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**EXAMINING JOB CHARACTERISTICS, REWARD AND RECOGNITION,
WORK-LIFE BALANCE TOWARD EMPLOYEE ENGAGEMENT AMONG
GENERATION Y**

By

UMIKALSOM BINTI OMAR

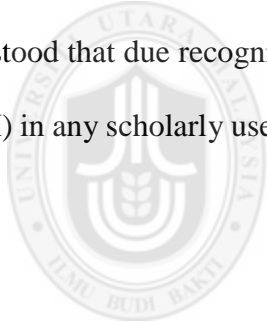


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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
in Partial Fulfillment of the Requirement for the
Master of Human Resource Management**

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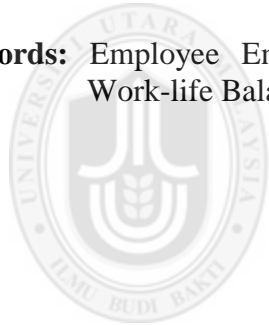
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ABSTRACT

The main aim of this research was to examine the relationship on the factors contributing to the employee engagement among Generation Y, namely; job characteristics, reward and recognition, and work-life balance. The study focused at the employee engagement as an essential and critical aspect in determining and affecting sustainability and success of the company, as it is much relies on its main asset that is the employees. Data were gathered using questionnaires from the respondents who were generation Y employees in the PC Company located at Kuala Lumpur City Centre (KLCC). This study adopted SSPS in analyzing data. The results discovered that job characteristics, reward and recognition, and work-life balance were significantly correlated and contributed to the employee engagement. The study will also benefit the human resource practitioners theoretically and practically by providing direction and suggestions in formulating, designing and implementing the right policies, reward and recognition package and job design for PC Company. Likewise, limitation and recommendations for future research direction were also deliberated in this study.

Keywords: Employee Engagement, Job Characteristics, Reward and Recognition, Work-life Balance



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ABSTRAK

Tujuan utama kajian ini adalah untuk mengkaji hubungan faktor-faktor yang menyumbang kepada penglibatan pekerja di kalangan Generasi Y, iaitu; sifat kerja, ganjaran dan pengiktirafan, dan imbangan kehidupan kerja. Kajian memfokus kepada penglibatan pekerja sebagai satu aspek penting dan kritikal dalam menentukan dan mempengaruhi kelestarian dan kejayaan syarikat, kerana ianya banyak bergantung kepada aset utamanya iaitu pekerja. Data dikumpulkan dengan menggunakan soal selidik daripada responden yang merupakan pekerja generasi Y di Syarikat PC yang terletak di Kuala Lumpur City Centre (KLCC). Kajian ini menggunakan SPSS dalam menganalisis data. Dapatan kajian mendapati bahawa sifat kerja, ganjaran dan pengiktirafan, dan keseimbangan kehidupan kerja memang mempunyai hubungan korelasi yang signifikan dan menyumbang kepada penglibatan pekerja. Kajian ini juga akan memberi manfaat kepada pengamal sumber manusia secara teori dan praktikal dalam merangka, merekabentuk dan melaksanakan polisi-polisi yang betul, pakej ganjaran dan pengiktirafan dan rekabentuk kerja yang sewajarnya bagi Syarikat PC. Begitu juga, limitasi dan cadangan untuk kajian akan datang juga telah dibincangkan dalam kajian ini.

Kata kunci: Penglibatan Pekerja, Sifat Kerja, Ganjaran dan Pengiktirafan, Imbangan Kehidupan Kerja.



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DEDICATION

To my beloved mom

Hajah Asmah binti Awang

To my lovely and understanding husband

Norhaizan bin Ariffin



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To my precious children

Ain Najmin binti Norhaizan

Aiman Najmi bin Norhaizan

ACKNOWLEDGEMENTS

'In the name of Allah, The Most Gracious and The Most Merciful, and peace be upon our Greatest Prophet Muhammad S.A.W'.

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I also would like to express my appreciation to the management of PC Company for giving me the approval to conduct study at their organization. Without the permission this study will not be possible. A very heart full thanks to my dearest husband, Norhaizan and my beloved mom, Puan Hajjah Asmah for their endless love, caring, sacrifices, understanding, and supports. They were the one who inspired me to start my Master Degree journey. They always took over my duties at home when I need to focus on my studies. This dissertation/project paper work is made especially for them. To both of my kids, Ain and Aiman who were always encourage and understand me, makes me proud of them and feel motivated to complete my studies on time and to be a good example to them. May Allah blesses them the wisdoms to achieve all their future undertakings.

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LIST OF ABBREVIATIONS

CEO	Chief Executive Officer
DV	Dependent Variable
EPS	Earnings per share
Gen	Generation
HPWP	High Performance Work Practices
HR	Human Resource
HRM	Human Resource Management
IV	Independent Variable
KLCC	Kuala Lumpur City Centre
MBI	Maslach Burnout Inventory
N	Symbol for population
SPSS	IBM Statistical Package for the Social Science
UWES	UTRECHT Work Engagement Survey



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CHAPTER 1

INTRODUCTION

1.1 Introduction

This research undertakes a study about job characteristics, reward and recognitions as well as work-life balance toward employee engagement among the Generation Y in the PC Company located at Kuala Lumpur City Centre (KLCC), Malaysia. The need in examining these factors that could affect the employee engagement is crucial for organizational success especially in PC Company. Thus, this chapter provides an overview an overview of the thesis, sets the context of the research with respect to the job characteristics, reward and recognitions, work-life balance and also employee engagement. This was followed by focus of the research and significance of the research which set the scope of the study.

1.2 Background of the Study

The business arena is becoming increasingly competitive and organisations are developing strategies to help establish competitive advantage. In their quest to gain an edge over their competitors, organisations realise the need to shower attention upon the executors of the organisational strategies, which is the employees.

Employee engagement refers to corporate individual members' attachment to their roles (Kahn, 1990). In 1992, Kahn further described employee engagement as behavioural drive into a mental state to be present (Khan, 1992). According to May, Gilson, and Harter

(2004), engaged employees are often completely engrossed in their job and may not realise the duration and effort they have put in. In a nutshell, employee engagement refers to a satisfying working mind-set, distinguished by vigour, dedication, and absorption. Vigour not only refers to dynamism but also to mental resilience while at work. Dedication is about being committed in one's task, with a zeal for working. Absorption in one's work is characterised by determination and concentration at work, where one is unable to detach from work, is unaware of time passing by and their concentration reflect being married to their job (Schaufeli, Salanova, Gonzalez-roma, & Bakker, 2002). Briefly, engaged employees are active and passionate about their work. Therefore, it is important to identify the drivers of employee engagement to enjoy the benefits of having an engaged workers.

Previously many studies have explored variables that may influence the level of engagement among employees (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007; Bakker, Schaufeli & Taris, 2008; Bhattacharya & Mukherjee, 2009), however, those studies on employee engagement did not specifically address the factors on job characteristics, reward and recognition, and work-life balance that impacted engagement among Gen Y employees. Thus, it is important to further examine this area as regard to the newest generation whom are contributing a large portion of current employees in the workplace.

According to Florida (2009), in reality, career dynamics have shifted dramatically over the years. In the past, employees used to remain steadfast as they joined in the first organisation and believed in rising through the ranks. Florida (2000) also affirmed that looking at the

current trend in organisations, one cannot help but realise that gone are the days where employees joined and stayed in the same organisation until they retire. Employee's expectations are changing and so are their work-related attitudes. This is especially evident among the younger generation with most people under the age of 30 changing jobs almost once every one and a half year as compared to the national average of once every three years (Florida, 2009).

Talent has been high on the agenda of Human Resources (HR) professional over the past few years (Valerie & Wendy, 2008) and the war for talent will continue to be the most important resource for the next 20 years (MacKay, 2005). Peter (2008) highlighted about issues of ageing population, retiring baby boomers, migration and globalisation which intensify the shortage of talent workers in both technical and professional atmosphere. With the retiring older generations, they bring with them the skills and experience that they have accumulated, leaving the generation with lesser experience behind to take on their roles (Peter, 2008). Hence, talent has become increasingly pressing in view of the economic expansion coupled with employee shortages as Baby Boomers retire since their total numbers are greater than the cohort that precedes them (Peter, 2008). Talent, a comprehensive term that covers the whole workforce: from incumbents under fast track career progression or those being groomed for senior positions within the organisation, or currently holding senior positions (Peter, 2008). Talents evolve around the best people. Investing, developing, and building on their potential, full utilisation of their strengths and improving on their weak spots comprise the core of talent management (Valerie & Wendy, 2008).

Thus, as far as talent is concerned, it is important for organisations to retain talented employees crucial to each generation especially in PC Company. Consequently, to retain talent, employees must be engaged for better organisational performance (Valerie & Wendy, 2008). Generation Y (born from 1981 to 2001) is the largest group after the Boomers and the youngest of all. Statistics show that the number of Generation Y entering the workforce is three times the number of those who were born between 1965 and 1980 or better known as Generation X (Accountants Today, 2010; Bloomberg Business Week, 2005). This number continues to grow a lot faster than other generations (Dries, Pepermans, & De Kerpel, 2008).

Latest available statistics show similar trend in Malaysia specifically in PC Company where, a youthful workforce, i.e. Generation Y is becoming part of a workforce that consists of four generations of employees – the Silent Generation, Baby Boomers, Generation X and Generation Y. In fact, Generation Y represents a big portion of the workforce pie and their number is growing steadily (Statistics Department of Malaysia, 2010). The entrance of Generation Y in the Malaysian workforce environment has not only added to the diversity at the workplace but also contributed to the issue of generational divide.

Klass & Lindenberger (2016) claimed that Gen Y is the newest generation to enter the labor market, coming with their distinct ideas about what they expect from their jobs. They are also our future leaders and next generation of revenue-generators. Thus, Gen Y is more particular about their job characteristics as they tend to display an abundance of self-

confidence and believe they are highly valuable to any organization. Despite that, they are also extremely focused on developing themselves and thrive on learning new job skills, always setting new challenges to achieve (Klass & Lindenberger, 2016). Likewise from the findings from Meir, Stephen & Crocker (2010), that another way of motivating and getting Gen Y to be engaged with the organisation is through their job characteristics where they like to be challenged in their daily tasks as to Gen Y, work can easily become boring and un-motivating if they have to perform same job every day. Managers can assign different tasks to Gen Y as to avoid those negative feeling and behaviour. This is much related to job characteristics which include skill variety, task identity, feedback, task significant and autonomy (Meir et al., 2010).

The study conducted by Meir et al., (2010) discovered that Gen Y requires continuing education, responsibility, flexibility and personal goal from their employer. Meir et al., (2010), suggested that the managers responsibility to motivate Gen Y through management style, work relationships, work flexibility and compensation. Hence, it is consistent with Klass & Lindenberger (2016), that when it comes to work-life balance, Gen Y is not willing to give up their lifestyle for a career. They like to travel and value having flexibility in their daily lives and choose jobs that allow them to live the desire life, busy with after-work activities, including community activities as multi-tasking is their way of life (Klass & Lindenberger, 2016).

According to Nagle (1999, cited in Meir et al., 2010), Gen Y needs to be motivated and engaged with the organisation through constant reward and recognition. Nagle (1999) also

asserted that those gen Y need more attention as regard to their working style “...*because of their short attention span, recognition and rewards must arrive quickly..*,” (cited in Meir et al., 2010). Klass & Lindenberger (2016) also avowed that Gen Y needs constant feedback and value reward and recognition from the employer. They were reassured daily of their achievements and were recognized with stars and trophies their successes. It is the generation that needs to continue feeling valuable, while adding their opinions and ideas to every company decision as they want to be heard (Klass & Lindenberger, 2016).

1.3 Problem Statement

PC Company is a service sector, which is a subsidiary company of oil and gas group of companies in Malaysia. PC Company opened its doors in 1999 and since then, has reached millions of visitors throughout Malaysia and the world. PC Company has supported the strategic positioning of the parent company as a socially responsible corporate citizen.

Table 1.1
PS Company Workforce Distribution

Generation	Year of Born	No. of staff	%
Baby Boomers	1946 - 1964	10	4%
Gen X	1965 - 1980	92	40%
Millennial/Gen Y	1981 -2001	129	56%
Total		231	

Source: Monthly Manpower Report, December 2015, PS Company

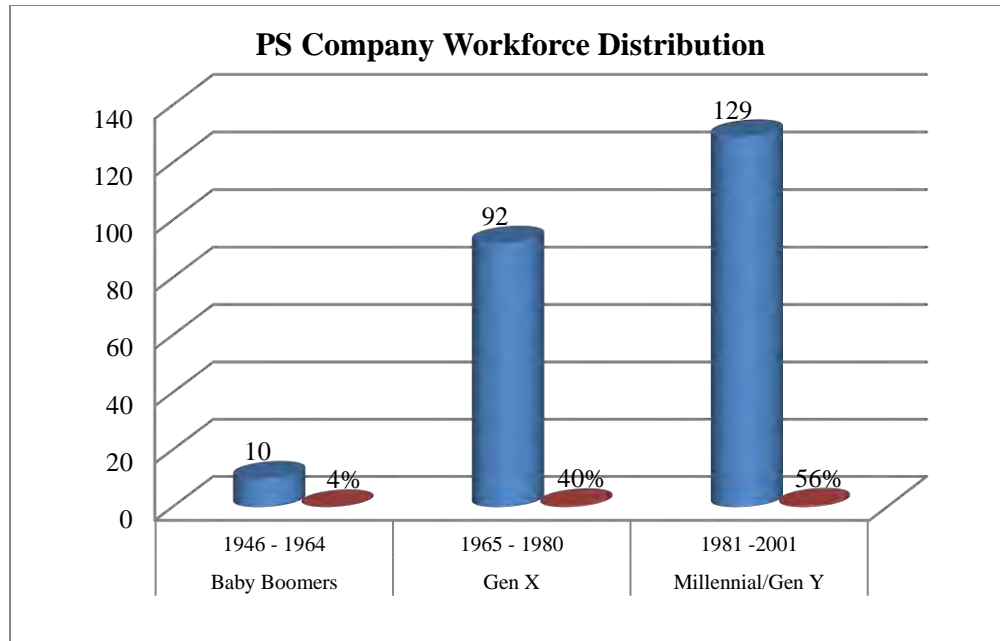


Figure 1.1

PS Company Workforce Distribution

Source: Monthly Manpower Report, December 2015, PS Company

Table 1.1 and Figure 1.1 above illustrate the number of employees in PC Company is consistently increasing from year to year and as at December 2015, the number has reached 231 employees. There were three generations who works together, they consists of Baby Boomers (born from year 1946 to 1964), which is only 10%, 40% of Gen X (born from 1965 to 1980) and Gen Y (born from 1981 to 2001) (Hess and Jepsen, 2009) having the highest number of employees that is 56% from the total manpower.

Since employee is the most important asset to organization, finding the best strategy to retain them is very important. Young generation or Gen Y has become the fast growing workforce in the industry, so organization needs to know how to manage them. This is because they have different kind of preference of job characteristics, reward and recognition, appreciation, work-life balance and support from the organization. Therefore,

many organizations need to endlessly searching for the right strategies to put together this generation into the organization so that they could benefit the organizations. There is much agreement that Gen Y differs from previous generations in terms of their work-related or job characteristics (S. R. Shaw & Fairhurst, 2008).

