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PERCEPTION OF YOUNG EMPLOYEES ON WORKING RELATIONSHIPS
WITH OLDER EMPLOYEES AT BANK SIMPANAN NASIONAL AND
AFFIN BANK IN SELANGOR.



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ABSTRACT

Working satisfaction is one of the most important topics that need to be addressed. Currently, increasing number of young employees in the workforce is attracting more benefits for the organizations. With the new era of workforce involving different demographic background, working in team could lead to lower satisfaction in workplace. The main purpose of this study is to investigate the perception on working relationship with older employees in term of communicative teamwork, mutual learning and communicating feedback towards working satisfaction in Bank Simpanan Nasional and Affin Bank in Selangor.

The population of the study is limited to the young employees' who age 40 years and below working at Bank Simpanan Nasional and Affin Bank in Selangor with the total population of 240 employees.

Data analysis/statistical method used in this study are descriptive analysis, reliability test, normality test, multiple regression and Pearson's correlation analysis.

A total of 103 respondents participated in the study. The response rate for this study was 51.5% with 103 returned questionnaires.

Data were analyzed using SPSS 20.0. The theory used in this study is Communication Accommodation Theory (CAT). CAT considers that communicators that are members of different social groups may influence interpersonal communication. The result showed that there is a significant relationship between communicative teamwork, communicating feedback and mutual learning towards working satisfaction

Keyword: Working satisfaction, communicative teamwork, mutual learning, communicating feedback.

ABSTRAK

Kepuasan kerja adalah salah satu topik penting yang perlu diberi perhatian. Pada masa ini, peningkatan bilangan pekerja muda dalam tenaga kerja boleh menarik lebih banyak faedah ke arah organisasi. Dengan era baru yang melibatkan latar belakang demografi yang berlainan dalam tenaga kerja, bekerja dalam pasukan boleh membawa kepada kepuasan bekerja yang lebih rendah. Tujuan utama kajian ini adalah untuk menyiasat persepsi tentang hubungan kerja dengan pekerja yang lebih tua dari segi kerja berpasukan, pembelajaran bersama dan maklum balas komunikatif terhadap kepuasan bekerja di Bank Simpanan Nasional dan Affin Bank di Selangor. Populasi kajian ini terhad kepada pekerja muda yang berumur 40 tahun dan ke bawah yang bekerja di Bank Simpanan Nasional dan Affin Bank di Selangor dengan jumlah populasi seramai 240 orang pekerja. Analisis data / kaedah statistik yang digunakan dalam kajian ini adalah analisis deskriptif, ujian kebolehppercayaan, ujian normal, regresi berganda dan analisis korelasi Pearson. Seramai 103 responden menyertai kajian ini. Kadar tindak balas untuk kajian ini adalah 51.5% dengan soal selidik sebanyak 103. Data dianalisis dengan menggunakan SPSS 20.0 Teori yang digunakan adalah Teori Penginapan Komunikasi (CAT). CAT berpendapat bahawa komunikator adalah ahli kumpulan sosial yang berbeza boleh mempengaruhi komunikasi interpersonal. Keputusan menunjukkan terdapat hubungan yang signifikan antara kerja berpasukan, pembelajaran bersama, maklum balas komunikatif dan kerja berpasukan terhadap kepuasan bekerja.

Kata kunci: Kepuasan bekerja kerja berpasukan, pembelajaran bersama, maklum balas komunikatif.

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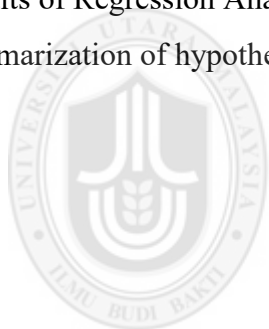
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CHAPTER 1

INTRODUCTION

1.0 Introduction

This study presents an overview of the factors influencing the working relationship and employees working satisfaction among young employees in Bank Simpanan Nasional and Affin Bank. Background of the study, problem statement, the research questions and research objectives were discussed in this chapter.

1.1 Background of the Study

The service industry is critical for the process of economic growth. According to Yee, Ooi, Wing (2007), service sector is an important engine of the worldwide economy development and it keeps on emerging strongly. Service industry that includes personalized exercises requires cooperating and intervention among individuals and technology or machine. Some of the main services may involve transportation, telecommunication, education, financial services etc. Discussion of

financial services, employees and customer satisfaction always relate to each other. Financial services such as banking sector have commonly worked in a stable environment for quite a long time. In this country, banking sector has been seeing a lot of improvement; enhancing its technological and international competitive within banks (Ling, Bahron & Boroh, 2014).

However, in order for banking sector to accomplish, it is essential to oversee human asset successfully and to notice whether its employees are satisfied or not. As mentioned by Rana (2015), satisfaction of the employees with their job is viewed as one of the key factors for the accomplishment of an organization. Similarly, Maryam (2014) stated that each organization and business needs to be effective and wants to accomplish long-term achievement. She further stated that the employees of the organization are its main assets that can lead to the organization's success. This is supported by Habib, Aslam, Hussain, Yasmeen and Ibrahim (2015) who stated that employees who are satisfied are the most important resources in the organization while dissatisfied employees are the greatest liabilities. They further mentioned that dissatisfaction is irresistible and rapidly spreads to other employees and is likely to influence the moral and working of other employees and image of the organization.

Employees' satisfactions play a critical part in making the success of an organization (Habib, et al, 2015). They also explained that it is required to know how employees can be kept fulfilled and persuaded to accomplish additional standard outcomes. Working satisfaction is significant among employees because when employees have high level of job satisfaction, they will be more productive

and in turn, reduce the turnover rate in the organization (Ikemefuna & Mbah, 2012). As Maryam (2014) mentioned, a satisfied individual would absolutely contribute to the organizations objectives and goals, while unsatisfied employee may not contribute as well that organization's objectives and goals could be totally destroyed. Low employee's satisfaction will cause the managerial commitment to fail. Employee's satisfaction is the most important for the development and advancement of organization (Ali & Akhtar, 2009).

However, employee's working satisfaction varies when it comes to numerous demographic characteristic, for examples, age, gender, work experience, education (Crossman & Abou-Zaki, 2003) and as well as work position, capability stage, cultures and workplace atmosphere (Seta et al., 2000). As indicated by McCann (2002), different demographics factors for example, age will likewise influence work satisfaction among the employees. This is supported by (Clark, Oswald & Warr, 1996) who found that there are connections between age and work satisfaction with more raised amounts of satisfaction among young and older worker.

Besides, Bova and Kroth (2001) commented that in the situation with different ages in the work environment, different backgrounds and preference, the potential for issues to be present is more than in those events when there were more similar employees. Human Solution Humanist stated that with various ages under one roof, it demonstrates that each of the age has different skills and ability and moreover has very different methods for working and communication.

This is significant to the bank because the nature of work environment in the bank is working in team. There are many negative outcomes when a bank employee does not work in team. As stated by Nasila (2012), it was discovered that turnover and absenteeism; subservience to organizational norms; performance results and experience of high job satisfaction effects on the success of teamwork at the bank. Working in team can help decision making easier with the help of each member. Supported by Jayarathna (2016), work team creates positive energy over coordinated effort.

