational work practice (Van den Berg & Wilderom, 2004). Career development has the lowest mean for HRM practices. Whereas salary has no significance influence on employee engagement among academic employee of UUM.

Previous insight perception find that HR as the holder of employee engagement, but current study indicates the role of HR practices and professionals is to backing the management of the organization in attaining the engagement outline. HR possesses many practices that required for engagement such as salary, improvement program and set a strong employee value proposition (EVP).

According to research done by Aon Hewitt (2015), EVP is about clarifying the employment contract-articulating what you expect and in turn delivering on what employees expect. The research found 100% of the global companies for leaders have strong reputation in the market place for cultivating talent. Pay and rewards are very much part of an EVP and many companies are getting clear much more clear and extreme about their value proposition for top performance.

The study found that there has been a shift toward the academic in creating a culture of engagement. The engagement in fact is an individual concept and this study only focus on academic. Therefore it should be measured and managed by all levels as much as possible. Culture is about changing and aligning people, program and infrastructure to drive consistent set of belief, decision and behaviours in the organization. Whereas engagement is the state that encourages employees to get aligned to the organizational strategies and aims towards an organizational success (Halbesleben, 2010). All studies agree that employee engagement makes an important contributor to the productivity of an organization (Hakanen 2011).

#### **5.4 Implication of the Study**

The findings and analysis for this research will deliver the prospect for UUM to recover on its HRM practices with admiration to training and career development and further improve its performance assessment and career development in direction to engage employee out of its 1,300 odd employees. This study also can be reveal among other employee in other field such as administrator and supportive employees. The organizational culture related to perceived organizational support also needs some policy changes for UUM to cultivate resourceful, groundbreaking and positive employees' that will meet the strategic direction that it had positioned out as presented in Chapter 1.

#### **5.5 Limitation of the Study**

This study only employs lecturers from Universiti Utara Malaysia; for the purposes of research; therefore, the findings of this research is not generally applicable to other public and private universities in Malaysia.

The focus of the study is to only define the influence of organizational culture as refer to perceived organizational support (POS), stability and training, salary and career development in human resources practice as independent variables that influence employee engagement. Therefore, the discussion of this study did not include other variables that could possibly influence and has relationship in employee engagement among UUM lecturers.

The methodology is using quantitative study, therefore it only focus on one group and based on the existing sample of previous literature questionnaires. The analysis and findings is not in depth as using mix method and target to focus group.

## **5.6 Recommendation for Future Research**

The result from the research found HRM practices and organizational culture influence employee engagement. This researcher would like to suggest to other researchers who might continue to do the same or similar study to observe and probably follow up on the following item:

- i. According to the correlation analysis that is a very high relationship between HRM practices and employee engagement and so is the relationship with organizational culture. The only low relationship is stability.
- ii. There is a need to explore further on this issue as organizational support is also a pre-requisite to commitment, engagement and success for organization and individual performance.
- iii. The low rating for the salary external equity needs further exploration and investigation. Interestingly the dimension salary and salary holds the lowest correlations in the HRM practices towards employee engagement.
- iv. There is a need to understand the characteristics of fully engaged and disengaged employees. How about the other employees who are the key contributors for the organization success.

## **5.7 Conclusion**

Engagement means both employers and employee mutual understanding to deliver their work and performance for the purpose to accomplish organization objective and goals. Thus, it makes employee engagement one of the important aspects for each and every organization and it is a continuous process of measuring, analyzing results, learning from drawbacks, taking actions for improvement and again measuring for future research.

Based on the findings, the study concludes that organizational culture dimension in POS, stability, and human resource practice variables in training, salary and career development are significantly influence academic engagement to achieve UUM mission and vision. Employees are considered as assets by organization; but beneath it all employees are humans. Therefore, it was suggested in this study that the paramount step in of employee engagement concept should be related to improving the quality of people to people communication by giving more individual attention. Employee engagement means a constructive approach believed by an employee towards the organization and its policies and principles. Employee need to engage and commit in their job as this attitude will influence their team work in the neither department nor organization. Importantly, engagement involves employer and employee participation and communication to develop positive relationship in order for organization to achieve their objectives and at the same time fulfill and care about employee well-being.



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