Table 1.2
PS Company Resignation Record

Generation	Year of Born	No. of total staff	Total Staff (%)	No. of resigned staff	Resigned staff (%)
Baby Boomers	1946 - 1964	10	4%	1	5%
Gen X	1965 - 1980	92	40%	2	10%
Millennial/Gen Y	1981 -2001	129	56%	17	85%
Total		231		20	

Source: Monthly Manpower Report, December 2015, PS Company

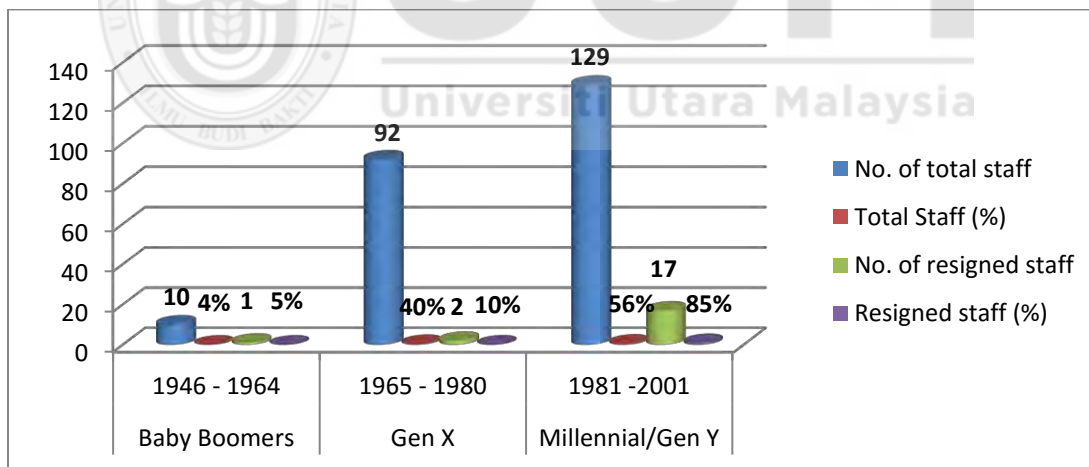


Figure 1.2
PS Company Resignation Record

Source: Monthly Manpower Report, December 2015, PS Company

Table 1.2 and Figure 1.2 show the data collected from the Monthly Manpower Report for month of December 2015, issued by Human Resource Management Department of PC Company, Gen Y recorded the biggest number of resignation for the year 2015 i.e. 17 people or 85% for the year of 2015. This trend can also be confirmed as per survey conducted by Towers Watson (2013) that the turnover rate in the service sector industry among the employees in Malaysia has significantly increased from 12.3% in 2012 to 13.2% in 2013.

A study from Kelly Services (2012) also has showed that 90% of the Malaysian workforce is below 30 years of age. According to Hess and Jepsen (2009), generation-Y could be defined as those who were born from 1980 to 2000. Gen Y has accounted for over 40% of the Malaysian population they have been found to be the huge group in any sector of employment (Statistics Department of Malaysia, 2010). Higher employee turnover rate among the younger generation has worried many organizations including PC Company. As reported by Aon Hewitt SIS (2011), in 2011 alone, Malaysia had an attrition rate of 15.9% and ranks the country in the sixth position among the Asia-pacific countries. There are many reasons from different author of the reason why people leave the organization. Boles, Johnston, & Hair (1997); Karatepe & Sokmen (2006) describe that employee leave the organization because they are unsatisfied with the compensation and benefit that being provide to them by the organization. Most of the cases, Gen Y are the generation that are prioritize the level of reward and recognition for their loyalty to the organization. There are less concern with intrinsic reward and value more on extrinsic rewards. They are also

willing to change a job to another job base on the organization that can provide them with better reward and recognition.

Gen Y also values flexibility and the job characteristics in their work and they need to be able to decide how to do the job. The difficulties employees experience in balancing the demands of their multiple roles result in poor morale and can impact their engagement, performances and commitment. Due to lack of employee engagement, this scenario would lead to the cause toward the employee turnover. Certain employees can become emotionally exhausted and think of leaving the institution (Boles, Johnston, & Hair, 1997; Karatepe & Sokmen, 2006). This will incur cost to the organization. Direct costs include recruitment, selection, and training of new employees, whereby the cost is approximately RM1,000 per employee, thus, if we calculate the loss that PC Company has to bear for the total of resignation in December 2015 alone will be RM20,000. Indirect costs include stress faced by employees who stay on, reduced productivity, and low morale for organisations, can cost as much as two years' pay and benefits (Ramlall, 2004). This will eventually decrease their engagement toward their job and the organization, which will caused damage costs to the PC Company.

There will be an issue to the organisation, especially in PC Company, when the best and brightest employees leave. The engagement of those who stayed behind will be low as they feel the need to leave the company, as their workload is often heavier. Hence, overtimes is needed to cover the shortage of manpower. Overtime works are very costly due to the requirements of Employment Act 1955. The overtime pay rate is one and half times of

ordinary rate of pay for overtime done on weekdays, twice on rest day and triple on public holidays.

The newly appointed employee must be trained and time is required for the employee to adapt to the organisation. This also negatively affects the employee engagement. The amount of money and time invested in each individual for training is huge. Sadly, this investment goes to waste when the individual leaves and takes his or her knowledge and skills with them. Therefore, with talented employees being mobile and willing to change jobs frequently to meet their expectations, organisations need to pay closer attention to employee engagement and retention of these talented employees (Spherion, 2010).

Jenkins (2008) proclaimed that the need for organisations to engage, attract, motivate, and retain the best talent, it is suggested that the organisation are required to change the way they recruit and provide reward and recognition package especially to the young generation i.e. Gen Y (Jenkins, 2008). In other words, organisations need to keep in mind the characteristics and expectations of Gen Y are totally different from older generations. Each generation has its own values and attitudes towards work (Jenkins, 2008), it is likely that talented employees will respond differently. According to Meriac, Woehr, and Banister (2010), the work profiles were not similar across cohorts, indicating that it may not operate in the same manner across groups.

There has been emerging interest from both researchers and practitioners on engagement. Researchers have been looking at what constitutes engagement, its consequences, or both

its antecedents and consequences. On the other hand, practitioners have been using engagement as a tool to engage employees and linking the results to critical business outcomes. As postulated by Ulrich (1997), organisations need to engage the body, mind and soul of every employee to ensure attainment of employee's contribution.

Therefore, it is believed that this study examined the relationship between the factors such as job characteristics, reward and recognition, and work-life balance towards employee engagement among Gen Y employees at PC Company, since engaged employees tend to stay longer and contribute to the bottom line, organisation performance to sustain in today's global competitive market

1.4 Research Questions

The following research questions were formulated for this study:

- 1.4.1 Is there any positive and significant relationship between job characteristics and employee engagement among Gen Y employee?
- 1.4.2 Is there any positive and significant relationship between reward and recognition and employee engagement among Gen Y employee?
- 1.4.3 Is there any positive and significant relationship between work-life balance and employee engagement among Gen Y employee?

1.5 Research Objectives

Specially, the objectives of the study were:

- 1.5.1 To determine the relationship between job characteristics and employee engagement.
- 1.5.2 To analyse the relationship between reward and recognition and employee engagement.
- 1.5.3 To examine the relationship between work-life balance and employee engagement.

1.6 Significance of Study

At the end of the research, the findings may provide useful information to the body of knowledge and could strengthen the understanding and help to identify the relationship between job characteristics, reward and recognition, and work-life balance with employee engagement. In addition, this study also will help to understand the employees' behavior better especially among Gen Y. It is hope that the findings from this study will benefits both the scholars and practitioners.

In term of organization, it may help not only PC Company but all other organization to understand their employee better especially among Gen Y. This study will improve their Human Resource practices and provide greater satisfaction and engagement to employee

not only to Gen Y but also to entire organization. High employee engagement will increase organization's performance, sustainability and have competitive advantage.

This study expects to give a better insight into new ways towards organisation performance and could contribute to the literature on the influence of job characteristics, reward and recognition, and work-life balance to employee engagement.

To scholar, this study will help them to conduct their research. This study also will provide them with guideline on how to start their research without being had to start from scratch.

This research may also help them to identify which area in this study that have to be studied more and find a gap in this study that can help them to studies in depth in that area. This will contribute to more deep understanding of the research and contribute to the body of the knowledge.

1.7 Scope of the study

This study is intended to examine the factors such as job characteristics, reward and recognition, and work-life balance that contributed to the employee engagement among Gen Y working in PC Company, due to majority of employee was Gen Y. Job characteristics, reward and recognition, and work life balance were the three independent variables which were tested in this study.

This study is limited to the perception of Gen Y on the job characteristics, reward and recognition and work life balance in the PC Company. The study only involved Gen Y who holds non-executive and executive position. The results of this study represent a sample of the employees of the PC Company and can be concluded in general perception of Gen Y in this company only. The accuracy of the results depends on the sincerity of the responses given by respondents to the items in the questionnaire.

It is believed that similar studies should be conducted to all employees in Malaysia in order to get more comprehensive results on the key factors that leads to employee engagement among Gen Y employees in Malaysia, however, due to time constraint they were not able to include in this study.

1.8 Organization of the Thesis

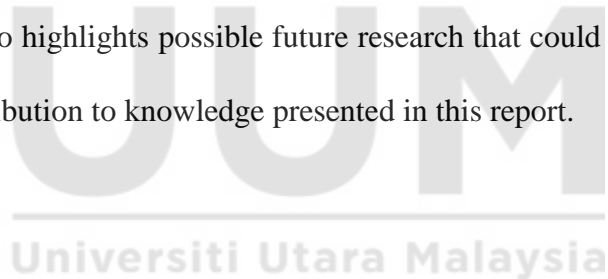
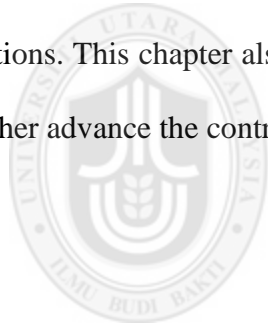
This report is organised into five main chapters, references and appendices. Chapter 1 provides a study on the introduction on generational issues of engagement and talents. This chapter includes discussions on problem statement, research questions, research objectives, significance of the study followed by scope and limitations of the Study.

Chapter 2 serves to provide comprehensive literature based on existing research on generations and employee engagement on factors that might contribute to employee engagement specifically on job characteristics, reward and recognition, and work-life balance.

Chapter 3 discusses methodology and techniques utilised in this study. This description includes the research framework, hypotheses, research design, setting, sample, sampling method and data collection procedures. This chapter also describes and discusses the research instruments used to measure the variables and the pilot test.

Chapter 4 presents findings from data gathered from quantitative methods. Reliability of the instruments is presented using Cronbach's coefficient alpha. Data analysis was generated using the IBM Statistical Package for the Social Science (SPSS) version 20.

Chapter 5 concludes the report by discussing the contributions of research findings and limitations. This chapter also highlights possible future research that could be undertaken to further advance the contribution to knowledge presented in this report.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews past studies related to the variables of this study, namely; job characteristics, reward and recognitions, work life balance and also employee engagement. Subsequently, the relationship between job characteristics, reward and recognition and work-life balance towards job characteristics, reward and recognitions, work-life balance and also employee engagement is discussed. The relevant studies were reviewed and discussed relating to the variables tested in this study. This chapter also highlighted the lack of literature in the area of employee engagement and emphasized the significance of this study. Finally, the chapter concludes with the characteristics of Generation Y.

2.2 Employee Engagement

2.2.1 Evolution in Employee Engagement

Kahn (1990) first conceptualized work engagement as employees binding into their roles as opposed to job involvement, a similar concept, but defined as psychological identification with a job (Kanungo, 1982) and organizational commitment, a concept where there is a sense of belongingness to one's organization (Brown, 1996). According to Kahn (1990), an employee is considered engaged when he/she is physically, cognitively and emotionally attached. In nonprofessional terms, it simply means that an employee

works with passion. Despite Kahn's work on engagement, the construct was not examined in depth.

Reintroduction of the concept only happened when research on burnout surfaced. An employee who does not experience burnout is an engaged employee. Albeit engagement is conceptualized as direct opposite of burnout, it is not to be assumed that it has the reverse profile of Maslach Burnout Inventory (MBI scores) (Maslach, Schaufeli & Leiter, 2001). Nevertheless, employee engagement refers to the commitment in accomplishing the assigned work. Engaged employees are concerned about the success of the company. They make effort to attain the mission and vision of an organization. Engagement is seen as keen interest in ownership where employees want to put in their best effort to achieve overall organization success as a whole.

2.2.2 Definition of Employee Engagement

Defining employee engagement may not simple. "Executive are beginning to realize that employee engagement doesn't mean the same thing to everyone in every company" (Gibbons, 2007). When John Gibbons began to work with numerous employers in an effort to define employee engagement, he discovered that every representative at the table had a different view and concept of employee engagement. Ideas ranged from identifying human needs, to liking their direct line supervisor, to having a best friend at work. There are, indeed differing views on the definition of employee engagement. Increased interest in employee engagement resulted in numerous consultants creating employee opinion

surveys that represent the specific consulting firm's perspective and approach to employee engagement. These differing views created substantial confusion or, as Gibbons (2007) said, "*Leaders on employee engagement represent backgrounds in all of these approaches and, therefore, their contributions have led to an unfortunate outcome known as 'conceptual bleed'*" (p.2). A conceptual bleed is understood as competing definitions that create significant confusion. In this situation, the significant confusion is around just what employee engagement means.

Despite the conceptual bleeds created by individual consulting firm perspectives, when Gibbons (2006) worked with authors, researchers and opinion leaders, they were able to build a common understanding of what employee engagement is "*Employee engagement is a heightened emotional and intellectual connection that an employee has for his or her organization, manager, or coworkers that, in turn influences him/her to apply additional discretionary effort to his/her work*" (Gibbons, 2006, p. 5). Employees who have a heightened connection to their organization, supervisor and coworkers, and who make additional effort in their work are considered engaged.

2.2.3 Previous Studies on Employee Engagement

Employee engagement has recently become an extensively used term at workplace (Halbesleben, 2011; Robinson, Perryman & Hayday, 2004). Organizations have to realize that engaged employees tend to remain with the organization and are better performers. Retaining the top performers has been increasingly viewed as imperative in today's highly

competitive environment. Engagement outcomes are of utmost importance since they are linked to countless positive results (Bakker, Albrecht & Leiter, 2011). Talent Management and Rewards Survey 2012 – 2013 carried out by Towers Watson Financially found that high-performing organizations as exemplars of engagement.

The term employee engagement is now in the business community radar as many claim that it forecast individual performance, organizational performance and fiscal performance (Bates, 2004; Baumruk, 2004; Harter, Schmidt & Hyes, 2002; Richman, 2006). This is also in line with the surveys carried out by consulting firms (Debunking the Myths of Employee Engagement, 2006; Employee Report 2006, 2006; Gebauer, 2006). This translates to observable business outcomes, for example, reduction in talent attrition; better relationship with customers and team, and better business unit as well as enterprise-level performance.

The Gallup organization conducted numerous studies over the years in an effort to determine which elements are required for high performance and employee satisfaction (Buckingham & Coffman, 1999). One such study was conducted with a large retailer in 1997. All stores were identical in layout, business planning and process. Despite the store similarities the results were substantially different. 75% of employees across the 300 locations completed a 12-question survey. Questions asked whether supervisors care for employees and recognize their contributions, and whether employees' opinions matter. Stores that scored high on these questions also had significant positive performance indicators. The survey discovered that supervisors who cared about their employees and

recognized their contribution had more engaged employees than those that did not, leading to positive business performance. *“The results revealed that this company was blessed with some truly exemplary managers. As these managers had built productive businesses by engaging the talents and passions of their people”* (Buckingham & Coffman, 1999, p. 39). The correlation between supervisors’ care and recognition and store performance led Gallup to conclude that individual manager’s approach to working with and enabling employees had a significant impact on commitment and employee engagement.

Buckingham and Coffman (1999) described building employee engagement in terms of climbing a mountain. They described a process individuals go through from the early beginning of their career at a company through the weeks and months that follow. Buckingham and Coffman described how employee engagement could progress and build over time. In the early days, employees are concerned with what they will get in return for their contribution. Employees are interested in what is expected of them, and what materials and equipment they will need to perform their job. As time goes on, employees move to wanting feedback on how they are doing on their job: *“You are focused on your individual contribution and other people’s perception of it”* (Buckingham & Coffman, 1999, p. 43). At the next stage of the climb, individuals are more concerned with whether *“someone at work cares about them... encourages their development”* (p.44). This indicates that once employees settle into an organization they begin to look for relationship and to see if people care about them.

Over time, as employees continue their relationship with the organization, they begin to consider whether they belong. Employees want to connect to the mission and purpose of the company; they want their opinions to count and they begin to look at their coworkers' commitment to quality work (Buckingham & Coffman, 1999). It is at this stage that employees are connected to their work and are beginning to evaluate commitment of other workers. *“Your focus becomes clear. Even you feel a recurring sense of achievement as though the best of you is being called upon on every single day”* (Buckingham & Coffman, 1999, p. 45). In their analogy of mountain climbing, Buckingham and Coffman stated that as the employees reach the summit, they consider their personal growth within the organization and the opportunities afforded them for learning and development. Buckingham and Coffman's (1999) work assists in understanding that catalysts of employee engagement may be different at different times in the employer-employee relationship and that it is important not to assume employee engagement is static. Buckingham and Coffman's research also indicated that within any given organization, employees are at different stages in their engagement depending on tenure length. Therefore employees are not engaged to the same extent at the same time.