In addition, there are numerous responses due to the statement that the extension of retirement age in Malaysia, particularly among young employees (Saodah & Junaidah, 2013). The result of the extension of the retirement age would have the effect on existing and future employees' openings and improvements (Saodah & Junaidah, 2013). The job opportunities for young employees would be affected by this expansion as older employees are allowed to work longer. As mentioned by Malaysia Public Service Director-General, Tan Sri Mohamad Zabidi, the older employees may keep on working since they are in significantly main position. Several of the older employees are no longer important and producing a few changes. It is because some need them to stay longer, or the business may need them to work longer (Damis, 2008). The young employees will face challenges to show to their managers that they are similarly desirable in the organization.

In order to tackle the problems, numerous successful organizations must carry out projects to utilize the skills and knowledge of the older employees to

guide the young employees. According to Thomas, Christian and Jan (2013), by outlining a team based work structure, including the young and the older employees working together in a group with the expectation that the young employees would gain from the older employees, along these lines, would improve their performance. However, working in a group with people who have diverse backgrounds may lead to potential issues. Kidwell Jr. (2003) specified that a potential lack of-fit and the in-assembled nature toward the older workers may create issues between these two multi age group.

This is because of the way that individuals from every age (young and old) have significant qualities and also potential limitations. Grund and Westergaard-Nielson (2008) mentioned that qualified advantages vary among young and older employees. At the point when these two ages are in a group, the leading part favorable to the older employees for the aspects of knowledge, working determination, and consciousness of value. Young employees have crucial advantages regarding the ability and eagerness to learn, other than having physical usefulness.

There are many factors influencing working satisfaction, for example communicative teamwork, mutual learning and communicating feedback. Saodah and Junaidah (2013) mentioned that there exist strongly positive relationships between satisfaction sharing working relationships with the older employees in terms communicative teamwork. Besides that, a study conducted by Egan, Yang and R. Bartlett (2004) revealed that organizational learning culture had direct impact on working satisfaction. In addition, expectation regarding feedback might

differ between the generations. In a study conducted by Glass (2007), older employees required little feedback to do their jobs well, whereas younger employees or Gen Y are likely to expect constant feedback. Saodah and Junaidah (2013) stated that communicative teamwork and mutual learning are dimensions for working relationship.

Hence, this study attempts to identify the perception on working relationship with older employees in Bank Simpanan Nasional (HQ) and Affin Bank (HQ) at Selangor.

1.2 Problem Statement

Banking industry is essential to the Malaysian economy. In spite of the fact that the bank business is essential in various ways, it appears that there are unnoticeable issues because of the pressure in the banking industry. It is critical to consider the employees' satisfaction for bank employees to protect its contribution to the economy (Bahron & Boroh, 2014). In addition, currently, Malaysian banks are trying to interface with a rising millennial workforce. These people are turning into a leading presence in the workforce, and Malaysian banks are failing if they neglect to speak to appeal to this group (Lee & Ratanjee, 2014).

Employees' working satisfaction is fundamental to the accomplishment of any business (Gregory, 2011). According to Gabcanova (2011), satisfied, highly encouraged and committed employees represent the source of competitive advantage. This is supported by Karim, Islam and Mahmud (2014) that in this

time of competitive world, achievement of any organization relies on its human asset. Agreed by Mansoor, Noor and Hassan (2012) stating that in the service sector, for example, banking industry, great services largely depend on the workforce (Fitzgerald et. al, 1994) and hence work satisfaction encountered by the bank employees will influence the effectiveness of the services.

As Maryam (2014) mentioned, a satisfied individual would undeniably contribute to the organizations' goals and objectives. Low employees' satisfaction will cause the managerial commitment failing. Supported by Zeffane et al. (2008), if employees are not happy with the job then it might cause turnover anticipations, increasing costs, diminishing benefits and eventually client will be affected by it.

Moreover, in 2016, Malaysian government decided to agree to the request made by Malaysia Congress of Unions of Employees to lengthen the retirement age from 58 to 60 years of age and this progression may impact some consequences on present and future job opportunity. There are numerous responses due to the statement regarding the extension of retirement age in Malaysia, particularly among young employees (Saodah & Junaidah, 2013) as the result of the extension of the retirement age would have the effect on existing and future employees' openings and improvements (Saodah & Junaidah, 2013).

The increasing number of older employees and negative point of view concerning them by the young employees make the need to improve the understanding between intergenerational communication, which is communication among young employees and older employees in the working environment (Saodah & Junaidah, 2013). Other than that, this issue makes

communication difficulties such as mutual learning and communicative teamwork because of age gap and hierarchical levels in the organization. As specified by Kidwell (2003) a potential absence of adjustment and the implicit dispositions towards older employees may lead to conflict between these two ages group. Issues can occur when working in a group with individuals who have diverse characteristics. This is because both of the generations have different strength as well as potential weaknesses.

As supported by Grund and Westergaard-Nielsen (2008), comparative advantage differs between these two generations. Grund and Westergaard-Nielsen (2008) further elaborate that the efficiency of a certain employee is affected by colleagues. It does matter whether these employees work together with colleagues of the same age or vice-versa. Furthermore, Macarena and Gonzalo (2010) propose the key human asset management as a construct. This constructs control social cooperation among employees and subsequently directs the impacts of demographics and human capital mixture on team accomplishment.

In addition, for banking sector, competitive success must be achieved to survive with the current situation. As mentioned by Egan et.al (2014), mutual learning becomes the main reasons for productivity; it has also become a currency for competitive success. When working in the organization, feedback needed to know the level of our work. Down and Hazen (1977) mentioned that feedback of job performance, job accomplishment and understanding on given order is important. Besides, According to Gluck (2015), working together has many

advantages, including the possibility to create new friendship, a sense of group accomplishment and distributing of responsibilities

Bova and Kroth (2001) remarked that in current condition, with various eras in the workforce, each with contrasting qualities and inclination, the possibility for conflict is higher than in those occasions when there was more similar workforce. A study by Josef and Rene (2012) investigated the impact of age and age-related mentalities (intergenerational participation and the view of older employees' ability) as vital factors affecting the actual quality level of in-group teamwork. Age-related attitudes and relationship factors impact on employee's achievement and working satisfaction.

In addition, huge amount of studies are concentrated on older employees satisfaction and motivation (Claes & Heyman, 2008; Groot & Brink, 1999), older employees declaration on retirement (Desmette & Gailard, 2008), older employees' competency (Kroll, 2003; Maurer, 2008), the impression of managers on older employees (Magd, 2003), human talent strategy on older employees (Brooke, 2003) and older employees motivation to keep working (Kooij et al., 2008). Majority of the studies are concentrating on perception towards older workers and minor concentrating on perception towards young employees.

Besides, many intergenerational communication studies are western-biased; aside from studies by Giles et al. (2003), McCann and Giles (2006) and Guan (2009) which researched intra and intergenerational communication employee across cultural dissimilarities including Asian. Saodah and Junaidah (2013) said that studies on young employees are infrequent. This study will also

reduce knowledge gap for management to make improvement for young employees in the organization. In response to this problem, this study is to investigate the perception of young employees on their older counterparts' pertaining to sharing working relationship.

1.3 Research Objectives

The objectives of this study are:

1. To investigate the relationship between communicative teamwork and working satisfaction with older employees
2. To examine the relationship between mutual learning and working satisfaction with older employees
3. To determine the relationship between communicating feedback and working satisfaction with older employees

1.4 Research Questions

This study attempts to answer the following research questions:

- 1 Is there any relationship between communicative teamwork and young employees' working satisfaction?
2. What is the relationship between mutual learning and young employees' working satisfaction?

3. Does communicating feedback influences young employees' working satisfaction?

1.5 Significance of the Study

In the end of this study, researcher expects that the findings can provide theoretical and practical implication. As theoretical implication, the study endeavors to improve empirical evidence on the Communication Accommodation Theory. Based on the result of the study, it can help to serve the advantages on body of knowledge through assessment of young employees' job satisfaction. Besides, the information that are gained from the data collection and results of analysis can be used to strengthen the existing theories which can be applied in job satisfaction research.

In term of practical implication, the finding of the study will facilitate the management to identify what contributes to the high level of working satisfaction. This is important because this study will also benefit the body of knowledge whereby it could provide better understanding on communication activities with working satisfaction between young employees and older employees. This study is significant for the banking industry in Malaysia in which the effect of job satisfaction could increase and enhance the services quality of the industry itself.

Besides that, it will also be beneficial to produce good relationship among the young and older employees in the organization. This study also can help the young and older employees to have a well understanding on communication

relationship in organization. Moreover, the employees will become more aware of their communication pattern that will affect their working satisfaction. Other than that, it will also be helpful for future researchers who want to conduct the same study which they can further expand or enhance by adding more independent variables. Other researchers can cover this research by improving the limitation from this research.

Lastly, the finding of this study will reduce the knowledge gap in intergenerational communication working relationship in organizational setting from a Malaysian point of view. It would give valuable knowledge to the leaders and managers into overseeing mixed groups and having better comprehension of their multigenerational workers.

1.6 Scope of the Study

This study was conducted among employees age 40 and below working in Bank Simpanan Nasional and Affin Bank at Selangor. The selection of these two banks is because they consist of huge number of young employees working in Head Quarters (operation department and corporate banking department). The nature of working in bank is teamwork. According to Anuja and Arulrajah (2013), banks are practicing work team practices.

1.7 Definition of Terms

Working satisfaction

Ivancevich et al. (1997) defined working satisfaction as feeling and perception of an employee concerning his/her work and whether he or she feels well in an organization.

Communicative teamwork

Communicative teamwork is a communication activity involving team members and information (McComb, Schroeder, Kennedy, & Ralitza, 2012)

Mutual learning

People communicate in an equal relationship and have creative arguments (Junko, Tamami, Naomi, Natsumi, and Mai, 2014).

Communicating feedback

Communicating feedback is to communicate the performance information (Cheremie, 2013)

1.8 Conclusion

This chapter has presented an overview concerning the various aspects such as introduction of the study which included the importance of working satisfaction, and problem statement that explained the issues. The research objectives, research questions, significance of the study, scope of the study and definition of terms was also identified and mentioned.



CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter provides general conceptualizations of main variables on previous studies relating on working satisfaction, communicative teamwork, mutual learning and communicating feedback. Besides, this chapter also provides the outline of the literature on underlying theory, conceptual framework and hypotheses development.

2.1 Conceptualization of Working Satisfaction

Working satisfaction is the most important attitude of feelings in the organization whereas it cannot be achieved unless good working relationship is effectively practiced in the organization. Working satisfaction is the important part that encourages acknowledgment, wages, development, and the achievement of dissimilar objectives that leads to a satisfaction (Kaliski, 2007). As indicated by Hoppock (1935), working satisfaction is characterized as any combination of

mental, physiological and ecological conditions that cause a man honestly to say "I am happy with my work". As per this approach despite the fact that satisfaction is affected by several external elements, it remains something internal that needs to do with the way how the employees feels. Beside, Vroom (1964) in his definition on working satisfaction which is also called as job satisfaction is focused on the part of the employees in the work environment.

Furthermore, it is normally observed to be specifically related to productivity and to employees' success. Working satisfaction refers to the state of mind and emotions individuals have about their work. Positive and good behavior towards the working relationship demonstrates working satisfaction. Negative and horrible states of mind towards the work demonstrate working disappointment (Armstrong, 2006). In addition, satisfaction is the growth of emotion and beliefs that person have about their present working environment. Person's levels of degrees of working satisfaction can spread from extraordinary satisfaction to extreme dissatisfaction. Individuals also can have dispositions about their jobs, for example, the kind of work they do, their coworkers, managers or subordinate and their reward (George & John, 2008). Working satisfaction is a complex and multifaceted idea which can mean diverse things to various individuals. It could, for instance, be connected with a person sense of accomplishment (Mullins, 2005).

2.2 Conceptualization of Communicative Teamwork

To understand about the communicative teamwork, the researcher must know the meaning of team. Team is conceived as a group of agents adopting the appropriate joint and individual mental attitudes (Tidhar, 1993). Teams are made up by at least two individuals who meet up to accomplish a shared objective, who are assigned out to finish an exceptional assignment and who collaborate with each other. Teams can be considered as structures, which are outlined with the decisions of people, who have exceptional knowledge or skills to complete a task in a given time and where there is excessively workload (Dyer, 1985). Instead, work group is characterized as “multiple individuals acting as a bounded whole in order to get something done” (Johnson, Weaver, Olson, Dunham & McGinagill, 1986).

In general, members of teams tend to develop greater interdependence and a stronger sense of collectivity than members of work groups (Lumsden, Lumsden and Wiethiff, 2009), even if the sole social-identification processes cannot be used to explain which factors have a significant influence on work groups and teams' practices. Besides, Katz (1982) said that, teamwork in particular is considered as a basic factor in order to register good practices. Over the years, scholars have generated many definitions of teamwork (Robbins and Finley, 2000). However, there is still not a generally accepted definition. Teamwork makes an arrangement of people who are reliant on each other and who share the

responsibility regarding a shared objective (Valsecchi, Wise, Mueller and Smith, 2012: 289).

Furthermore, Hartel, Hartel and Berney (1998) have defined teamwork as an essential characteristic of teams which, over time, have developed a history of shared attitudes and behavioral patterns or norms through experiences or events (Anderson and West, 1994). According to Adler, Elmhorst and Lucas (2013), for the team to function well, each member must take into account the issues and problems that may arise whenever people try to communicate. One way every member can shape the way a team operates is by acting in whatever way is necessary to help get the job done. However, Adler *et al.* (2013) added, goals, to pursuing a team's goals, members usually also have their own individual goals.

As for communication, communication is a systematic process involving each team member and each relevant piece of information. The team must develop ways for its member to communicate the information efficiently. This process involves stimulating knowledge on certain topics from various team members (McComb, Schroeder, Kennedy, & Ralitza, 2012).