They are many catalysts to employee engagement. Among them are, job characteristics, reward and recognition, and work-life balance that are provided by the Company. All these three elements are considered important catalyst of employee engagement.

Many past studies were conducted between employee engagement and employee communication, (Abu Khalifeh & Mat Som, 2013) found that communication is an

important tool for the employee to be engaged with the company. Employee will be more motivated and engaged when they are well informed on what are expected from them with clear set of goals. Subsequently, employee feels secured and confident of their actions. Abu Khalifeh & Mat Som (2013) also looked into employee engagement and reward and recognition resulted that, employees are engaged when the management valued, recognized and reward them accordingly. In term of the relationship between employee engagement and employee development, employee feels that they need to be equipped with the required knowledge and skills via development program organized by the management for them to perform their tasks better and engaged with the company (Abu Khalifeh & Mat Som, 2013). Abu Khalifeh & Mat Som (2013) studied on employee engagement and extended employee care, found that the three psychological elements i.e. safety, meaningfulness, and availability were significantly related to employee engagement, which in turn to high performance among employee in the company.

Abu Bakar (2013) conducted a studies between employee engagement and high performance work practices (HPWP) which includes, comprehensive employee recruitment and selection procedures, performance reward system, development performance appraisal system, extensive employee involvement and training, formal grievance or complaint resolution system and job security policies, concluded that HPWP were found to be significantly related to employee engagement in the financial sector in Malaysia. The new set of management practices that is highly characterized by problem solving groups, information sharing, comprehensive training and participative decision

making generates a positive attitude, which embraces employee involvement and higher responsibility positively encourages employees to become more engaged at work.

Yong Shee Mun, Suhaimi, Abdullah, Abdul Rahman & Nik Mat, (2013) were found in their studies between employee engagement, goal setting, job autonomy and role benefits that all three independent variables mentioned above are positively and significantly related to employee engagement in private sector in Malaysia.

Among numerous past studies that were conducted in the area of employee engagement such as employee communication, (Abu Khalifeh & Mat Som, 2013), employee reward and recognition (Abu Khalifeh & Mat Som, 2013), employee development (Abu Khalifeh & Mat Som, 2013), extended employee care (Abu Khalifeh & Mat Som, 2013), high performance work practices (HPWP) (Abu Bakar, 2013), job autonomy (Yong Shee Mun, Suhaimi, Abdullah, Abdul Rahman & Nik Mat, 2013), strategic attention (Yong Shee Mun et al., 2013) and role benefit (Yong Shee Mun et al., 2013). However, there is still less attention given in the area of job characteristics, reward and recognition, and work-life balance toward employee engagement in the Malaysia context specifically in PC Company.

2.3 Job Characteristics

2.3.1 Evolution in Job Characteristics

Job characteristics construct was examined in this research as the theory of job characteristics was built upon the premise that specific core job characteristics must exist in work settings to produce job outcomes of high job performance due to engagement among employees and low turnover. In addition, there were attempts made to determine if characteristics of a job are related to employee behaviour (Boonzaier, Bernhard & Braam, 2001; De Jong, Mandy & Jansen, 2001). Latest study by Sultan (2012) found that the five core job characteristics are effective predictors of employees' engagement.

Hence, job characteristics model, designed by Hackman and Oldham (1980) is being looked at. This model emerged from the idea that work itself is the answer to employee driving force. In general, a dull work stifles engagement, whereas a challenging job boosts engagement. According to Hackman and Oldham (1980), work, which stir employees' performance and satisfaction demonstrate five core job characteristics (skill variety, task identity, task significant, autonomy and feedback) as shown in Figure 2.1. These core characteristics will then affect employees' critical psychological state in reactions to their jobs. The first group of job characteristics affects a particular psychological state. The first group of job characteristics, that is skill variety, task identity and task significance influence meaningfulness of work; autonomy shapes responsibility for work outcomes while feedback determines whether an employee acquires the knowledge of the results of

his or her work. Once the employee experiences all three states simultaneously, four outcomes will result. Foremost, they will possess high internal work engagement, quality work performance, satisfaction with work and lower absenteeism and turnover. Figure 2.1 summarizes Hackman and Oldham (1980) Job Characteristics Model.

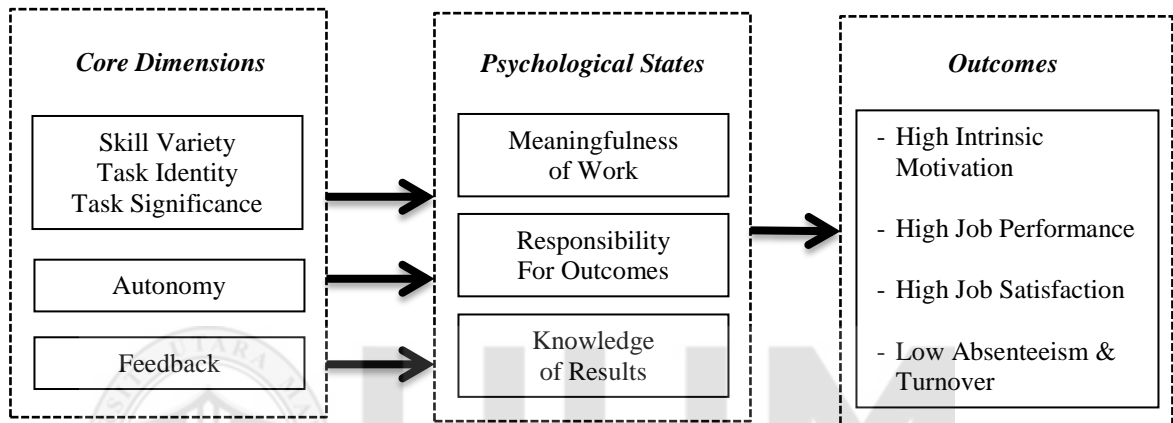


Figure 2.1
Job Characteristics Model (Hackman and Oldham, 1980)

Meaningfulness of work refers to work that has value to the individual, which forms part of intrinsic engagement. Meaningfulness comes from:

- Skill variety: Designing a work that needs various skills makes a job interesting. This method is especially relevant to Generation Y employees where boring jobs are a big no to them as they like multitasking (Kathryn, 2008).
- Task identity: It is important to make it viewed holistically. Employees find it meaningful when they know that their efforts contribute to the success of a project or a task. Since Generation Y has little loyalty to organization, utilizing this perspective on task identity may be beneficial to organization.

- Task significance refers to impact of one's work on others. Having significant contribution gives purpose and sense to the incumbent. Other researchers have also found that meaningfulness of work is linked to greater task significance (Johns, Xie, & Fang, 1992; Renn & Vandenberg, 1995). As Gen Y brings with them a strong questioning approach to workplace, answering their constant inquisitiveness of 'why?' may have an impact to their work engagement.
- Responsibilities for outcomes derive from autonomy (Hackman & Oldham, 1980). Hence, employees who are not given autonomy feel that they do not have the discretion to use their initiative at work. In this information era, gone are the days where employees work like robots, that is, doing exactly what their supervisors told them to do. Responsibility is thus referred to the opportunity given to make changes at work.
- Feedback is an essential component for individuals to gain knowledge. Knowledge of outcomes is central on two grounds. Firstly, it tells the incumbent that their work has been done well, which in turn gives room for them to learn from previous mistakes. Secondly, the incumbent finds their work adds value to customer, thus giving meaning to work. In this diverse workforce, leaders need to understand that feedback is crucial and must not only be revealed during the annual appraisal session. Once an employee receives feedback, employee will then use this information to look at things differently and perhaps improve on matters.

2.3.2 Definition of Job Characteristics

Job characteristics consists of skills variety, task identity, task significance, autonomy and feedback which able to turn employees behavior to be more committed, motivated and engaged with the company (Hackman & Oldham, 1976). Sherbert (2001) defined job characteristics as the organization of the scopes of employees' job such as skill variety, task identity, task significance, autonomy and feedback. Job characteristics create a set of environmental variables that are broadly believed to be essential bases of individual attitudes and behaviors (Hackman & Oldham, 1976). They are termed as the qualified of jobs that can have motivational roles for employees to show positive work attitudes and behaviors (Chiu & Chen, 2005).

Referring to Job Characteristics Theory (Hackman & Oldham, 1976), the job characteristics include skill variety, task identity, task significance, autonomy and feedback lead to critical psychological states that is – meaningfulness of the task, responsibility for task outcomes and knowledge of results of task accomplished that in turn, lead to positive reactions like improved work motivation, engagement, job satisfaction, work quality, good performance, work effectiveness and declined turnover intention, absenteeism and turnover (Hackman & Oldham, 1976; Renn & Vandenberg, 1995).

In line with Job Characteristics Theory, researchers suggest that job characteristics are used to comprehend psychological states (Hackman & Oldham, 1976). Studies show that

skill variety, task identity and task significance add to facing meaningfulness of work, while autonomy adds to facing responsibility for outcomes of the work and feedback from the job adds to having knowledge of the concrete outcomes of the work activities (Hackman & Oldham, 1976, 1980).

Meaningfulness of work, responsibility for task outcomes and knowledge of results of task performed are described as; employee will experience the meaningfulness of the job if they see that their work is valuable and important; employees will experience personal responsibilities if they consider that the job provides the sense of accountability for the outcomes of their work are pleasing (Robbins & Judge, 2007).

2.3.3 Previous Studies on Job Characteristics

The revised version of job characteristics model of Hackman and Lawler was originally developed by Turner and Lawrence in 1965. Nevertheless, the final version was developed by Hackman and Oldham in 1980 (Boonzaier, 2001) and it is used in many theoretical reviews. In accordance to the Job Characteristics Model, a job has five distinct characteristics, namely skill variety, task identity, task significance, autonomy and feedback.

To reiterate, skill variety is the degree to which a job requires a variety of different activities in carrying out the work, involving the use of different skills and talents of an individual for successful completion. It can be enhanced via job rotation, enrichment and

enlargement. Task identity is the degree, to which a job requires completion of a whole and identifiable piece of work, which involves doing a job from beginning to end with a visible outcome. On the other hand, task significance is the degree to which the job has a substantial impact on the lives of other people, whether to their colleagues or to the world at large. Autonomy is the degree to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying out the job. More autonomy leads to a greater feeling of personal responsibility for the work. Efforts to increase autonomy might lead to job enrichment. Giving more freedom and authority so the employee could perform the job and increasing an employee's engagement and accountability for work by reducing external control are some of the means to increase autonomy. Finally, feedback is the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance as well as engagement.

Hackman and Oldham (1980) established five core dimensions of job characteristics in turn influence the three critical psychological states:-

1. Experienced meaningfulness of the work; the degree to which the individual experiences the job as one, which is generally valuable and worthwhile. Skill variety, task identity and task significance are said to contribute to the experienced meaningfulness of the work.

2. Experienced responsibility for work engagement: the degree to which the individual feels personally accountable and responsible for the results of the work he / she does. Autonomy accounts for this outcome.
3. Knowledge of results: the degree to which the individual knows and understands on a continuous basis, how effectively he/she is performing the job (Pounder, 1999, Hackman & Oldham, 1976).
4. Feedback established the knowledge of work results.

According to Hackman and Oldham (1980), these three critical psychological states subsequently influence work outcomes which resulted from the employee's engagement towards the organization. The Hackman and Oldham model was initially used to measure job satisfaction (Jansen et al., 1996), but it is now used to measure other outcomes such as internal work motivation, work effectiveness, employee engagement and absenteeism as well.

2.3.4 Relationship between Job Characteristics and Employee Engagement

Throughout the past decades, researchers have paid more focus on the relationship between job characteristics and individual outcomes such as productivity, absenteeism, turnover, motivation, job satisfaction and employee engagement (Sherbert, 2001; and Elanain, 2009). The Job Characteristics Theory (Hackman & Oldham, 1976) is extensively used and recognized as a theoretical tool for defining the impact of job characteristics on employee attitudes and behaviors (Boonzaier, Ficker & Rust, 2001). It

presents that through job characteristics, employees would be motivated intrinsically when executing his or her job, which leads to the enhancement of positive attitudes and behaviors and the decrease of negative attitudes and behaviors (Elanain, 2009). Employees who observed high variety, identity, significance, autonomy and feedback from his/her job would be have a high attendance in the workplace, display high productivity, motivation, satisfaction and high engagement than employees observing low level of job characteristics (Hackman & Oldham, 1980).

Job characteristics have a vital influence toward the success of the organizational and the attitudes and behaviors of employees. Thus, the organization is urged to emphasize on the job design and characteristics in order to boost employees' motivation, engagement, performance, organizational effectiveness and to diminish absenteeism and turnover (Elanian, 2009; Sheikha & Younis, 2006).

As discussed earlier, employees' critical psychological states in reactions to their jobs are affected by the core characteristics of a job. These psychological states seems to influence the workforce engagement as the concept of engagement, as explained by Kahn (1990), was that engaged employees are physically, cognitively, and emotionally connected to their work and to others. Two years later, Kahn (1992) expanded this work by stressing on the importance of psychological presence in engagement. Hence, job characteristics are used as one of the antecedents of the engagement model in this research. Thus, the following hypothesis was assumed:

H1 : There is a positive and significant relationship between Job Characteristics and Employee Engagement.

2.4 Reward and Recognition

2.4.1 Evolution in Reward and Recognition

Reward and recognition are now on the Chief Executive Officer (CEO) agenda. It is no longer under the jurisdiction of compensation and benefits experts as companies are focusing more on intangible rewards such as challenging work and career development to boost engagement (HayGroup, 2012). Reward is now looked at as total reward. In social exchange theory, employees put in their efforts at work in exchange for reward, to be exact, salary. Herzberg (1987) motivation hygiene theory, also known as the two-factor theory said that recognition forms part of motivator factors. The need of being recognized is now greater than ever, as today's workplace is so diverse and so much into productivity. Once an employee feels appreciated, they will have positive emotions, which will further motivate and make them engaged in the organization (Stajkovic & Luthans, 1997).

Recognition is also a strong motivator, which employees engage and long for. Dubrin et al. (2004) elucidated that motivating and engaging others by giving them recognition is a direct form of positive reinforcement. Studies as far back as 50 years ago have indicated that employees welcome praise for a job well done as much as they welcome regular pay

cheque (Dubrin et al., 2004). However, a survey in Malaysia found that most employees prefer cash reward (Rafikul, 2004).

2.4.2 Definition of Reward and Recognition

Motivation and employee engagement has always been a crucial component of employee performance from the Management perspective (Steers, Mowday & Shapiro, 2004). Rewards and recognition are often used as an incentive to achieve greater effort when it comes to individual performance, to motivate and engage employees to strive beyond job tasks. According to Pitts (1995), reward is a benefit obtained for performing a task, rendering a service or discharging one's responsibility. In general, the primary reward is pay. Besides pay, common reward package in Malaysia are bonus, pension scheme, insurance, company car, loans, subsidized meals and share options.

Porter and Lawler (1968) have defined rewards and recognition as desirable or positively valued outcomes or returns to a person that are provided by himself (intrinsic) or by others (extrinsic), while Reif, Newstorm and St. Loius, Jr. (1976) defined rewards and recognition as anything that employees perceive as need satisfying. Hence, rewards can be categorized into intrinsic rewards and extrinsic rewards. Intrinsic rewards refer to satisfaction that an employee gets from the job itself. Extrinsic rewards are rewards that an employee gets from the employer such as praise, money or promotion (Pitts, 1995). It can then be further broken down into financial and non-financial (De Cenzo & Robbins, 1996).

2.4.3 Previous Studies on Reward and Recognition

Reward and recognition are believed to modify attitude and behaviour. In addition, based on cognitive evaluation theory by Deci (1975), recognition would lead to the prediction, engagement and enhanced feelings of competence. Individuals who do not feel recognized would result in increased perceptions of incompetence (Shanab, Peterson, Dargahi & Deroian, 1981). Even though recognition is important in organizations, it is not sufficient in and of itself. It must be accompanied by rewards. If rewards are provided without recognition, employees can become saturated with these physical items causing them to lose their significance.