2.3 Conceptualization of Mutual Learning

This concept of mutual learning (or cross-learning), which indicates the process of knowledge transfer among individuals, was proposed by Argyris and Schon (1978). In addition, to individuals, cross-learning is also considered as one firm's acquisition of another firm's implicit knowledge through "observation, imitation,

and practice” (Nonaka, 1994). Furthermore, it is the act of groups of specialists transferring their specific knowledge, which encompasses different concepts, modes, and views among one another, is also identified as cross-learning (Schmick and Kieser, 2008).

Moreover, mutual learning expands the viability of correspondences. Mutual learning is mutual attachment: you gain from others; you cooperate with the other individual by inquiring. The thought behind mutual learning is a method for moving towards a circumstance as it relates with people. According to Luukonen, Rangus, Salter and Warda (2016), taking part in mutual learning is looking for information, yet particularly learning about tasks. The inverse one-sided control demonstrates where every individual is attempting to control the communication. The one-sided control approach creates doubt and diminishes duty and learning (Fougnie, 2008). In any case, this is the thing that we revert when we feel threatened. For Demeester and Qi (2005), they have demonstrated that the cross-learning system can speed up the rate of item overhauls. Under an undeniably aggressive condition, stretching out to competitor markets is basic to survival and sustainable improvement.

Mutual learning is a technique for human connection that increases learning and is frequently used to take care of issues with minimal conflict and open discussion. Mutual learning works better when the technical content is a solid match, yet additionally when the actors involved have proper methodological help and can set aside opportunity to comprehend the procedure – language, ideas, social variables – shaping what gets shared and how.

2.4 Conceptualization of Communicating Feedback

According to Smith (1998) communicating feedback is important in communication so as to know whether the recipient has understood the message in the same terms as intended by the sender and whether he or she agrees to that message or not. As Conrad (2014) said that requesting feedback from employees enhances employees resolve by demonstrating that management considers. Feedback is about giving information in a way that desires the recipient to acknowledge it, ponder it, learn from it, and ideally improve changes for the better. Having the capacity to give feedback is an ability that is valuable in our own and better lives. Communicating feedback is vital to the continuous advancement of learners in any context of industry (Henard & Ringuet, 2008).

In addition, communicating feedback is integral to building up learners' ability and confidence at all phases of their restorative professions. As skills, feedback needs practice to progress (Samson & Collins, 2012). The feedback assumes as a critical part in communication since it is the return message. Supported by Alexander (1969) without the return message, communication would be one-way and for effective communication we require no less than two parties in any case. One-way communication can likewise be successful, yet this sort of communication could be slower than the one in two-ways, and this slowness can clearly have a major impact during the process of effectiveness.

Furthermore, communicating feedback is an important part in communication procedure, as such, without feedback communication it will be one way communication. It is important to offer feedback on job performance, job achievement and knowledge in workplace (Down & Hazen, 1977). A study by Glass (2007), revealed that expectation regarding feedback between the generations, older employees required little feedback to carry out their tasks well, while young employees or Gen Y are likely or expect consistent feedback.

2.5 Younger and Older Employees

The concept of generations is defined by Mannheim (1972) as group of people in similar social location experiencing similar social events. In a study conducted by Glass (2007), it is mentioned that each of generation in businesses brings value to their chosen professions and environment but their members also value different things at work, which is important for managers and leaders to understand. Most of studies refer the term “older employees” to employees from the age of 40 years to those aged over 75 years old, depending on the purpose and field of study (Desmette and Gaillard, 2008). Thus, the term “younger employees” used in this study refers to employees below the age of 40 years old and below.

2.6 Communication Accommodation Theory

For the purpose of the study, one theory was used namely Communication Accommodation Theory (CAT). Based on the theory, Saodah and Junaidah (2013) developed a research model which is dependent variable (working satisfaction) and independent variables (communicative teamwork, mutual learning and communicating feedback). Research on the intergenerational communication often looks at the communication accommodation theory (CAT). According to Giles, Coupland, and Coupland (1991), CAT considers that the communicators that are members of different social groups may influence interpersonal communication. It means, for communicative teamwork, when young employees communicate in team with the older employees, they will adjust, it predicts, when a communicator views the communication partner as a member of an out-group, he or she will adopt communication strategies that are attuned to the perceived needs or styles of individuals from the out-group team. It argues that people will adjust their speech, their vocal pattern and their gesture when interacting with people. For communicating feedback, a study was also done by Giles, Coupland and Coupland (1991) which examines the way individual uses language in intergroup encounters which is feedback, with its underlying basis to explain the social cognitive processes mediating individuals 'perceptions of the environment and their communicating feedback behaviors'.

This may result in stereotypes which described by CAT that communication behavior is at least fueled by social stereotypes. Saodah and

Junaidah (2013) give example for this situation, “when a younger person meets and older person, physical or situational cues such as appearance or surroundings may trigger negative age stereotypes such as incompetence, dependence or frailties. For mutual learning these cues may result in the younger person modifying his or her speech or nonverbal behaviors to accommodate to the perceived communication needs of the older person. Accommodation may include slowing one’s speech, elevating volume or censoring language or topics.

Furthermore, Gallois, Ogay, and Giles, (2005) has divided the CAT on three general assumptions: first, communicative interactive are embedded in a sociohistorical context; second, communication is about exchanges of referential meaning and negotiation of personal and social identities; and third, the communicator achieving the informational and relational functions of communication by accommodating their communication behavior, through linguistic, paralinguistic, discursive and nonlinguistic moves, to their presenter’s perceived individual and group characteristics.

2.7 Research Framework

Based on the Social Comparison Theory and previous literature review related to employee working satisfaction, communicative teamwork, mutual learning knowledge sharing and communicating feedback, the research framework was developed for this study.