Thus, reward and recognition was looked at as a whole. As far as generation is concerned, Loi and Shultz (2007) found that older employees have lesser preference for the financial factor as compared to other age groups. This study is in line with Wan Yusoff & Dwaikat (2015) that Gen Y employees are more satisfied with extrinsic reward and if the organization did not fulfil their demand, they will easily find other job in other organization for better salary and benefits. This finding also has supported by research done by Solnet & Hood (2008), that eventhough Gen Y employees are looking for more challenging and meaningful work, however intrinsic rewards and recognition is sufficient enough for Gen Y to quit job. Malaysian Employer Federation (2010) also indicates that Gen Y employees are facing challenges to cope with the high rise of cost of living, life style and future obligations, hence they will continue to shift from one job to another for better rewards and recognitions.

2.4.4 Relationship between Reward and Recognition and Employee Engagement

Reward, which includes all monetary incentives, benefits that supplement employee's monthly salary and stock option scheme, is no longer viewed as the only tool to motivate employees. Experts are now focusing on recognition in addition to the rewards system that they have to retain performers, to keep the best talent within the organization. Various studies have found that there is a positive relationship between reward and recognition, employee engagement and performance (Ciscel; Csikszentmihalyi, 1990; Deeprise, 1994; Freedman, 1978; Jo En, Liliana, & Michael, 2009), which is based on the exchange process in social exchange theory. Effective implementation of reward and recognition program within an organization creates a favorable work environment and motivates the employees to increase their engagement and performance which ultimately improves organizations' performance. This is supported by Lawler (2003) where he argued that organizations' wealth and survivability are determined by the way in which employees are treated. Rewards and recognition programs can boost employees' morale and motivate them further. Employees who feel appreciated have higher self-esteem as they feel positive about themselves and lower intention to leave (Peterson & Luthans, 2006). Reward and recognition are said to have a positive relationship with employees' task performance and engagement (Stajkovic & Luthans 2001, 2003).

Von Bonsdorff (2011) found that both financial and non-financial rewards were greatly valued in the nurses' sample. Positive and engaged employees are potentially the best employees. Having said that, he also argued that there are two factors that determines the

attractiveness of a reward. Firstly, is the amount of reward given and the secondly the value of the reward perceived by the employee. Jo En et al. (2009) found that certain reward programs given to retail sales associates improves both in-role and extra-role performance simultaneously. Thus, the following hypothesis was tested:

H2 : There is a positive and significant relationship between Reward and Recognition, and Employee Engagement.

2.5 Work-Life Balance

2.5.1 Evolution in Work-Life Balance

The study of work-life balance has actually evolved recently post the year 2000s and was an extension from the study of work-family balance. Whereas the study of work-family balance was a study about positive interactions between work and family domains mostly conducted in year 1990s, and originated from the study of work-family conflict. The work-family conflict was earliest studied in 1980s, considering the negative interactions between work and family interface due to increasing participation of more women in labor market since the 1970s (Moore, 2007). The founding fathers of work-family conflict studies (i.e. Greenhaus & Beutell, 1985) have intensified the psychological study among working individuals and discovered significant relationships between work-family conflict and employees' work attitudes and well-being.

In a snapshot, since most of early studies combining work and family domains were concentrated in terms of conflict or interactions, thus in the late 1990s began to explore the positive interactions of both domains. This was also known as work-family balance. However, since the study of work-family balance was considering work and family dimensions only, thus from the middle of the 2000s began to extend work-family balance to the concept of work-life balance that encompasses other non-work or life's interests apart from family only, especially for employees who were single and have no dependents like Gen Y.

Chang, McDonald & Burton (2010), in their meta-analytic review of 245 empirical work-family/life balance studies (i.e. 77% quantitative) published between 1987 and 2006, had suggested that the study of work-life balance was still under-developed. The majority past studies conceptualized their research under the work-family term instead of the broader term of work-life though referring their research as work-life (i.e. only 9% of quantitative studies and 26% of qualitative studies examined work-life). Chang et al., (2010) also found that work-family on the contrary to work-life interactions remained robust despite the use of work-life in the publications' title or key words. They suggested that work-family and work-life were two different foci and should be regarded as separate research fields as they entailed dissimilar weight accentuations and appraisals.

Chang et al., (2012) also discovered that Hill, Ferris and Martinson (2003) was the first quantitative study that explored work-life domains. However, Hill et al., (2013) who studied the effects of tele-work on personal/family life did not introduce solid

measurement on work-life interactions in their study. Chang et al., (2010) affirmed that work-life balance studies shall be difficult in terms of operationalization, since most of its original work-family balance studies were also inconsistently operationalized as low conflict or having positive interactions or spill-over between work and family such as work-family enrichment, facilitation, enhancement or fit.

Interestingly, from the total 245 empirical studies under review, Chang et al., (2010) established that only 31 quantitative studies which examined balance related constructs (i.e. positive interactions between work and family domains) instead of conflict related counterparts, perhaps due to the lack of conclusive theoretical frameworks and validated instruments. Hence, Chang et al.,'s (2010) meta-analytic study has also stressed a need for a better conceptualization of constructs and operationalization of measures as well as a need for more positive interactions between work and non-work domain, inclusive of interest other than family only . Chang et al., (2010) also highlighted that past studies of work and non-work lives were scarce in understanding its relationship among lower levels and casual or non-standard employees that mostly enjoy less control over the balance of their work and life due to the lack in control over working hours and fewer employment rights, benefits and future prospects, hence often finding it harder to attain balance than those in more advantaged jobs.

Therefore, the study is aimed to examine the positive interactions between work and all of the employees' non-work domains other than family only, and to propose better conceptualization and measurement of underdeveloped studies of work-life balance, as

well as operationalizing it in standard and non-standard work arrangements; hence providing empirical evidence of its effects towards employees' work attitudes in PC Company.

2.5.2 Definition of Work-Life Balance

The conceptualization of work-life balance can be traced to work-family concept in terms of conflict or negative interactions, and then followed by balance of positive interactions of work and family domains. Subsequently, with the inclusion of other non-family interface, the concept of work-life emerged. The first study that explored work-family conflict was published in 1985 by Greenhaus and Beutell (1985) who studied only the theory of the interference between work and family interface. They defined work-family conflicts as *“.....a form of inter-role conflict in which the role pressure from the work and family domains are mutually incompatible in some respect”* (Greenhaus and Beutell, 1985, p. 77).

The phase 'work-life balance' consists of two conjoining requisites: 'work-life' and 'balance'. The first term of 'work-life' encompasses a broad assortment of diverse constructs that include the nexus between paid work and other non-work activities which can be referred to as 'life' (Chang et al., 2010). This 'work-life' is a broader concept that extends the past studies of 'work-family' with the inclusion of all other life's interests or activities other than family such as leisure, study, recreation, travel, social, community and hobbies. Hence, it reflects the desires of employees with and without families,

spouses, children, parents, or other home's needs (Chang et al., 2010). The second term of 'balance' is defined as harmony or equilibrium between two domains, e.g. work and non-work (Comer & Stites-Doe, 2006). This 'balance' was also commonly referred to as the opposite continuum of 'conflict', although there were scarce studies to prove this contention (Valcour, 2007).

Therefore, work-life balance is a state of equilibrium in which the demands of a person's job and personal life are equal. Frame and Hartog (2003) defined work-life balance as "...*achieving satisfying experiences in all life domains,*" and as they pointed out, "*to do so requires personal resources such as energy, time, and commitment be well distributed across domains*"(Frame and Hartog, 2003, p.81). In other words, work-life balance involves having satisfactory feelings for all experiences: combining paid work with all other non-work toward the effects of family-friendly policies. They also suggested that reconceptualization is necessary in analyzing the balance of the relationship between work and life. In addition, Dash, Anand, & Gangadharan, (2012) found no significance in the differences of work-life balance among demographic groups of gender, age, marital status, management level and varying number of dependents. Hence, Dash et al. (2012) confirmed that work-life balance is a neutral construct, although many perceive that, women, adults, married and those having more family and job responsibilities as persons who require more work-life balance.

Work-life balance is a common term used at present workplace. Contrary to popular belief, work-life balance is not about having a balance of time spent on both work and life

aspects as different individual at different life stage have different priorities. It is about proper prioritizing between work and life. Work refers to matters pertaining to career and ambition. Life can be leisure, family or spiritual development. Thus, work-life balance is defined as one's capability to meet both career's and family's needs/demands, including non-work tasks (Parkers & Langford, 2008) or allotment of time spent between the two that brings personal satisfaction (Tulgan, 2002). In this study, this construct is chosen, as work flexibility is increasingly apparent in today's workplace. It is one of the top ten reasons why an employee stays with an employer (Chao, 2005). Leaders are looking at ways to have a balance life as they feel that it links to organization outcomes such as attracting, retaining and leveraging the talent from within (De Janasz & Behson, 2007). Employees tend to be more engaged when organization shows commitment to its employees. Companies that support work-life balance are more likely to have engaged employees as employees are less stressful and they get to work at the comfort of their homes.

2.5.3 Previous Studies on Work-Life Balance

The balance between work and non-work lives has been the subject of debate among academicians, practitioners and policy makers over the past two decades. This is because significant changes in the demographics in modern societies have blurred the boundary and the interactions between work and other life's interests (Dash et al., 2012). Furthermore, there is an increasing number of working mothers, students, dual-career couples, single parents and older workers in the employment pool. They demanded greater

flexible working arrangements, thus making work-life balance a vital tool in today's employment relationships (Greenhaus & Powell, 2006). In addition, more employees are bringing their work to home, hence blurring the border between work and non-work life (Hill, Miller, Weiner, & Coleman, 1998). Technological advancement had also assisted or deterred work-life balance by making work more available at all times, day and night, and in terms of facilitating a more flexible method as to when and where to work (Dash et al., 2012). In all, work-life balance has at all times been an apprehension of those concerned in the working life quality and its relation to a broader quality of life (Guest, 2004).

With the increasing numbers of Generation Y entering the workforce and retiring older workers, there will be massive changes in organizations as reported by Twenge, Campbell, Hoffman and Lance (2010). Hence, by adding this construct in the theoretical framework, this research hoped to be able to shed some light.

In addition, the family structure has been changing where dual career (Kossek, 2005) and single parent households (Bureau of Labour Statistics, 2007) have been on the rise. This phenomenon is also apparent in Malaysia where there has been an increase divorce rates on a yearly basis (National Registration Department & Jabatan Kemajuan Islam Malaysia Statistics, 2010). Employees are therefore finding it hard to assume the responsibilities of both work and non-work roles (Bond, Thompson, Galinsky & Prottas, 2002). Ashforth, et al. (2000) found that most people have some form of roles integration in their lives. The stress they face can be difficult and some with the financial capability may opt to leave

the organization to meet home demands. If they leave, talent is lost; if they stay, their minds might be at home. This has caused employers to step in by introducing work-life balance practices to reduce the stress that employees deal with, which in turn expects the employees to contribute to the success of the organizations. Thus, whether it is the responsibility of the employer or otherwise, employees have been turning to their employers for assistance (Friedman & Galinsky, 1992). Lockwood (2003) found that both employee and employer find difficulties in managing different roles in accordance to the change in family structure and the contributing factor is poor work-life balance.

On December 28, 2008, America's First Lady, Michelle Obama, spoke about the need for work-life balance on a television broadcast show "60 minutes". Some organizations have programmes that provide work-life balance to employees. These include flexible work schedules/telecommuting, child day-care and elder care as well as flexible leave policies, the most prevalent friendly benefits to working mother (Working Mother Media, 2011). Theoretically, these benefits enable employees to be more productive as employers recognized the stress that they face. On the other hand, in return for these additional benefits, employers expect to be compensated by increased productivity and work engagement. For instance, Raber (1994) found that employers who sponsor childcare are rewarded by increased work engagement, job satisfaction and lower stress levels among employees. In summary, when work-life balance is not achieved, it erodes the mental and physical well-being of an individual.

Employees who are singles are not spared from the imbalance between work and leisure (Weiss, 2010; Derballa, 2012). Today's technology has created a fast moving employees where they are expected to reply emails and answer phone calls after office hours, during weekends and even when they are away on holiday via their mobile phones. At the end of the day, employees literally collapse on their beds, feeling exhausted and drained, yet they still need to set their alarm clocks for the following day's repetition of rat race. This imbalance has become more pronounced and made worse by today's technology.

2.5.4 The Relationship between Work-Life Balance and Employee Engagement

Reward and recognition alone may no longer be sufficient. Instead, work-life balance is now gaining more importance especially in PC Company. Khairunneezam (2011) indicates that perceived work-life balance satisfaction was correlated negatively with intention to leave and at the same time, as indicated by Tulgan (2000) having work-life balance benefits tend to hold special attraction for new employees. Without balance, employees tend to have higher absenteeism, less commitment, less engagement, become less satisfied with their job and have a higher likelihood of leaving their job (Todd, 2004).

In social exchange theory, when an employee perceives to have work-life balance, he/she feels obliged to put in effort at work. This is in line with the research carried out by Barnett and Rivers (1995) as well as Flynn (1997) where work-life balance enables employees to engage and consistently perform at their best. Other researchers such as Cytrynbaum and Crities (1989) found that in order to be successful, individual need to know how to adjust

their work and life balance. Thus, the following hypothesis incorporates the above arguments:

H3 : There is a positive and significant relationship between Work-Life Balance and Employee Engagement.

2.6 Overview of Generation Y

Generation Y, being the youngest cohort into the working world; also called Millennial, Internet Generation, Generation Next or Net Generation (Glass, 2007), dot.com generation (Yu & Miller, 2005) or the N-Geners by (Tapscott, 1998). The Millennial, a whopping 70 million strong in the US (Insights, 2005), three times the size of Generation X will influence workplace and impact on regional economies more dramatically than Generation X who came before them. They are also known as Echo Boomers as their size is comparable to their parents, Baby Boomers. This diverse generation is highly comfortable with technology (Erickson, 2009), which is their second nature. This generation thinks differently as compared to other generation, in which in the study of philosophy, it is known as Radical Structuralism where, because of their upbringing and well-being, what they perceive may be of conflict with other generations. This generation assumes radical changes as part of their lives and seeks explanations on relationships within the social structures setting. With Generation Y, theorists see structural differences within the society that generates constant transformation.

Generation Y wants a work-life balance, or to reflect more accurately, it is Life Work Balance as this group sees life as foremost important. Sacrificing their personal lives by clocking extra hours is not their style. Instead, they make full use of their technology resources to complete their tasks (Tapscott, 1998). In addition, this generation values development, they want to acquire skills, as their principal reason is to rely on themselves for job security just like Generation X. They value knowledge (Oblinger & Oblinger 2005) and are the most educated of all, which is also partly due to having both parents working and having economic stability during their time (Foreman, 2006). This generation has sports icons such as Micheal Jeffrey Jordan and Eldrick Tont “Tiger Wood”.

These icons serve this generation as positive athletic models. Their leaders such as William Henry “Bill” Gates III and Christopher D’Olier Reeves and it is balanced with socially responsible individuals such as Diana, Princess of Wales “Diana Frances” and Agnese Gonxhe Bojaxhiu “Mother Teresa” (Zemke et al., 2000). It is noted that Mother Teresa has the spillover effect across generations (Schewe & Evans, 2000). These socially responsible examples have helped develop civic mindedness as noted by Zemke et al. (2000); Crampton and Hodge (2007). 76 million Americans were born from year 1981 to 2001, constituting 15% of the workforce, and this figure seems to grow a lot faster than other generations (Dries et al., 2008) versus 34% of Generation Y in the Malaysian workforce (Statistics Department of Malaysia, 2010).