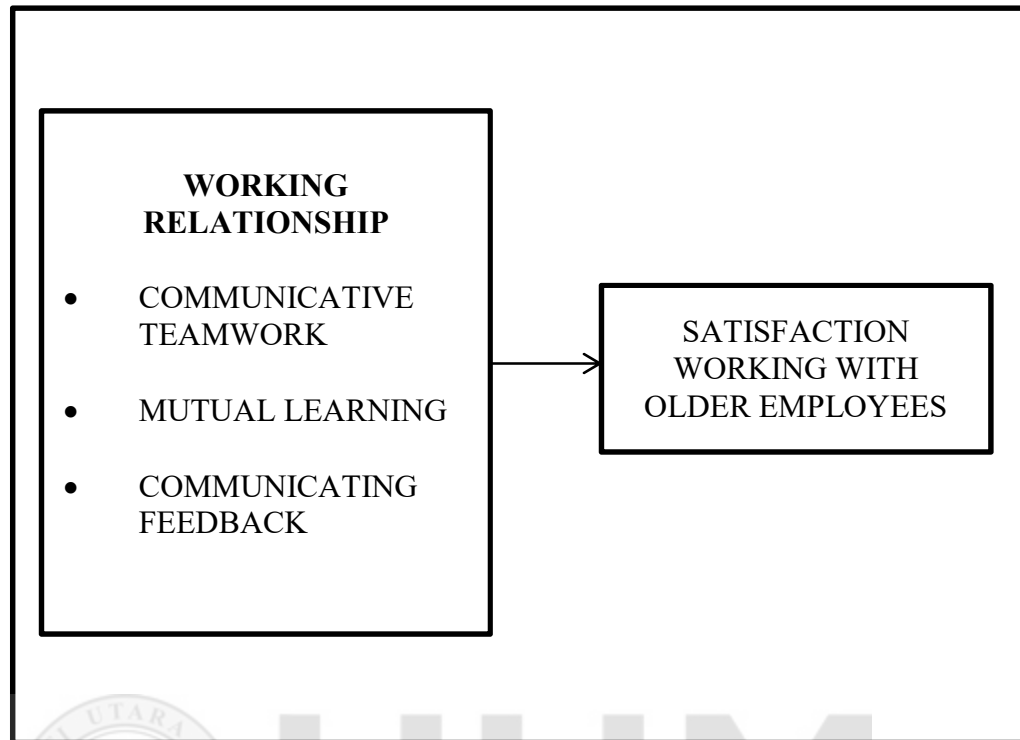


Figure 2.1: *Research Framework*

Figure 2.1 above shows the relationship between working relationship and satisfaction of working with older employees. The independent variable of this study is working relationship which consists of communicative teamwork, communicating feedback and mutual learning. The dependent variable of this study is satisfaction of working with older employees.

2.8 Hypotheses Development

“Hypotheses are a formal statement that presents the expected relationship between an independent and dependent variable.”(Creswell, 1994). Therefore the hypothesis was developed in this study to be investigated.

2.8.1 Relationship between communicative teamwork and satisfaction working with older employees.

As indicated by Shujaat, Manzoor and Syed (2014), it was discovered that employees' satisfaction is a fundamental component of the team member cooperating for the achievement of organizational objectives. They further discovered that teamwork has positive effect on employees' satisfaction and employees' productivity. Moreover, Leiter (1988) found that better team communication may likewise overflow past the work environment, leaving employees more satisfied with life. The results additionally bolster the findings of Iverson and Maguire, (2000) that team-based factors could overflow beyond the work environment and impact employees' satisfaction with the job and organization.

In addition, teamwork should prompt more satisfying job encounter if this need is being met. This discovering underpins examine by Kirkman and Shapiro (2001) found that larger amounts of collectivism were related with higher level of job satisfaction and responsible within teams. Teamwork is a vital social part

where representatives can feel a sense of commitment to the group. Organization working in more collectivistic societies should utilize groups as a method for completing work, as well as increasing employees' job satisfaction through their feeling to ensure that they are contributing to the organization. In a study by Saodah Wok and Junaidah Hashim (2013), the findings demonstrate that young employee support teamwork and like to follow direction as long as there is flexibility for them to get the opportunity to work in their own way.

A study by Irfan and Lodhi (2015) discovered that those employees working in a team are more satisfied with their works and prove themselves as an asset of organization. Similarly, Kalisch, Lee and Rochman (2010) revealed that inside nursing team on acute care patient units, a higher level of teamwork and view of adequate staffing prompts more prominent employee satisfaction with current position and occupation. This study demonstrated communicative teamwork is remarkable in different industry. Thus hypothesis was proposed as below:

H1: There is a relationship between communicative teamwork and satisfaction working with older employees.

2.8.2 Relationship between mutual learning and satisfaction working with older employees.

Organizations that have prioritized learning and improvement have discovered increments in employees' working satisfaction, efficiency, and

productivity (Watkins & Marsick, 2003). A study conducted by Egan, Yang and Bartlett (2004) uncovered that organizational learning society had huge impacts on both job satisfaction and motivation to exchange learning. Communication is basic to make mutual understandings and to diminish distance between individuals from various societies and reduce uncertainty during the connection. This is because, culturally diverse collaborations may debilitate individuals as they understand that they already underestimated assumptions they had are not any more relevant or suitable when communicating with individuals from a different culture (Kim, 2001). During this mutual learning process, the accomplices increment their understanding of every complementary commitments, competitive positions, strength and weaknesses, culture, and strategic goals. Organizations that have prioritized learning and development have found an increase in employees' job satisfaction, productivity, and profitability (Watkins & Marsick, 2003).

A study led by Egan, Yang and R. Bartlett (2004) revealed that organizational learning society affected both employees' satisfaction and inspiration to exchange knowledge, and that the immediate impact of employees' satisfaction on inspiration to exchange learning was positive yet not significant. Besides, with the current worldwide financial condition and quick changing progression of advancement and improvement, there are the necessities for employees to learn and develop their new abilities and knowledge.

As knowledge turns into the value for profitability, it has additionally turned into cash for competitive achievement (Egan et.al, 2004). Motivation to

transfer learning can be portrayed as one needs to utilize their knowledge and abilities in training or related learning activities at work (Noe & Schmitt, 1986). As per Noe (1986), a person state of mind, interests, qualities, and desires can impact work effectiveness. The researcher believed that motivation to transfer is a mediator for the connection amongst learning and performance change. It was additionally speculated that motivation to transfer is affected by perception of work group support and job limitation. However according to Dan Woog (2015), training is a two-way road, older employee can teach young employee and older employees can also gain young ones. In his study, he stated that older employee can teach young employee in five things; commitment, experience, relationship, regrets and also independence. Hence the hypothesis is postulated as:

H2: There is a relationship between mutual learning and satisfaction working with older employees.

2.8.3 Relationship between communicating feedback and satisfaction working with older employees.

According to Nemeroff and Cosentino (1979), the majority of performance feedback joined with objective setting over performance feedback alone as for employees' satisfaction with performance reviews. Therefore, it is normal that the higher improvement feedback, the higher job satisfaction of employees will have. Development of feedback gives information about how well employees meet

organizational desires and work condition with the end goal of future change. It additionally assumes a motivational part since it enables workers to encounter positive emotions and connections about themselves and the organization.

A study conducted by Chen (2008), using work characteristics of task personality, input from a manager, and self-sufficiency, investigated how these activity qualities were connected with employees' satisfaction among information system (IS) employees. Results showed that these job characteristic were fundamentally and determinedly related to employee satisfaction. Chen (2008) concluded that effective feedback from manager gave the IS employees knowledge about the value of their work, information about the effects of their job, and an understanding of how satisfactorily they have performed.

Similarly assumption regarding feedback may diverse between the ages, in a study focused by Glass (2007), older employees required little feedback to carry out their works well, while young employees are likely or expect constant feedback. They feel more calm and ready to carry out the activity right when given very detail-oriented instructions just like parental directions. This may cause struggle where older employees will feel offended by particular direction given by young employees where the young employees would feel uneasy or lost without enough direction if older employees did not give any feedback to them. Other than that, young employee need to work for an organization where there is collaborative decision making, fast track leadership programs, where supervisor perceived and remunerate commitment by giving particular feedback on their performance. This is supported by Glass (2007), the researcher said that

Generation X required little feedback to carry out their tasks well, while Generation Y are likely to expect consistent feedback from them.

A study by Saodah Wok and Junaidah Hashim (2013) analyzes the impression of young employees towards older employees; results found that young employees benefited from the feedback communicated by the older employees for their improvement. Other than that, older employees valued the young employee's commitment in helping them consequently however older employees to be said were not that generous in offering compliments to the young employees' accomplishment. This is further supported by Gellert and Kuipers (2008), who mentioned that the similarity-attraction paradigm discovered team similarity in terms of age, encourage positive aspects, for example, open communication, better understanding, positive input, more productivity than heterogeneous groups, and in this way, impacts performance, positively. Hence, the hypothesis is projected as:

H3: There is a relationship between communicative feedback and satisfaction working with older employees.

2.9 Conclusion

This chapter presented the review of literature focused on the influence of working satisfaction, communicative teamwork, mutual learning and communicating feedback.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter gives detailed descriptions of research design, sampling frame, population, sampling technique, sample size, unit of analysis, data collection procedures, instrument and plan for data analysis. Further explanation for this chapter will be provided in paragraph below.

3.1 Research Design

Type of research used in this study is correlational because the objective of this study is to identify the correlation between independent variables such as communicative teamwork, mutual learning and communicating feedback towards dependent variable which is satisfaction working with older employees. Cross sectional method were used to conduct the survey. According to Salkind (2014), cross sectional method is data gathered just once in time.

3.2 Population and Sampling

According to Salkind (2014), population is a group of potential participant to whom the researcher want to generalize the result of study. The population of the study is limited to the young employees' who age 40 years and below working at Bank Simpanan Nasional and Affin Bank in Selangor with the total population of 240 employees. The information was acquired from Human Resources Department for both banks which are operation department and corporate development department. As mentioned by Storkey (2011) that operation department is practices work team based and according to Robertson from Global Sector Lead for Banking Deal Advisory, corporate development department are more likely involved in a team.

3.2.1 Sample Size

The size of the group to be surveyed generally determines the size of the sample. According to Salkind (2014), sample is a representative subset of the population. In this study, the sample size is determined based on the Krejcie and Morgan (1970) which is a table for determining required sample size given a finite population. The sample size for 240 populations of young employees in Bank Simpanan Nasional and Affin Bank is 144 young employees as respondents. To ensure to get the right amount of sample size, extra questionnaires were distributed.

3.2.2 Sampling Technique

This section describes the kind of sampling procedure used to select the subjects from the population. Sampling is necessary as there are constraints where the whole population cannot be studied. Stratified sampling was used in this study. The type of stratified sampling is proportionate stratified random sampling. According to Salkind (2014), it is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata.

Population of Bank Simpanan Nasional = 110

Population of Affin Bank = 130

Total population = 240

Bank Simpanan Nasional

$$\frac{110}{240} \times 144 = 66 \text{ Questionnaires}$$

Prepared extra questionnaires = 90 Questionnaires

Affin Bank

$$\frac{130}{240} \times 144 = 78 \text{ Questionnaires}$$

Prepared extra questionnaires =110 Questionnaires

The summary of the population and sampling for the both banks is shown in Table 3.0.

Table 3.0 *Summary of population and sampling*

No	Bank Institutions	No Of Population	No of Sample Size	Distributed Questionnaires
1	Bank Simpanan Nasional - HQ	110	66	90
2	Affin Bank - HQ	130	78	110

3.3 Sampling Frame

Sampling frame is the source from which a sample is drawn. Sampling frame of this study is obtained from the list of directory of young employees working at Bank Simpanan Nasional and Affin Bank in Selangor from human resource representative from both banks.

3.4 Unit of Analysis

A unit of analysis is the major entity that was analyzed and included in the study. In this study, the unit of analysis is individual employees age 40 and below years old working at Bank Simpanan Nasional and Affin Bank in Selangor

3.5 Research Instrument

The instrument used for this study is questionnaire. The measurements were adapted from previous studies with acceptable reliabilities (Cronbach's Alpha). The summary of the measures adapted in this study are shown in the table. These questionnaires are divided into 3 sections:

Section A: Dependent Variable

This section consists of the questions regarding the dependent variable which is satisfaction of working with older employee. This will help to identify the working satisfaction and further to examine the relationship between working relationship and employee working satisfaction.

Section B: Independent Variables

This section focused on independent variables which are communicative teamwork, mutual learning and communicating feedback.

Section C: Demographic Background

This section consists about demographic profile of the respondents. The questions that will be asked in demographic profile are gender, age, marital status, races and length of services. In this section, respondents will answer in closed ended questions provide related to their demographic

background. Table 3.2 shows the summary of measurement adapted in the study.

Table 3.1 Measurement adapted in the study

Variables	Items	Reliability	Source of Scale
Dependent Variable			
Working Satisfaction with older employees	8	0.942	Saodah & Junaidah (2013)
Independent Variables			
Communicative Teamwork	5	0.934	Saodah & Junaidah (2013)
Mutual Learning	4	0.937	Saodah & Junaidah (2013)
Communicating Feedback	4	0.921	Saodah & Junaidah (2013)

3.5.1 Satisfaction working with older employees

A scale developed by Saodah and Junaidah (2013) was used in this study with the Cronbach Alpha of 0.942. The scale for job satisfaction consisted of 8 items. Respondents reported on a five point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree.”

3.5.5 Communicative teamwork

A scale developed by Saodah and Junaidah (2013) was used in this study with the Cronbach Alpha is 0.934. The scale for communicative teamwork consisted

of 5 items. Respondents reported on a five point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree.”

3.5.2 Mutual learning

Mutual learning was measured using 4 items. A scale developed by Saodah and Junaidah (2013) was used in this study. The Cronbach Alpha for mutual learning is 0.937. Respondents reported on a five point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree.”

3.5.4 Communicating feedback

A scale developed by Saodah and Junaidah (2013) was used in this study. The Cronbach Alpha for the communicating feedback is 0.921. The scale for communicating feedback consisted of 4 items. Respondents reported on a five point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree.”

3.6 Data Collection Procedures

The bankers from Bank Simpanan Nasional and Affin Bank headquarters (HQ) in Selangor (operation department and corporate banking department) were chosen as respondents in this research. Two hundred questionnaires were distributed to the respondents who are age 40 years old and below.

The letter of permission to do the research study to the bank representatives was send. After two weeks, get the approval from Human

Resource representatives to do the research. The questionnaires were posted to the banks representative. To ensure that the process of collecting data is efficient, the questionnaires were given to the respondent with explanation about the research to help them understand the questions while answering the questions.

The questionnaires were collected within two week after distribution. The bank representatives posted back the returned questionnaires. There are 200 questionnaires distributed and 103 questionnaires were returned and used for analysis.

3.7 DATA ANALYSIS/ STATISTICAL METHOD

SPSS software version 20.0 was used for the purpose of data analysis and hypothesis testing. Statistical tools and methods that were adopted from the SPSS include Descriptive Analysis, Reliability Test, Normality Test, Multiple Regression and Pearson Correlation Analysis.