Like their Generation X siblings, Generation Y is independent, entrepreneurial and demands immediate feedback (Martin, 2005). They would rather send a quick email than

to have a face to face communication, - like Baby Boomers, which may hinder personal relationship with their colleagues, supervisors, direct reports and clients (Glass, 2007). Having high expectations of themselves and their employers are their fundamental trait (Foreman, 2006). Having a meaningful work to them is important. Fast track leadership programs, clear career path, recognition and rewards based on contributions are preferred (Glass, 2007). For this generation, they are used to computer to games where they used to having a clear degree of expectations and the minute they achieve the required target or accomplishment of a mission, they will be immediately informed of their achievement and advance to the next level automatically where more challenges await them and there seems endless challenges ahead. Thus, they expect the same at workplace where immediate feedback is necessary for them and they look forward for more challenges the minute they achieve the earlier target or mission (Francis-Smith, 2004).

For Generation Y, challenges are viewed differently from having more responsibilities. They want to be mentally challenged (Baruch, 2004) not bogged down with workload. Loads of documentation will bore them. Unlike the Boomers, they find handling documentation masses difficult (Glass, 2007). For them, who gets the work done is not important, so long as it is completed (Baldonado & Spangenburg, 2009). Major event or experience includes the September 11 attack (Dries et al., 2008), which caused them to be more community minded. Generation Y is the most confident cohort in history (Shepherdson, 2000; Twenge, 2006; Zoba, 1999). Despite the availability of birth control and abortions, their families still opt to have them. Being born to smaller families and with greater resources available, their parents were more devoted in raising them, where

they grew up with a focus on family. This generation has gone through busy schedule since young. They have to attend music, art and computer classes (Baldonado & Spangenburg, 2009) and tuition after school. Having said that, however, some of their parents may be too involved in the lives of Generation Y where Human Resources at times need to field calls from their parents, despite them being in the working world (Glass, 2007). Some even go the extra mile by checking on their children's application status and securing jobs for their children (Azizan, 2012).

Generation Y can be categorized into three major characteristics. Firstly, they are the most diverse generation and the most educated to date (Zoba, 1999). Secondly, they are exceptionally independent thanks to the increasing divorce rate of their parents, which eventually raised in a single parent environment, having spent their early years in day care and the digital age that grew up with. Lastly, they feel empowered (Zoba, 1999) thanks to overindulgent parents. Their parents seem to have a helicopter view of them.

The Millennial is the last cohort born in the 20th century. They were born directly into postmodernism and information era. Humanism, a result from the September 11 attack, as opposed to trans-humanism is their core value. Many Gen Yers always query the direction that their predecessors follow, and thus the "Generation Why". Much of Generation Y research were on investigation of generation group differences in work values and job satisfaction where Generation Y values status and freedom of work more than the older generations (Cennamo & Gardner, 2008). Some of the principals that said to be able to manage Millennials include providing good leadership as they crave for

immediate feedback. As mentioned earlier, technology is of second nature to them and they have been exposed to various computer games, which give them immediate feedback. Once you have reached your mission, you will be upgraded to the next level instantly and they expect the same at workplace. They enjoy to be challenged and want to work together with friends and fun is the key. This generation looks for fun in organization and value work flexibility (McCrindle, 2002).

2.7 Summary

This chapter explores the research constructs and existing research on Generation Y and engagement. It has also discussed and elaborated on the dependent and independent variables. With the reviewing of the past studies, in the next chapter, Chapter 3 will discuss on the research design, methods and techniques utilized in data collection and analysis of the study.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 provides detailed information on the research framework, development of hypotheses, research design, operational definition, the instrument used for measuring the variables, data collection, sampling and data collection procedure as well as the techniques used for data analysis.

3.2 Research Framework

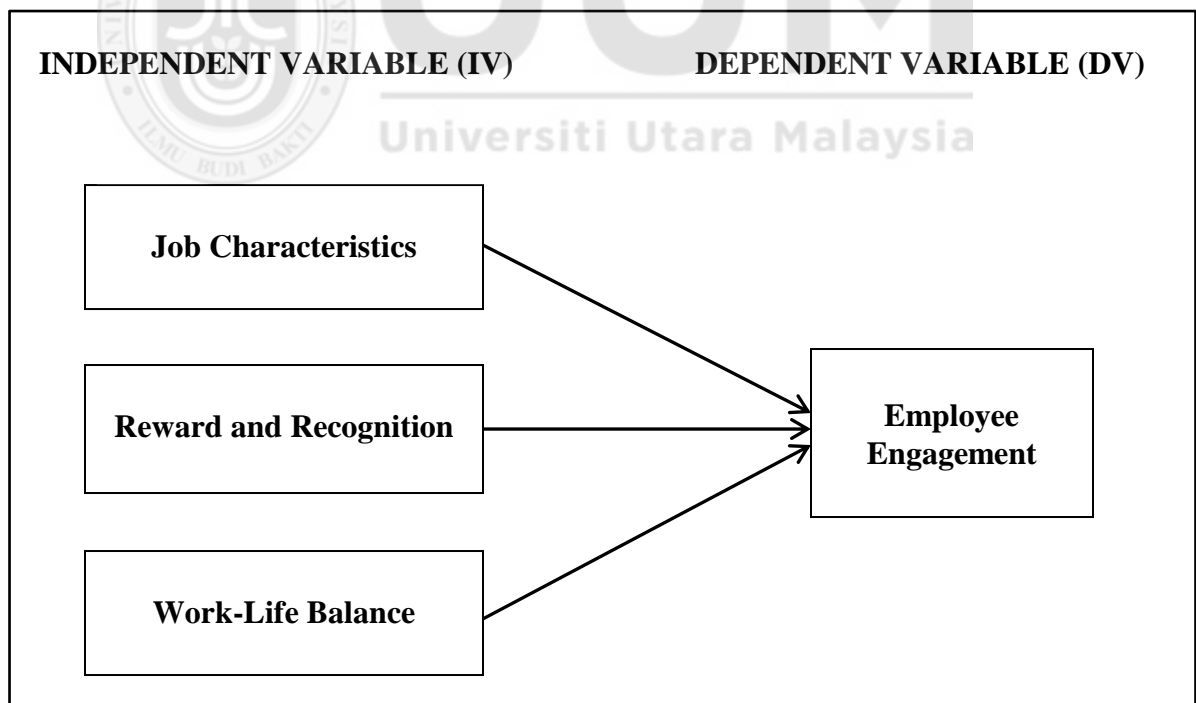


Figure 3.1
Research Framework

3.3 Research Hypothesis

Based on the theoretical framework and the previous empirical findings pertaining to the relationship among study variables as laid out in chapter two above, which were presented to support the proposed hypotheses. Specifically, the hypotheses proposed are to answer the research questions in this study. Therefore, the following research hypotheses are derived for this study:

- H1 : There is a positive and significant relationship between Job Characteristics and Employee Engagement.
- H2 : There is a positive and significant relationship between Reward and Recognition, and Employee Engagement.
- H3 : There is a positive and significant relationship between Work-Life Balance and Employee Engagement.

3.4 Research Design

This study consists of four variables. Job characteristics, reward and recognition, and work-life balance has been identified as the independent variables, while the dependent variable in this study is the engagement among Gen Y employees of a service sector in an oil and gas group of companies.

As the main objective of this study is to explore on the relationship between variables, hence it is appropriate and wise to use quantitative method by using the questionnaire to survey the associations between variables mentioned above. The survey method is selected as it is one of the easiest method to quickly collect data and can be tailored in such a way that statistical analysis like descriptive statistics covering frequency distribution and correlation analysis can be obtained.

3.5 Population and Sampling

This is a cross-sectional research, as data was gathered at a single point in time (Baker, 1999). It was carried out in an organization situated at Kuala Lumpur City Centre on the data collection. This research focuses on Generation Y in only one company as Towers Perrin (2003) has concluded that there are no industry differentiation in employee engagement. The youngest respondent would be 20 years of age as the minimum legal age to enter workforce in Malaysia is 16 years old. Based on the statistics, the biggest portion of workforce in the company is Gen Y, which is appropriate to further this research for Gen Y employees only.

The list of respondents was obtained from the Human Resource Department to segregate by generation. There are total of 231 employees working in PC Company which consists of 10 employees from Baby Boomer generation, 92 employees are Generation X and 129 employees are from Generation Y. Generation Y contributed the highest number of staff which is 56% from the total of manpower or 129 staff. This study utilized simple random

sampling as every respondent had the equal opportunity to be chosen. The sample size was adapted based upon (Krejcie and Morgan, 1970) guidelines as mentioned in Sekaran and Borgie (2010), which stated the rules of the thumb in deciding the sample size should be 97 for population of 129 respondents.

3.6 Research Instrument

Questionnaire is used as the instrument for this study to identify the variable of job characteristics, reward and recognition, and work-life balance influence employee engagement in PC Company. A set of questionnaire has been sent to the Human Resource and Public Relations Department to go through before it can be distributed to the respondents in PC Company. After went through the questionnaire, PC Company's representative from HR & Public Relations Department had a discussion with the researcher to inform the Management concern and non-agreeable to some of the questions especially on reward and recognition section as it may give some ideas to the employees on how they should be treated for performing their job well. Therefore, as illustrated in Table 3.1, the questionnaire has been 'adapted and modified' to suit the situation and environment of the employees at PC Company.

Table 3.1
Instrument, Items, Scale and Sources

Variable	Items	Scale	Sources
Job Characteristics	15	Five-point likert scale	Kulik, Oldham & Langner (1988)
Reward and Recognition	10	Five-point likert scale	Saks (2006)
Work-life Balance	4	Five-point likert scale	Parkes & Langford (2008)
Employee Engagement	9	Five-point likert scale	Schaufeli & Bakker (2003)

A set of questionnaire together with a cover page were developed to collect data from employees (Appendix 1). The cover page includes nature and purpose of research; expected duration to complete the questionnaire; assurance that all data collected will be kept confidential and presentation of data will be in aggregate; and contact details of the researcher to facilitate in answering queries raised by the respondents, if any. Respondents were assured that there was no right or wrong answers and they should answer questions as honest as possible. This is one of the recommendations mentioned by Podsakoff et al. (2003) to reduce method biasness. Questionnaire is developed in dual language that is in English and Malay version to capture more understanding to the respondents and accuracy of data analysis later.

The questionnaire has 5 parts: 15-items job characteristics, 10-items rewards and recognition, 4-items work-life balance, 9-items employee engagement and background

information. Background information consists of age, gender, ethnicity, marital status, working experience, academic qualification and job position.

As for the demographic questions in the employee's survey, age is asked to serve as a check and balance to ensure the respondents are only from Generation Y. Each participant was asked to return the questionnaires immediately to the researcher, except for a small number of participants who were busy. In order to increase the response rate, these questionnaires were collected personally within the same week. This survey took about 10 to 15 minutes of respondents' time.

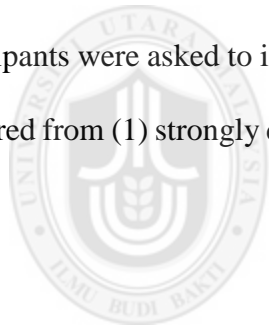
3.7 Operational Definition and Research Measurements

Established measures with high reliability were used in this research. Nevertheless, these measures were then subjected to Cronbach alpha test to assess the underlying structure of the measures in the sample. Four constructs were examined in this study. The 4 variables are job characteristics, reward and recognition, work-life balance and employee engagement were self-report measures.

3.7.1 Job Characteristics

Job Characteristics is operationalized work, which stir employees' performance and satisfaction demonstrate five core job characteristics that are; skill variety, task identity, task significant, autonomy and feedback (Hackman & Oldham, 1980).

A 15-item measure were taken from revised Hackman and Oldham (1975), and Idaszak and Drasgow (1987). This measurement is often used to evaluate job characteristics of most jobs. Beside, Hackman and Oldham measurement is the most comprehensive measure for job characteristics (Dunham, 1977). The revise version is chosen as it was found that the revised job characteristics items conformed more closely to than the original items especially through confirmatory factor analysis (Kulik, Oldham & Langer, 1988), which was also used in this study. As illustrated in Job Characteristics Model, the five core dimension of a job (skill variety, task identity, task significance, autonomy and feedback) leads employees to experience three critical psychological states (meaningfulness of work, responsibility for the autonomy of work, and knowledge of results of work activities). Participants were asked to indicate their level of agreement based on a 5-point Likert scale anchored from (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree.



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Skill variety is defined as an array of different activities that uses different skill of employee. This dimension is assessed with a two-item scale (items 1 and 2) as shown in Table 3.2 below. Task identity speaks about the extent, to which an individual sees the work from start to finish, as opposed to a portion or a fraction of the end product. Four items were used to assess task identity (Items 3-6). Whilst feedback relates employee's awareness of how effective he/she is performing and is assessing with four questionnaire items (items 7-10). Whereas task significance, a two-item scale refers to perceived importance of one's job, that is impact to the world (items 11 and 12). Lastly, autonomy refers to the degree of freedom one has, in terms of deciding ways to carry out assigned

tasks, is assessed with three questionnaire items (items 13-15). Items 2, 3, 7 and 8 were reversed scores. Reliabilities in the original research by Hackman & Oldham (1975) were between 0.6 and 0.5. Although a reliable construct of 0.7 is an excellent value, a score of 0.5 and above indicates acceptability (Gliem & Gliem, 2003).

Table 3.2
Job Characteristics Items

Variable	Dimensions	Operational definition	Items	Authors
Job Characteristics	Skill Variety	An array of different activities that uses different skill of employee.	1. This job requires me to use a number of complex or high-level skills. 2. This job is very simple and repetitive.	Kulik, Oldham & Langner (1988)
	Task Identity	The extent, to which an individual sees the work from start to finish, as opposed to a portion or a fraction of the end product.	3. This job requires a lot of cooperative work with other people. 4. This job is structured so that I can do an entire piece of work from beginning to end. 5. This job can be done adequately without talking with or checking with other people. 6. This job provides me with the chance to completely finish the piece of work I begin.	
	Feedback	Relates employee's awareness of how effective he/she is performing and is assessing.	7. Doing the work required by this job provides chances for me to figure out how well I am doing. 8. My supervisors and co-workers almost never give feedback about how well I am doing.	Kulik, Oldham & Langner (1988)

Variable	Dimensions	Operational definition	Items	Authors
Job Characteristics	Feedback		9. After I finish my job, I will know whether I performed well. 10. Supervisors often let me know whether I am performing the job well.	
	Task Significant	Refers to perceived importance of one's job that is impact to the world.	11. A lot of other people can be affected by how well my work gets done. 12. This job is very significant and important in the broader scheme of things.	Kulik, Oldham & Langner (1988)
	Autonomy	The degree of freedom one has, in terms of deciding ways to carry out assigned tasks,	13. This job gives me the chance to use my personal initiative or judgement in carrying out the work. 14. This job gives me considerable opportunity for independence and freedom in how I do the work. 15. This job permits me to decide on my own how to go about doing my work.	Kulik, Oldham & Langner (1988)

3.7.2 Reward and Recognition

Operationally, rewards and recognition have defined as desirable or positively valued outcomes or returns to a person that are provided by himself (intrinsic) or by others (extrinsic) (Porter and Lawler, 1968). Reward and Recognition were adopted from Saks (2006) using a five-point Likert type scale with anchors from (1) to a small extent, (2) to some extent, (3) neutral, (4) to a moderate extent, and (5) to a large extent. Respondents

were asked to indicate the degree to which they have received various outcomes for performing their job well in the organisation for 10 items. The Cronbach alpha in the original study was 0.8 (Saks, 2006).

Table 3.3
Reward and Recognition Items

Variable	Operational definition	Items	Authors
Reward and Recognition	A desirable or positively valued outcomes or returns to a person that are provided by himself (intrinsic) or by others (extrinsic).	<ol style="list-style-type: none"> 1. A pay rise. 2. Job security. 3. A promotion. 4. More freedom and opportunities. 5. Respect from the people you work with. 6. Praise from your supervisor. 7. Training and development opportunities. 8. More challenging work assignments. 9. Some form public recognition (e.g. employee of the month) 10. A reward or token of appreciation (e.g. lunch) 	Saks (2006)

3.7.3 Work-Life Balance

Work-life balance is operationalized defining as one's capability to meet both career's and family's needs/demands, including non-work tasks (Parkers & Langford, 2008) or allotment of time spent between the two that brings personal satisfaction (Tulgan, 2002). Measures on work-life balance (flexible work arrangements) were adapted from Parkes and Langford (2008) on four items as shown in Table 3.4 below. It is based on five-point Likert type scale of (1) strongly disagree, (2) disagree, (3) neither disagree nor agree, (4) agree, and (5) strongly agree. Their study demonstrates good internal reliability with a

Cronbach's alpha coefficient of 0.86 and good divergent reliability (Parkes & Langford, 2008).

Table 3.4
Work-Life Balance Items

Variable	Operational definition	Items	Authors
Work-Life Balance	One's capability to meet both career's and family's needs/demands, including non-work tasks or allotment of time spent between the two that brings personal satisfaction.	<ol style="list-style-type: none"> 1. I maintain a good balance between work and other aspects of my life. 2. I am able to meet my family responsibilities while still doing what is expected of me at work. 3. I have a social life outside of work. 4. I am able to stay involved in non-work interests and activities. 	Parkes and Langford (2008)

3.7.4 Employee Engagement

Employee engagement a self-report instrument on a 9-item short form of UTRECHT Work Engagement Survey (UWES) was used with rating scale-measuring frequency in terms of how a respondent feels about their job. Employee engagement operationally defined as employees binding into their roles as opposed to job involvement, a similar concept, but defined as psychological identification with a job (Kanungo, 1982) and organizational commitment, a concept where there is a sense of belongingness to one's organization (Brown, 1996). Participants were instructed to respond to the statements with reference to their work using UWES. The overall Cronbach's alpha in their study varies from 0.89 to 0.97 (median 0.93) with factors vigor being 0.89, dedication 0.89 and absorption 0.79 (Schaufeli & Bakker, 2003).

Table 3.5
Employee Engagement Items

Variable	Operational definition	Items	Authors
Employee Engagement	Employees binding into their roles as opposed to job involvement, a similar concept, but defined as psychological identification with a job and organizational commitment, a concept where there is a sense of belongingness to one's organization.	<ol style="list-style-type: none"> 1. At my work, I feel bursting with energy. 2. At my job, I feel strong and vigorous. 3. I am enthusiastic about my job. 4. My job inspires me. 5. When I get up in the morning, I feel like going to work. 6. I feel happy when I am working intensely. 7. I am proud of the work that I do. 8. I am immersed in my work. 9. I get carried away when I'm working. 	Schaufeli and Bakker (2003)

3.8 Pilot Study

Prior to the actual research, a pilot test on the questionnaire was conducted to ensure that all questions are comprehensible. A pilot test of 45 respondents was randomly chosen. Participants were given the opportunity to comment on clarity and relevancy of the various statements included in the survey. Feedback obtained from pilot test allows researcher the final opportunity to make changes (Robson, 2002).

3.8.1 Analysis of Data

IBM Statistical Package for Social Science (SPSS) Statistics 20 software programs were used to process raw data and test the hypothesis. SPSS 20 was used to check and clean the data. All completed responses were collected for the analysis. Thereafter, first stage of data analysis was carried out. These include descriptive statistics, means and standard deviation of all variables and internal consistency using reliability analysis.

3.8.2 Reliability Test

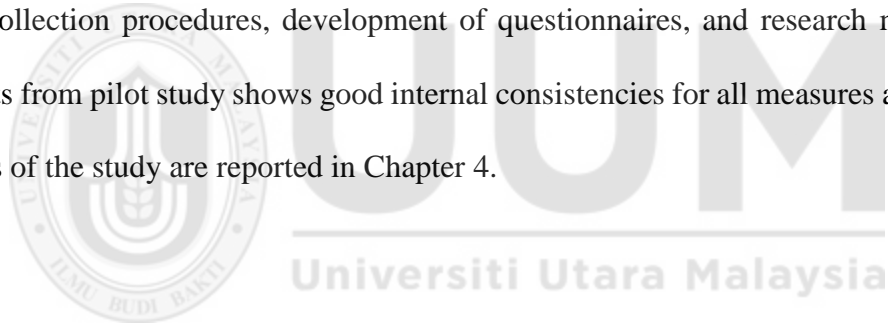
The results of the pilot study found that only minor improvements were necessary for the Bahasa Melayu version. The items were clearly understood by the respondents and the items had high reliability. The Cronbach's alpha coefficients of the constructs for the test of scale reliability surpassed the 0.70 acceptable threshold recommended by Nunnally (1978). Internal consistencies of all measures in the pilot study were between .709 and .748. The scales were also close to the original study. For example, Cronbach's alpha for work-life balance was .860 in the original study and reliability results for employee engagement is within the range of the overall Cronbach's alpha in the original from .890 to .970. Very high reliabilities of .95 or higher is unnecessary as it indicates that there are redundant items (Strainer, 2003). Table 3.6 shows the reliability results of the pilot test.

Table 3.6*Internal Consistencies of Research Measures from a Pilot Study (n=45)*

Variable	No. of Items	Cronbach's alpha
Job Characteristics	15	.737
Reward and Recognition	10	.709
Work-Life Balance	4	.748
Employee Engagement	9	.713

3.9 Summary

This chapter explains the strategy adopted in this study. It describes the research design, data collection procedures, development of questionnaires, and research measurements. Results from pilot study shows good internal consistencies for all measures and the overall results of the study are reported in Chapter 4.



CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter reports and analyses the statistical results of the study from the data collected by using IBM Statistical Package for the Social Science (SPSS) version 20. Multiple regression analysis is adopted as the main multivariate technique to test the relationship between the independent and dependent variables. In this chapter, the findings from the research are presented.

4.2 Survey Response Rate

A total of 97 questionnaires were distributed to the Gen Y employees at PC Company on 28th March 2016 and these questionnaires were collected personally within the same week, that is until 4 April 2016. This survey took about 10 to 15 minutes of respondents' time. All questionnaires had been returned and collected within the time frame set. Thus, the survey response rate was 100% (n=100). Table 4.1 indicates the summary of total questionnaires distributed and returned.

Table 4.1
Summary of Questionnaires Distributed and Returned

	Total	Percentage
Number of questionnaires distributed	97	100
Number of questionnaires returned	97	100

4.3 Descriptive of Research Samples

This research adopts hardcopy questionnaire which were made available in both English and Malay languages. Ninety seven (97) questionnaires were distributed to selected respondents. The printed questionnaire is the most effective way of getting response, as compared to online/web-based platform, as it is easy for the respondents to delete the email and close the browser half way through. Some claimed that they do not have access to the Internet at work and have no time to complete the questionnaire at home. Unlike the printed questionnaire, which will always on their tables and serve as a constant reminder to them. Therefore, the printed surveys yielded a 100% response rate.

Out of 97 respondents, 63.9% were females and 36.1% were males. In terms of ethnicity, they were mainly Malay (68%) and Chinese (13.4%), followed by Indians (10.3%), which is comparable to Malaysia's Indians population of 7.3% (Statistics Department of Malaysia, 2010) and other ethnic group (8.2%).

As for the age of Generation Y, only 1% is aged below than 20 years old is employed in this PC Company. Majority of respondents were from the age group of 31 to 40 years old (62.9%), and followed by 36.1% for age group of 21 to 30 years old.

The marital status of the sample of this study is similar to that of the Malaysia's 2010 statistics as stated in brackets. Majority were married, 70.1% (59.6%), followed by single 29.9% (35.1%). Based on the demographic description, the sample for this study seems

close to that of the Malaysia's population, which allows useful generalization of data in the Malaysian context.

With regards to the level of position in the organization, as expected, the majority of Gen Y are falls under the non-executive position level (58.8%), executive level (30.9%) and management level (10.3%).

Respondents' highest academic qualification are at least diploma holder (56.7%), followed by degree and above (32%), which makes them easier to move on to other position in other company for better job opportunities. SPM (9.3%) and STPM (2.1%) are the minimum academic qualifications required for an employment offering in PC Company.

Large portion of Gen Y entering the workforce are having less than five (5) years of working experience (52.6%) and only 47.4% respondents were having between six (6) and 10 years of working experience. Table 4.2 below summarizes the demographic characteristics of the respondents.

Table 4.2
Demographic Characteristics of 97 Respondents

Demographic Characteristics		Frequency	Percentage
1. Age	Less than 20 years	1	1.0%
	21 – 30 years	35	36.1%
	31 – 40 years	61	62.9%
2. Gender	Male	35	36.1%
	Female	62	63.9%
3. Ethnicity	Malay	66	68.0%
	Chinese	13	13.4%
	Indian	10	10.3%
	Other	8	8.2%
4. Marital Status	Single	29	29.9%
	Married	68	70.1%
5. Working Experience	Less than 5 years	51	52.6%
	6 – 10 years	46	47.4%
6. Academic Qualification	SPM	9	9.3%
	STPM	2	2.1%
	Diploma	55	56.7%
	Degree and above	31	32.0%
7. Position Level	Management	10	10.3%
	Executive	30	30.9%
	Non-Executive	57	58.8%

4.4 Data Screening

Data were screened to ensure that they were accurately entered into SPSS. Frequencies on all items for all cases were inspected thoroughly for anomalies and missing values. Out of range data and missing values were counter checked with actual responses from the respective questionnaire and were replaced with correct values. There was no in

completed questionnaire. Sensitivity of data being reviewed to others is almost nil as all information was treated with strictest confidentiality. There was no identifying information disclosed. In addition, these questionnaires were either returned to the researcher directly or put into a sealed envelope.

Beside frequencies, other preliminary analyses were also conducted. Descriptive statistics, which include mean and standard deviation were computed for each measure. Mean and standard deviation for each measure will be discussed later in this report. Furthermore, the normality was also tested by examining the skewness and kurtosis.

4.4.1 Normality Test

Screening continuous variables for normality is a crucial phase in a multivariate analysis, in order to ensure that data are completely normal. The assumption is that statistical inference becomes weak as distributions depart from normality (Mellahi & Budhwar, 2010). The distribution is measured by examining the skewness and kurtosis as indicated in Table 4.2: Job characteristics (Skewness = 0.333, standard error = 0.245), (Kurtosis = -1.429, standard error = 0.485); Reward and recognition (Skewness = 0.224, standard error = 0.245), (Kurtosis = -0.712, standard error = 0.485); work-life balance (Skewness = -0.223, standard error = 0.245), (Kurtosis = -1.272, standard error = 0.485); Employee engagement (Skewness = -0.946, standard error = 0.245), (Kurtosis = 0.586, standard error = 0.485).

The skewness and kurtosis value can be positive or negative, or even undefined (Tabachnick & Fidell, 2007). Positive skewness is whenever the right tail is excessively longer with numerous cases piling up to the left. Negative skewness is contrary to positive skewness (Tabachnick & Fidell, 2007). Pallant (2007), describes kurtosis can be regarded as positive if the data distribution is peaked, while negative Kurtosis is when the data distribution is flat. Regardless, data distribution is completely normal if the value of skewness and kurtosis is zero (Razali & Wah, 2011).

Table 4.3
Skewness and Kurtosis value

		Job Characteristics	Reward & Recognition	Work-life Balance	Employee Engagement
N	Valid	97	97	97	97
	Missing	0	0	0	0
Skewness		.333	.224	-.223	-.946
Std. Error of Skewness		.245	.245	.245	.245
Kurtosis		-1.429	-.712	-1.272	.586
Std. Error of Kurtosis		.485	.485	.485	.485

4.5 Descriptive Statistics

Table 4.4
Descriptive Statistics: Analysis of Minimum, Maximum, Mean, and Standard Deviation

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Job Characteristics	97	3	3	3.6467	0.33419
Reward and Recognition	97	3	5	3.5649	0.46949
Work-life Balance	97	4	5	4.5747	0.36114
Employee Engagement	97	4	5	4.3505	0.18239

Table 4.4 describes the descriptive statistics of four variables. The independent variables are job characteristics, reward and recognition, and work-life balance. The dependent

variable is employee engagement. The table presented the data using analyses of minimum, maximum, mean and standard deviation.

The mean on all variables are observed as somewhat enriched. The highest mean value for independent variable is 4.57 for work-life balance and the lowest is 3.56 that is for variable of reward and recognition. The values of minimum and maximum indicate that there are some with low level of engagement and some of the respondents have high engagement towards their job and the organization. The minimum of 4 for employee engagement indicates some of the respondents are satisfied with their job. On the other hand, the maximum number of 5 shows that the respondents feel satisfied and engaged with their job. As indicated by the values of standard deviations for all study variables, the majority of respondents were close to the mean.

4.6 Correlational Analysis

Correlation analysis is used to better explained on the main objective of this study in determining the significant relationship and the influence of the independent variables that are; job characteristics, reward and recognition, and work-life balance to the dependent variable that is; employee engagement (Hair et al., 2006). Sekaran (2003) describes the Pearson correlation is used to measure two or more variables to test whether it have significant relationship and either positive or negative correlations of relationship. The symbol of a correlation coefficient is r , and its range is from -1.00 to +1.00. In this study,

researcher indicates the scale which is outlined by Hair, Money, Samuel and Page (2007) to interpret the relationship between variables as follows:-

Table 4.5

The Coefficient Scale and Relationship Strength of Correlation

Coefficient	Relationship Strength
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	Strong
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Weak
0.00 to ± 0.20	Very Weak

Source: Hair, Money, Samuel and Page (2007)

Table 4.6 illustrates the correlation analysis among the variables. As predicted, job characteristics ($r=.274$, $p<.01$) was found to be positively and significantly related to employee engagement. This result reveals that the better a staff feels on his/her job, the better engagement with the job and organization will the staff has. There was a negative and significant correlation between reward and recognition ($r=-.441$, $p<.01$), and employee engagement, which is consistent with some of the literature. It shows that reward and recognition is not the main reason and agenda for an employee to be engaged with the organization. No significant relationship was found between work-life balance and employee engagement that indicates that Gen Y does not having much issues with their life, as they able to balance it up and able to engage themselves in the organization well.

Table 4.6*Correlations of variables*

	JC	RR	WLB	EE
JC				
Pearson Correlation	1	-.763**	-.003	.274**
Sig. (2-tailed)		.000	.976	.007
N	97	97	97	97
RR				
Pearson Correlation	-.763**	1	.151	-.441**
Sig. (2-tailed)	.000		.140	.000
N	97	97	97	97
WLB				
Pearson Correlation	-.003	.151	1	.140
Sig. (2-tailed)	.976	.140		.173
N	97	97	97	97
EE				
Pearson Correlation	.274**	-.441**	.140	1
Sig. (2-tailed)	.007	.000	.173	
N	97	97	97	97

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

*p < .05, **p < .01

4.7 Multiple Regression Analysis - Hypotheses Testing

A multiple regression was conducted to test the hypotheses. The results of the multiple regression analysis is presented in Table 4.7. Multiple regression analysis clearly describes the relationship and significance for both independent and dependent variables on this research. There are three independent variables, namely, job characteristics, reward and recognition and work-life balance. Those variables are predicted to influence the dependent variable, which is employee engagement.

Table 4.7
Multiple regression

Variables	Beta	Sig
Job Characteristics	-.349	.005
Reward and Recognition	-1.058	.000
Work-life Balance	.578	.000
R Square (R ²)		.463
Adjusted R Square (Adjusted R ²)		.446
F value		26.717

*p<.05, **p<.01

The results of the analysis showed in Table 4.6 indicates that all three independent variables, namely job characteristics ($\beta=-.349$, $p<.01$), reward and recognition ($\beta=-1.058$, $p<.01$), and work-life balance ($\beta=.578$, $p<.01$) were significantly related with the dependent variable, that is employee engagement. Therefore, hypotheses H1, H2 and H3 were supported. The results reveal that Gen Y will be engaged with the job and organization if they satisfy with their job characteristics, the reward and recognition that they received as well as the work-life balance between their working and personal life. As per Fredrickson (2001), positive emotions on work-life balance results in the ability to develop resiliency, which creates a link between engagement and work-life balance. Hence, employees know that they have to work hard and an employer who shows sensitivity to work-life balance issues is more likely going to outscore one who does not.

In conclusion, the analysis techniques used in this study such as multiple regressions has able to answer the research objectives and test the proposed hypotheses. Table 4.8 presents the summary of the hypotheses testing.