3.7.1 Descriptive Analysis

The descriptive analysis was used to give frequency on the respondents' demographic profile that consists of gender, race, age group, marital status and length of services. Researcher used this analysis intended to gives a clear picture of the respondents 'characteristic that involved in this research.

3.7.2 Reliability Test

Reliability Test is used to identify the consistency and stability of the data in the study. According to (Beck, 1994) reliability is the degree to which measures are free from error which yield consistent results (i.e. the consistency of a measurement procedure). The instrument is considered reliable if a measurement tool or method consistently allocates the same score to persons or objects with equal values.

3.7.3 Normality Test

Normality test is used to assess the distribution of data as whole in this study. Normal distributions make a probability plot when it is distributed at a straight line. When data screening and cleaning were already conducted, it then checked by running the descriptive statistic. The result of skewness and kurtosis values were obtained and it does show the data is either normal or not. By referring to Hair, Black, Babin, & Anderson (2010), the normal distribution is only accepted when the skewness and kurtosis values are in the range of +/-3.

3.7.4 Pearson Correlation Testing

The relationship statistical test used to examine the relationship between variables is the Pearson Correlation. It is used to analyze the behavior or the relationship between variable x (factor) with a change of variable y (impression) and also shows the contribution made by a change in one variable against the other. The relationship of a changed variable is expressed in the form of 'r'.

3.7.5 Multiple Regression Analysis

Multiple regression analysis was conducted to examine the relationship between the independent variables and dependent variable. Hypothesis H1, H2 and H3 postulated a direct relationship between communicative teamwork, mutual learning, communicating feedback and employees working satisfaction. The result of the testing is considered to be significant if the p value is equal to or less than .05.

CHAPTER 4

FINDING

4.0 Introduction

This chapter highlights the analysis of the findings of questionnaire that was distributed among employees in financial institutions in Selangor. Hence, the elements that will be discussed in this chapter are about the result of the findings which are demographic profile, reliability analysis result, descriptive analysis, correlation analysis and regression analysis. The data that had been collected were being analyzed using Statistical Package for Social Sciences which known as SPSS Software.

4.1 Rate of Survey Return

Two hundreds questionnaires were distributed to Bank Simpanan Nasional (HQ) and Affin Bank (HQ) and within one week the representatives managed to collect a total of 103 questionnaires, which left 97 of the questionnaires unreturned. Therefore, the response rate for this study was 51.5%.

Table 4.1: *Summary of Returned Questionnaires*

No	Bank Institutions	No Of Population	No of Sample Size	Distributed Questionnaires	Returned Questionnaires
1	Bank Simpanan Nasional - HQ	110	66	90	44
2	Affin Bank - HQ	130	78	110	59

4.2 Demographic Background

Profiles of the respondents were analyzed using descriptive statistic. The respondents involved in this survey consist of the young employees of Bank Simpanan Nasional and Affin Bank in Selangor. This section indicates the finding of demographic background of the respondents. It involved questions about gender, race, age group, marital status and length of services.

Table 4.2: Demographic Profile

Demographic Profile	Categories	Frequency (N=103)	Percent (%)
1. Gender	Male	40	38.8
	Female	63	61.2
2. Race	Malay	76	73.8
	Chinese	14	13.6
	Indian	9	8.7
	Others	4	3.9
3. Age	25 years and below	28	27.2
	26 – 30 years	30	29.1
	31 – 35 years	21	20.4
	36 – 40 years	24	23.3
4. Marital Status	Single	44	42.7
	Married	58	56.3
	Others	1	1.0
5. Length of services	< 1	14	13.6
	1 – 5	39	37.9
	6 – 10	27	26.2
	> 10	23	23.3

As shown in Table 4.1 from the total number of respondents, 38.8 percent were male and 61.2 percent were female with the frequency of 40 and 63. It can be concluded that majority of respondents were female (61.2%). The result also shows that from 103 respondents, 76 (73.5%) respondents were Malays, 14 (13.6%) respondents were Chinese with the total, 9 (8.7%) respondents were Indian and others were 3 respondents. Other than that, majority of the respondents (29.1%) was in the group of 26 – 30 years old. The respondents (27.2%) who are 25 years old and below, the age groups of 31 -35 years (20.4%) and the rest are the group from 36 – 40 years (23.3%)

Majority of respondents (56.3%) were married and minority of respondents were single with the total of 44 (42.7%). Others with the total of percentage are 1.0 percent. Most respondents (37.9 %) had already working in the organizations for 1 until 5 years of the length of services. The respondents that have worked six to ten years hold the percentage of 26.2 percent. Others are respondents from group of above 10 years length of services (23.3%). The remaining length of services below one year has 14 respondents with the percentage of 13.6 percent.

4.2 Reliability Analysis

The reason for conducting reliability test was because it assessed the consistency of reliability and stability of the items in questionnaire (Sekaran & Bougie, 2013). The reliability analysis indicates the stability and consistency of the instrument in measuring a concept and helping to assess the goodness of a measure (Sekaran & Bougie, 2010). They further mention that reliability that less than 0.6 is considered poor, while 0.7 value is considered as acceptable and the good value must be over 0.80.

According to Nunnally (1978), alpha values equal to or greater than 0.70 are considered to be a sufficient condition. In this study, the Cronbach's Alpha for all variables were greater 0.70 and indicates inter-item consistency. The Cronbach Alpha for all the study variables range from 0.797 to 0.941. Based on the finding, it is found that the items used in this study were considered reliable and valid to be used to measure the variables for independent variables and dependent variable.

Table 4.3
Cronbach's alpha for dependent variable and independent variables. (n = 103)

Variables	Item Deleted	No. of Items	Cronbach Alpha
Working Satisfaction	-	8	0.941
Mutual Learning	-	4	0.874
Communicating Feedback	-	4	0.900
Communicative Teamwork	-	5	0.923

4.3 Descriptive Analysis

Descriptive analysis was performed to analyze, and summarize the main features of collected quantitative data (Coakes & Steed, 2007). In this section, the mean and standard deviation value for dependent and independent variables are presented in Table 4.3.

Table 4.4
Descriptive Statistic (n = 103)

Variables	Mean	Std. Deviation
Working Satisfaction	3.5570	0.81533
Communicative Teamwork	3.4194	0.84738
Mutual Learning	3.5947	0.77184
Communicating Feedback	3.6238	0.78033

Table 4.3 shows the mean and standard deviation for dependent variable and independents variable of this study. Interpretation of the result of standard deviation and mean is when the value of standard deviation is large, then the distribution value of sample does not fall closely to mean. Meanwhile, if the value of standard deviation is small, thus the distribution value is close to mean.

In the other words, if standard deviation is smaller than value 1, it means that the respondents were persistent with their viewpoint. However, if the standard deviation is larger than 3, it means the respondents had a lot of

variability in their opinions. Further, it can be identifying that standard deviation for all variables were less than 1.00 where indicates that the variations on the respondents opinion were small. The highest standard deviation value is communicative teamwork that is 0.84738.