Table 4.8*Summary of hypotheses testing*

Hypotheses	Statement	Findings
H1	There is a positive relationship between job characteristics and employee engagement	Supported
H2	There is a positive relationship between reward and recognition and employee engagement	Supported
H3	There is a positive relationship between work-life balance and employee engagement	Supported

4.8 Summary

This chapter described the demographic characteristics of 97 respondents and the results of correlation and regression analyses. The findings reveal that job characteristics, and reward and recognition are positively related and significant to employee engagement. Hence, work-life balance was negatively and significantly related to employee engagement. The research implications, limitations and direction for future research will be discussed further in Chapter 5.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The final chapter of this thesis provides a summary of this study. It discusses the implications of this thesis and summarizing the results. It also deliberated and summarized the research, discussed the research limitations, suggested possible future research directions, and highlighted the significance of the results in this study

5.2 Summary of Study

This research contributes to the growing literature by examining the influence of Generation Y on the employee engagement framework. It also highlights the relative importance of understanding the relationship between job characteristics, reward and recognition, and work-life balance in determining employee engagement among Gen Y. Other purpose of the study is also to further explain how the variables can be the future attraction to the future/new generation coming into workforce which can helps organizations to retain talent and at the same time drives organization performance.

To test the research hypotheses, correlations and multiple regressions were conducted. Multiple regressions analysis were conducted to test hypotheses H1, H2, H3 and H4, which to test the direct relationship between four variables namely job characteristics, reward and recognition, work-life balance and employee engagement. The findings revealed that only

job characteristics was positively and significantly related to employee engagement. Whereas reward and recognition was negatively and significantly related to employee engagement. But, work-life balance was found not related to employee engagement for Gen Y employee in PC Company.

5.3 Discussion

5.3.1 Relationship between Job Characteristics and Employee Engagement

The results showed that job characteristics have a significant positive relationship with employee engagement. The findings revealed that with increase in job characteristics, that are inclusive of skill variety, task identity, task significant, autonomy and feedback will increase employee engagement in PC Company. Skill variety for example is positively related to employee engagement as this may be due to satisfaction and the recognition received from the employer and customers with the variety of skills that he/she possesses. Based on the findings, in order to retain talent, employers need to ensure that employees are engaged as engagement leads to all three consequences that were studied in this research, especially for Gen Y in PC Company. Besides, a new study from Ontario Hospital Association (2012) found that employee engagement has substantial impact on reducing workplace stress. Likewise, the same experience was discovered in the Malaysia context, specifically in PC Company. Employee in PC Company will engage if they understand clearly the job to perform. This will include, skill variety, task identity, task significant, autonomy and feedback. Employee in PC Company will be loyal to the Company if they

were given the opportunity to learn and up skill their knowledge and skill in performing their task better. To stay competitive, business leaders must tap on their experience and proceed with the necessary knowledge transfer before they retire.

The degree of autonomy will also affect the employee engagement in PC Company. Thus, as far as job design is concerned, it is always good to include according to the job scope as it act as a motivator to the employees. Degree of autonomy in one's work allows employees to design his/her work. If PC Company wants to engage the Gen Y, autonomy can be used as a tool. This study found that engaged employees perform better.

Job characteristics may enhance perceptions of meaningfulness of task or provide knowledge of the actual results, such psychological states may not be a prerequisite for innovation. Innovation appears to be not stifled by perceptions of whether the task is significant, involves skill variety, has an identity or even has room for feedback. Clearly, for innovation to take place, what matters is the freedom to exercise their creativity in any aspect of their job no matter how small or significant. Employees in PC Company who are given more autonomy would be able to use their personal attributes to contribute to work engagement and perform job better. For example, an employee from the sales and marketing department who has autonomy is given the flexibility to schedule their work and determine how it is to be done could lead to job ownership whereas other dimensions of job characteristics may not influence ownership. It is found that with the job ownership, it promotes innovation behaviour (Buys, 2010; Dorenbosch, van Engen & Verhagen, 2005)

5.3.2 Relationship between Reward and Recognition, and Employee Engagement

In consideration of rewards and recognition, there is no better starting point than knowing and understanding the employees. Based on the research findings, reward and recognition from the immediate supervisor and colleague proved to be important to the Gen Y in PC Company as they are the immediate contact of Gen Y. As mentioned by Cameron, Banko, and Pierce (2001), they found negative effects on high-interest tasks especially when rewards are tangible but loosely tied to performance level. Nevertheless, PC Company needs not to spend a lot for these reward and recognition. It should be within the budget. Simple things such as putting up photographs of employees who performed well during the previous month to show other employees that all the hard work did not go unrewarded does not cost a lot yet effective.

The results found that reward and recognition was negatively significant relationship with the employee engagement. This consistent with the research conducted by Alam, Saeed, Sahabuddin and Akter, (2013) that negative relationship was found might be due to fact that management is very much friendly and cooperative with all employees. Likewise to PC Company where, Gen Y employees were still engaged as they enjoyed that environment and the people surrounding them, which makes them have no issues on reward and recognition that they have been getting so far. However, we can expect to get stronger relationship if the conflict arises from the employees.

5.3.3 Relationship between Work-Life Balance and Employee Engagement

As for relationship between work-life balance and employee engagement in PC Company, the findings showed that work-life balance has no significant relationship with the employee engagement among Gen Y, as PC Company is already provided and implemented work-life balance program such as flexible working hours and activities that can strengthen the relationship between employer and employee such as family day, annual dinner and team building. Even though, much has said about work-life balance in Malaysia has direct links between work-life balance with employee engagement, but work-life balance refers to individual's ability/control in managing conflict between pressures of work and family roles due to the multiple roles assumed by the employees (Greenhaus & Beutell, 1985), organizations of today need to step in to assist them. Based on the findings, work-life balance has no significant relationship may also due to passion of the Gen Y in PC Company with their job and task who are dealings with customers inclusive tourists from many countries makes them feel proud with their job. Beside flexible working hours that has been implemented in PC Company, the Company also awarded staff who works on shift duty and weekends with some incentives, which makes them happy and love their job.

Employees who are committed to their profession and organization have high expectations of their performance and therefore performed better (Baugh & Roberts, 1994). An increase in employee engagement will result in employees willing to expend effort for the organization specifically in PC Company. Thus, identify the values of the organization and

the desire to maintain affiliation with the organization would reduce turnover intention (Ward & Davis, 1995). The findings suggest that with the increasing employee engagement will decrease turnover intention in organization in Malaysia. Disengaged employee are more likely to actively look for another job (Gubman, 2004). Employees who reported higher levels of engagement also reported lower levels of turnover intentions (Ellis & Sorensen, 2007). The challenge facing organizations today is not only retaining employees but fully engaging them emotionally at each stage of their working lives and disengaged employee are more likely to actively look for another job (Gubman, 2004).

Organizational benefits achieved from employee engagement have resulted in greater achievement of individual work goals, customer satisfaction and profitability which can only occur through the efforts of the individual employees which makes reduction in turnover intention as critical issue for employers (Schaufeli & Bakker, 2004; Harter et al., 2002). According to a recent Gallup management journal, highly engaged workgroups have on average 32.8% higher productivity and 3 to 9 times the earnings per share (EPS) growth rate compared to organizations with lower engagement in their same industry.

Based on the findings, Gen Y does not stay long in organization. As per Sayers (2007), they always keep their options open. Based on their demographic numbers, they will be the future runners of the organization. Hence, having an engaged workforce is crucial. To improve engagement among them, especially in PC Company, leaders should consider giving meaningful task, reward and recognize their contribution and provide balance

between work and personal life that they crave for. Once they get what they desire, engagement occurs.

This research proves that employee engagement must be supported and encouraged in PC Company to bring out the best in them to maximize organizations' success. Employers now need to pay more attention to create an engaged workforce in today's competitive economy.

5.4 Limitation of the Study

This study has contributed and expended our knowledge on the relationship between job characteristics, reward and recognition, work-life balance and employee engagement. Although the research has met the objectives, limitations are still unavoidable.

The first limitation can be viewed from the sample. The generalizability of the results may be limited since the dataset is specific to PC Company that have spent a minimum of ten years in the industry. The observed relationship might be different in other companies. Thus, there is need to exercise caution generalizing the findings of this study. As such, it is important to recognize these limitations.

Time has also been one of the limitations for this study as the study was conducted within a short period of time compared to previous research conducted by past researchers. A longer time period would have enabled the researcher to collect larger sample size ($n > 500$)

which could have reduced sampling error and enabled the researcher to conduct simple random sampling.

Due to unavailability of data from the immediate supervisors, this study was completed by collecting self-report questionnaires. There may be potential validity problems such as individuals who deceive themselves or others and biasness may result.

Furthermore, during the data collection process, the items in a single survey questionnaire was answered by the same rater at the same point in time which could have caused common rater bias that introduce certain types of rater effects such as proximity errors or halo effects which may impact on the reliability and validity of ratings. Inaccuracy caused by rater can lead to low levels of consistency between assigned ratings and expected ratings.

5.5 Implications

5.5.1. Managerial Implications

This study has several implications on the academics, practitioners and human resource management in organization in Malaysia. The negative relationship between reward and recognition and work-life balance on employee engagement will definitely help human resource managers to effectively address the concerns surrounding them in organizations as employee engagement has significant adverse effect on organizational effectiveness. By recognizing the determinants of employee engagement as described in this study, human

resource managers can more accurately predict such behaviors and take the necessary steps in advance to engage and prevent attrition among their Gen Y employees.

The results presented in this study should provide valuable information for human resource managers in the organizations as they continue to improve performance in today's workplace. It will also help managers to give more realistic job previews so that workers know what is expected of them and can be more realistic in their expectations to boost their morale and engagement.

Organizations need to use their own leadership communication skills and cross-lead to increase competence in order to engage employees who are disengaged in the organization which can be obtained by building an effective communication skill process. Organizations can also apply emotional intelligence by developing a mentoring program in which top-tier level executives would nurture and teach second-tier executives which help organizations create an engaged environment that develop new leaders and succession planning as well.

5.5.2 Implication to HR Policy Makers

The findings of this study also have significant implication for policy makers. HRM policies and practices can be strategically designed and implemented based on the findings from this study to promote desirable employee outcomes which include the enhancement of role behaviors of employees and improve the linkage between employee and their organizations. Human resource managers can focus on employee job characteristics and

reward and recognition to increase employee engagement and intervene prior to turnover intentions issues among their Gen Y employees.

Employee engagement in organizations can be improved and enhanced by involving employees in the strategic decisions that affect them by asking for their input and allowing them to participate in exchange of one another's idea and assumptions which can help increase engagement as it reflects management respect for employees and their ideas (Macey & Schneider, 2008) thus resulting in better strategic decisions by management and greater commitment from all the employees involved in the execution of the decision (Kim & Mauborgne, 2005).

Organizations need to review if their HR operations are supported by technology that enable HR policies and processes are available to every employee in order to create a healthy work environment which promotes emotional involvement of employees. Effective performance management in organizations can be improved through employee goal planning, career development, competency assessment, performance appraisal and compensation management which leads to employee engagement.

5.6 Recommendations for future research

Several recommendations can be offered for future research. Based on the limitation, future researchers are encouraged to apply multi method variance in their studies. Spector (1987)

suggests collecting the data through several different sources. These methods include self-report, supervisor rates and organizational records.

This study has provided further insight about factors that may significantly impact employee engagement. However, additional research should be pursued to obtain a more thorough understanding of the link between other factors such as age, gender, supervisor relations, co-worker relations, internal job mobility, organizational communication, organizational support and job match for all generations cohort inclusive Baby boomers, Generation X, Generation Y and coming generation on their differences which could close the generational divide and complement each other to give better result on employee engagement in an organization. Selection of respondents carefully based on the levels of education and employment and demographic can improve the findings of the research.

Perhaps it would benefit researchers to replicate this study by expanding the study in various state in Malaysia to determine if geographical differences and during times of various economic conditions play a significant role in employee perceptions of the relationship between job characteristics, reward and recognition, work-life balance and employee engagement. This is because the type of employment, level of education and demographic properties differ from state to state in Malaysia as the organizations vary from urban areas to small rural and/or suburban areas. Selection of respondents carefully based on the level of education, employment and demographic profile can improve the findings of the research.

While several significant relationships were identified between job characteristics, reward and recognition, work-life balance and employee engagement, there is still a need to better understand the impact of these variables on the overall organization performance and business outcomes.

5.7 Conclusion

The finding of this study supports that job characteristics and reward and recognition has a significant relationship on employee engagement in the organization. Therefore, efforts must be taken by human resource practitioner in organizations to leverage on the development of job characteristics and reward and recognition packages in instilling the engagement among Gen Y employees in the organization.

As a conclusion, this study gives strong theoretical contributions to the research on Generation Y. Leaders should know that the engagement model is working when innovation and more loyalty take place.

5.8 Summary

This chapter draws together the whole by revisiting the drivers of engagement model among Gen Y employees in a service sector under oil and gas group of companies. To conclude, all research objectives have been successfully addressed, and in so doing, the findings of this study have added to the current body of literature.

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SCHOOL OF BUSINESS MANAGEMENT

Dear Sir/Madam,

It is with great pleasure to inform you that I am currently conducting a research project entitled **EXAMINING JOB CHARACTERISTICS, REWARD AND RECOGNITION, WORK-LIFE BALANCE TOWARD EMPLOYEE ENGAGEMENT AMONG GENERATION Y**. This research is in fulfillment of the requirement for the degree of Master's in Human Resources Management from Universiti Utara Malaysia. Therefore, I am seeking your cooperation in completing a questionnaire that will take about 15 minutes of your valuable time to complete it.

Since the quality of the research depends on the number of responses to this questionnaire, your response will be greatly appreciated. All information will be kept **STRICTLY CONFIDENTIAL** and will be used for the purpose of the research only.

Please answer all questions as best as you can. The questions in the survey simply require you to circle (O) the appropriate answers. Please do not hesitate to contact me, if you have any query about this research. Your cooperation and support in completing this survey is highly appreciated.

Thank you.

Tuan/Puan,

*Dengan sukacitanya ingin memaklumkan bahawa saya sedang menjalankan penyelidikan yang bertajuk **MEMERIKSA SIFAT KERJA, GANJARAN DAN PENGIKTIRAFAN, IMBANGAN KEHIDUPAN KERJA KE ARAH PENGLIBATAN PEKERJA DI KALANGAN GENERASI Y**. Kajian ini adalah sebagai memenuhi syarat untuk Ijazah Sarjana dalam Pengurusan Sumber Manusia dari Universiti Utara Malaysia. Oleh itu, saya memerlukan kerjasama tuan/puan melengkapkan soal selidik yang akan mengambil kira-kira 15 minit masa tuan/puan.*

Kualiti penyelidikan ini adalah bergantung kepada jumlah responden terlibat, kerjasama daripada tuan/puan amatlah dihargai. Segala maklumat akan dirahsiakan dan hanya digunakan bagi tujuan kajian ini sahaja.

Sila jawab semua soalan yang terbaik yang tuan/puan boleh. Tuan/puan hanya perlu membulatkan (O) jawapan yang sesuai bagi setiap soalan yang terdapat di dalam kajian ini. Sila hubungi saya, jika terdapat sebarang persoalan berkaitan soal selidik ini. Kerjasama dan sokongan yang diberikan dalam melengkapkan soal selidik ini adalah amat dihargai.

Terima kasih.

Yang benar,

UMIKALSOM BINTI OMAR
013-3977633 / umiomar77@gmail.com

SECTION A: SOCIO-DEMOGRAPHIC PROFILES

Please answer **all** the questions by **circling the appropriate answer** OR by **filling the blanks**.

BAHAGIAN A: MAKLUMAT PERIBADI

Sila jawab semua soalan dengan **bulatkan jawapan yang sesuai** atau **isi tempat kosong**.

1. Age (<i>umur</i>)	1. Less than 20 (<i>bawah 20</i>) 2. Between 21 and 30 (<i>di antara 21 dan 30</i>) 3. Between 31 and 40 (<i>di antara 31 dan 40</i>)
2. Gender (<i>jantina</i>)	1. Male (<i>lelaki</i>) 2. Female (<i>perempuan</i>)
3. Ethnicity (<i>etnik</i>)	1. Malay (<i>Melayu</i>) 2. Chinese (<i>Cina</i>) 3. Indian (<i>India</i>) 4. Other (<i>Lain-lain</i>) _____
4. Marital status (<i>status perkahwinan</i>)	1. Single (<i>bujang</i>) 2. Married (<i>berkahwin</i>) 3. Divorced (<i>bercerai</i>)
5. Working experience (<i>pengalaman bekerja</i>)	1. Less than 5 years (<i>kurang dari 5 tahun</i>) 2. Between 6 and 10 years (<i>di antara 6 dan 10 tahun</i>)
6. Academic qualification (<i>pendidikan</i>)	1. SPM 2. STPM 3. Diploma 4. Degree and above
7. Job position / level (<i>tangga jawatan</i>)	1. Management (<i>Pengurusan</i>) 2. Executive (<i>Eksekutif</i>) 3. Non-Executive (<i>Bukan Eksekutif</i>) 4. Other (<i>Lain-lain</i>) _____

SECTION B: JOB CHARACTERISTICS
BAHAGIAN B: SIFAT KERJA

Please answer **all** the questions by **circling the appropriate answer** based on the following scale:
Sila jawab semua soalan dengan bulatkan jawapan yang sesuai berpandukan skala di bawah:

Strongly Disagree <i>Sangat Tidak Bersetuju</i> 1	Disagree <i>Tidak Setuju</i> 2	Undecided <i>Berkecuali</i> 3	Agree <i>Bersetuju</i> 4	Strongly Agree <i>Sangat Setuju</i> 5
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1. This job requires me to use a number of complex or high-level skills. <i>Kemahiran yang kompleks diperlukan untuk melaksanakan kerja ini.</i>	1	2	3	4	5
2. This job is very simple and repetitive. <i>Kerja ini adalah sangat mudah dan berulang-ulang.</i>	1	2	3	4	5
3. This job requires a lot of cooperative work with other people. <i>Saya memerlukan banyak kerjasama dengan orang lain untuk melaksanakan kerja ini.</i>	1	2	3	4	5
4. This job is structured so that I can do an entire piece of work from beginning to end. <i>Kerja ini membenarkan saya melaksanakan keseluruhan kerja dari awal hingga akhir.</i>	1	2	3	4	5
5. This job can be done adequately without talking with or checking with other people. <i>Kerja ini boleh dilaksanakan tanpa berbincang dengan rakan sekerja.</i>	1	2	3	4	5
6. This job provides me with the chance to completely finish the piece of work I begin. <i>Kerja ini memberi peluang kepada saya untuk menghabiskan kerja saya mulakan.</i>	1	2	3	4	5
7. Doing the work required by this job provides chances for me to figure out how well I am doing. <i>Pelaksanaan kerja ini memberi peluang kepada saya untuk mengetahui prestasi kerja saya.</i>	1	2	3	4	5
8. My supervisors and co-workers almost never give me feedback about how well I am doing. <i>Penyelia dan rakan sekerja saya tidak pernah memberi maklumbalas terhadap prestasi kerja saya.</i>	1	2	3	4	5
9. After I finish my job, I will know whether I performed well. <i>Selepas melaksanakan tugas saya, saya akan tahu prestasi kerja saya.</i>	1	2	3	4	5
10. Supervisors often let me know whether I am performing the job well. <i>Penyelia sering memaklumkan kepada saya terhadap prestasi kerja saya.</i>	1	2	3	4	5
11. A lot of other people can be affected by how well my work gets done. <i>Ramai orang akan dipengaruhi oleh prestasi kerja saya.</i>	1	2	3	4	5
12. This job is very significant and important in the broader scheme of things. <i>Kerja ini sangat penting.</i>	1	2	3	4	5
13. This job gives me the chance to use my personal initiative or judgment in carrying out the work. <i>Kerja ini membenarkan saya membuat keputusan pertimbangan sendiri.</i>	1	2	3	4	5
14. This job gives me considerable opportunity for independence and freedom in how I do the work. <i>Saya bebas dalam tatacara pelaksanaan kerja.</i>	1	2	3	4	5
15. This job permits me to decide on my own how to go about doing my work. <i>Saya dibenarkan membuat keputusan sendiri dalam kerja saya.</i>	1	2	3	4	5

SECTION C: REWARD AND RECOGNITION
BAHAGIAN C: GANJARAN DAN PENGIKTIRAFAN

Please indicate the extent to which you have received various outcomes for performing your job well in your current organization by circling the most appropriate response based on the following scale:

Sila nyatakan sejauh manakah anda telah menerima pelbagai ganjaran dan pengiktirafan bagi melaksanakan tugas anda dengan baik dalam organisasi semasa, dengan bulatkan jawapan anda yang paling sesuai berdasarkan skala berikut:

To a Small Extent <i>Sebahagian Kecil</i> 1	To Some Extent <i>Sedikit</i> 2	Neutral <i>Berkecuali</i> 3	To a Moderate Extent <i>Tahap yang Sederhana</i> 4	To a Large Extent <i>Sebahagian Besar</i> 5
---	---------------------------------------	-----------------------------------	--	---

1. A pay rise. <i>Peningkatan gaji.</i>	1	2	3	4	5
2. Job security. <i>Kestabilan Kerja.</i>	1	2	3	4	5
3. A promotion. <i>Kenaikan pangkat.</i>	1	2	3	4	5
4. More freedom and opportunities. <i>Kebebasan dan peluang yang lebih.</i>	1	2	3	4	5
5. Respect from the people you work with. <i>Penghormatan dari rakan sekerja.</i>	1	2	3	4	5
6. Praise from your superior. <i>Pujian dari penyelia anda.</i>	1	2	3	4	5
7. Training and development opportunities. <i>Peluang latihan dan pembangunan.</i>	1	2	3	4	5
8. More challenging work assignments. <i>Tugasan kerja yang lebih mencabar.</i>	1	2	3	4	5
9. Some form of public recognition (e.g. employee of the month). <i>Pengiktirafan awam (contoh: pekerja contoh).</i>	1	2	3	4	5
10. A reward or token of appreciation (e.g. lunch). <i>Ganjaran atau tanda penghargaan (contoh: makan tengah hari).</i>	1	2	3	4	5

SECTION D: WORK-LIFE BALANCE
BAHAGIAN D: IMBANGAN KEHIDUPAN KERJA

Please indicate the extent to which you agree or disagree with each of the following statements by circling the most appropriate response based on the following scale:

Sila nyatakan setakat mana yang and setuju atau tidak setuju pada setiap kenyataan di bawah dengan bulatkan jawapan anda yang paling sesuai berpandukan skala di bawah:

Strongly Disagree <i>Sangat Tidak Bersetuju</i> 1	Disagree <i>Tidak Setuju</i> 2	Undecided <i>Berkecuali</i> 3	Agree <i>Bersetuju</i> 4	Strongly Agree <i>Sangat Setuju</i> 5
----- ----- ----- ----- -----				

1. I maintain a good balance between work and other aspects of my life. <i>Saya mengekalkan keseimbangan yang baik antara kerja dan aspek-aspek lain dalam hidup.</i>	1 2 3 4 5
2. I am able to meet my family responsibilities while still doing what is expected of me at work. <i>Saya dapat memenuhi tanggungjawab keluarga saya dan pada masa yang sama masih dapat melakukan apa yang dikehendaki di tempat kerja saya.</i>	1 2 3 4 5
3. I have a social life outside of work. <i>Saya mempunyai kehidupan social.</i>	1 2 3 4 5
4. I am able to stay involved in non-work interests and activities. <i>Saya dapat melibatkan diri dalam aktiviti di luar kerja.</i>	1 2 3 4 5

SECTION E: EMPLOYEE ENGAGEMENT
BAHAGIAN E: PENGLIBATAN PEKERJA

The following 9 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job, that best describes how frequently you feel that way.

Berikut adalah 9 kenyataan mengenai perasaan anda di tempat kerja, yang paling menggambarkan kekerapan anda berasa begitu.

Almost Never <i>Hampir Tidak Pernah</i> 1	Rarely <i>Jarang</i> 2	Sometimes <i>Kadang-kala</i> 3	Often <i>Selalu</i> 4	Always <i>Sentiasa</i> 5

1. At my work, I feel bursting with energy. <i>Saya rasa penuh dengan tenaga semasa bekerja.</i>	1 2 3 4 5
2. At my job, I feel strong and vigorous. <i>Semasa bekerja saya berasa kukuh dan penuh berdaya.</i>	1 2 3 4 5
3. I am enthusiastic about my job. <i>Saya bersemangat dengan tugas saya.</i>	1 2 3 4 5
4. My job inspires me. <i>Tugas saya memberi inspirasi kepada saya.</i>	1 2 3 4 5
5. When I get up in the morning, I feel like going to work. <i>Di waktu bangun pagi, saya merasa ingin pergi ke tempat kerja.</i>	1 2 3 4 5
6. I feel happy when I am working intensely. <i>Saya berasa gembira apabila saya gigih bekerja.</i>	1 2 3 4 5
7. I am proud of the work that I do. <i>Saya berasa bangga dengan kerja saya.</i>	1 2 3 4 5
8. I am immersed in my work. <i>Saya asyik dalam kerja saya.</i>	1 2 3 4 5
9. I get carried away when I'm working. <i>Saya terbawa-bawa semasa saya bekerja.</i>	1 2 3 4 5

~~~~ Thank you very much for completing the questionnaire ~~~~

*Terima kasih di atas kerjasama anda*



## Frequency Table

|         |         | Statistics |        |           |         |         |          |          |
|---------|---------|------------|--------|-----------|---------|---------|----------|----------|
|         |         | AGE        | GENDER | ETHNICITY | MARITAL | WORKING | ACADEMIC | POSITION |
| N       | Valid   | 97         | 97     | 97        | 97      | 97      | 97       | 97       |
|         | Missing | 0          | 0      | 0         | 0       | 0       | 0        | 0        |
| Minimum |         | 1.00       | 1.00   | 1.00      | 1.00    | 1.00    | 1.00     | 1.00     |
| Maximum |         | 3.00       | 2.00   | 4.00      | 2.00    | 2.00    | 4.00     | 3.00     |

## AGE

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | LESS THAN 20      | 1         | 1.0     | 1.0           | 1.0                |
|       | BETWEEN 21 AND 30 | 35        | 36.1    | 36.1          | 37.1               |
|       | BETWEEN 31 AND 40 | 61        | 62.9    | 62.9          | 100.0              |
|       | Total             | 97        | 100.0   | 100.0         |                    |

## GENDER

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | MALE   | 35        | 36.1    | 36.1          | 36.1               |
|       | FEMALE | 62        | 63.9    | 63.9          | 100.0              |
|       | Total  | 97        | 100.0   | 100.0         |                    |

## ETHNICITY

|       |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | MALAY   | 66        | 68.0    | 68.0          | 68.0               |
|       | CHINESE | 13        | 13.4    | 13.4          | 81.4               |
|       | INDIAN  | 10        | 10.3    | 10.3          | 91.8               |
|       | OTHER   | 8         | 8.2     | 8.2           | 100.0              |
|       | Total   | 97        | 100.0   | 100.0         |                    |

**MARITAL**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| SINGLE        | 29        | 29.9    | 29.9          | 29.9               |
| Valid MARRIED | 68        | 70.1    | 70.1          | 100.0              |
| Total         | 97        | 100.0   | 100.0         |                    |

**WORKING**

|                              | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-----------|---------|---------------|--------------------|
| LESS THAN 5 YEARS            | 51        | 52.6    | 52.6          | 52.6               |
| Valid BETWEEN 6 AND 10 YEARS | 46        | 47.4    | 47.4          | 100.0              |
| Total                        | 97        | 100.0   | 100.0         |                    |

**POSITION**

|                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| MANAGEMENT      | 10        | 10.3    | 10.3          | 10.3               |
| Valid EXECUTIVE | 30        | 30.9    | 30.9          | 41.2               |
| NON-EXECUTIVE   | 57        | 58.8    | 58.8          | 100.0              |
| Total           | 97        | 100.0   | 100.0         |                    |

**ACADEMIC**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| SPM           | 9         | 9.3     | 9.3           | 9.3                |
| STPM          | 2         | 2.1     | 2.1           | 11.3               |
| Valid DIPLOMA | 55        | 56.7    | 56.7          | 68.0               |
| DEGREE ABOVE  | 31        | 32.0    | 32.0          | 100.0              |
| Total         | 97        | 100.0   | 100.0         |                    |

### Descriptive Statistics

|                    | N  | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|----|---------|---------|--------|----------------|
| JC                 | 97 | 3.27    | 4.27    | 3.6467 | .33419         |
| RR                 | 97 | 2.90    | 4.50    | 3.5649 | .46949         |
| WLB                | 97 | 4.00    | 5.00    | 4.5747 | .36114         |
| EE                 | 97 | 3.89    | 4.56    | 4.3505 | .18239         |
| Valid N (listwise) | 97 |         |         |        |                |

### Normality Test

#### Statistics

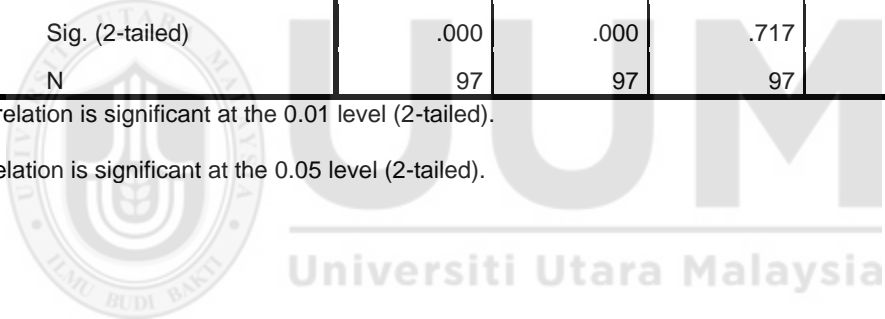
|                        |         | JC     | RR    | WLB    | EE    |
|------------------------|---------|--------|-------|--------|-------|
| N                      | Valid   | 97     | 97    | 97     | 97    |
|                        | Missing | 0      | 0     | 0      | 0     |
| Skewness               |         | .333   | .224  | -.223  | -.946 |
| Std. Error of Skewness |         | .245   | .245  | .245   | .245  |
| Kurtosis               |         | -1.429 | -.712 | -1.272 | .586  |
| Std. Error of Kurtosis |         | .485   | .485  | .485   | .485  |

## Correlations

|     |                     | Correlations |         |        |         |
|-----|---------------------|--------------|---------|--------|---------|
|     |                     | JC           | RR      | WLB    | EE      |
| JC  | Pearson Correlation | 1            | -.763** | -.084  | .362**  |
|     | Sig. (2-tailed)     |              | .000    | .411   | .000    |
|     | N                   | 97           | 97      | 97     | 97      |
| RR  | Pearson Correlation | -.763**      | 1       | .262** | -.546** |
|     | Sig. (2-tailed)     | .000         |         | .010   | .000    |
|     | N                   | 97           | 97      | 97     | 97      |
| WLB | Pearson Correlation | -.084        | .262**  | 1      | -.037   |
|     | Sig. (2-tailed)     | .411         | .010    |        | .717    |
|     | N                   | 97           | 97      | 97     | 97      |
| EE  | Pearson Correlation | .362**       | -.546** | -.037  | 1       |
|     | Sig. (2-tailed)     | .000         | .000    | .717   |         |
|     | N                   | 97           | 97      | 97     | 97      |

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

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



## Regression

**Variables Entered/Removed<sup>a</sup>**

| Model | Variables Entered        | Variables Removed | Method |
|-------|--------------------------|-------------------|--------|
| 1     | WLB, JC, RR <sup>b</sup> | .                 | Enter  |

a. Dependent Variable: EE

b. All requested variables entered.

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .680 <sup>a</sup> | .463     | .446              | .13581                     |

a. Predictors: (Constant), WLB, JC, RR

b. Dependent Variable: EE

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 1.478          | 3  | .493        | 26.717 | .000 <sup>b</sup> |
|       | Residual   | 1.715          | 93 | .018        |        |                   |
|       | Total      | 3.194          | 96 |             |        |                   |

a. Dependent Variable: EE

b. Predictors: (Constant), WLB, JC, RR

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
|       |            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant) | 5.175                       | .377       |                           | 13.719 | .000 |
|       | JC         | -.190                       | .066       | -.349                     | -2.866 | .005 |
|       | RR         | -.411                       | .054       | -1.058                    | -7.614 | .000 |
|       | WLB        | .292                        | .047       | .578                      | 6.194  | .000 |