4.4 Normality Test

Normality test is also included in the correlational analysis. Data must be tested for normality to know the shape of its distribution. Normal distributions make a probability plot when it is distribute at a straight line. When data screening and cleaning were already conducted, it then checked by running the descriptive statistic. The result of skewness and kurtosis values were obtained and it does shows the data is either normal or not. By referring to Hair, Black, Babin, & Anderson (2010), the normal distribution is only accepted when the skewness and kurtosis values are in the range of +/-3. Therefore, based on the Table below, the data was normally distributed since the value of skewness and kurtosis is in the range of +/-3.

Table 4.4

Normality results. Values for skewness and kurtosis. (n = 103)

Variables	Skewness	Kurtosis
Working Satisfaction	- 0.570	0.303
Mutual Learning	- 0.623	0.374
Communicating Feedback	- 0.773	0.775
Communicative Teamwork	- 0.472	-0.064

4.5 Intercorrelation between Variables

A correlation analysis was conducted to explain the relationship between all variables in the study. Thus, Pearson correlation will describes it through analysis to assess the relationship between dependent and independent variables and to identify the strength of relationship for all variables. For better understanding, a simple guideline was used to provide an explanation for the strength of the relationship in term of the Pearson Correlation (r) and the direction of the relationship for the variables used in the study by Salkind, (2009).

Table 4.5
Guidelines on the interpretation of correlation

Degree of Correlation	<i>r</i> Values
Very strong	0.8 to 1.0
Strong	0.6 to 0.8
Moderate	0.4 to 0.6
Weak	0.2 to 0.4
Very weak	0.0 to 0.2

Source from *Salkind (2009)*

Tables 4.6
Intercorrelation between working relationship and employees' working satisfaction.

No.	1	2	3	4
1. Working Satisfaction				
2. Communicative Teamwork	.814**			
3. Mutual Learning	.780**	.777**		
4. Communicating Feedback	.779**	.763**	.822**	

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

Table 4.13 shows the correlation and significance value between the dependent variable and independent variables. From the results, correlation between working satisfaction and communicative teamwork is $r = .814$ and significance value for communicative teamwork is 00.000 that significant at $p < 0.01$.

Based on result of correlation coefficient and associated significance value for communicative teamwork it can be identified that both variables have strong positive relationship. Then the result of correlation coefficient between working satisfaction and mutual learning is $r = .780$ and the significance value is 0.000 which is also significant at $p < 0.01$. For this variable, it can be describes that correlation have strong positive relationship.

Also the result of correlation coefficient between working satisfaction and communicating feedback is $r = .779$ and the significance value is 0.000 which is also significant at $p < 0.01$. For this variable, it can be described that correlation has strong positive relationship.

4.7 Regression Analysis

Tables 4.7
Results of Regression Analysis

	Dependent Variable = Working Satisfaction
Independent Variables	
Communicative Teamwork	0.444**
Mutual Learning	0.225*
Communicating Feedback	0.256**
R ₂	0.736
Adjust R ₂	0.728
F value	91.836

*p<0.01 **p<0.05

Multiple regression analysis was conducted to examine the relationship between the independent variables and dependent variables. Hypothesis H1, H2, and H3 postulated a direct relationship between communicative teamwork, mutual learning, communicating feedback and employees working satisfaction. To test the hypotheses, all the independent were regressed on employees working satisfaction. From the ANOVA table, the model fit as the model is tested significant ($p<.01$) with $F = 91.836$

From table 4.7, approximately 73.6% variations ($R_2=0.736$), F value 91.836, $p<0.01$) of employees' working satisfaction were caused by communicative teamwork, mutual learning and communicating feedback.

Hypothesis 1 (young employees have a working relationship with the older employees with regard of communicative teamwork) was supported at $p < .01$ ($B = .428$). Hypothesis 2 (young employees have a working relationship with the older employees with regard of mutual learning) was supported at $p < .05$ ($B = .218$). Hypothesis 3 (young employees have a working relationship with the older employees with regard of communicating feedback) was supported at $p < .01$ ($B = .251$).

Table 4.8
Summarization of hypotheses in this study.

H1	There is relationship between communicative teamwork and working relationship with the older employees	Supported
H2	There is relationship between mutual learning and working relationship with the older employees	Supported
H3	There is relationship between communicating feedback and working relationship with the older employees	Supported

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.0 Introduction

The main objectives of this study are to investigate the relationship of the working relationship towards young employees' working satisfaction. Three research questions were proposed to achieve the three objectives of the study:

- 1 Is there any relationship between communicative teamwork and young employees' working satisfaction?
- 2 What is the relationship between mutual learning and young employees' working satisfaction?
- 3 Does communicating feedback influences young employees' working satisfaction?

This chapter also consist the summary of the study result limitations of study, recommendations and conclusion.

5.1 Summary of the Finding

In chapter one, the researcher has developed three (3) research objectives before implementing the study. The objectives are to determine the relationship between communicative teamwork, mutual learning and communicating feedback with working satisfaction among young employees. The data were gathered from 103 young employees of Bank Simpanan Nasional and Affin Bank in Selangor

5.2. Recaptualization of the study results

Descriptive analysis result shows that majority of the respondents are female with total number of 63 respondents (61.2%) while male respondents has minor number of respondents which is 40 respondents (38.8%). For race groups, there are 76 numbers (73.8%) of Malay respondents which has most number of respondents while in term of age, the highest number of respondents is between 26-30 years old with total number of 30 respondents (29.1%).

Correlation analysis results showed that three independent variables (communicating feedback, mutual learning, and communicative teamwork) have significant relationship with dependent variable (working satisfaction).

In this study, a result of regression analysis indicates that all the three independent variables are significant influence to working satisfaction. Three hypotheses were developed and supported which are communicative teamwork, mutual learning, and communicating feedback.

5.3 Relationship between communicating teamwork and satisfaction working with older employees.

The first research question is “is there any relationship between communicative teamwork and young employees’ working satisfaction?” After analyzing the data, result determined that there are relationships between communicative teamwork and young employees working satisfaction. Result is consistent with the finding of previous researchers. According to Adler, Elmhurst and Lucas (2013), for the team to function well, each member must take into account the issues and problems that may arise whenever people try to communicate. In general, members of teams tend to develop greater interdependence and a stronger sense of collectivity than members of work groups (Lumsden, Lumsden & Wiethiff, 2009); even if the sole social-identification processes cannot be used to explain which factors have a significant influence on work groups and teams’ practices. Based on the finding it is found a positive and strong association between communicative teamwork and young employees’ job satisfaction. Irfan and Lodhi (2015) mentioned that better communication between young employees and older employees when they are in a team make the young employees satisfied. This is supported by Gallie, Zhou, Felstead, and Green (2012), stating that positive aspect of introducing communicative teamwork are related to the increase in working satisfaction and task discretion. Lee and Ratanjee (2014) mentioned that with regards to keeping money in the bank, clients think about quality more than

quantity. Bellou and Adronikids (2008) specified that in order to build the quality of services in the organizations it must first be sorted out to enhance the effectiveness of its employees via training, and to enhance their behavior, and accomplish the basic corporation among employees in the organizations as a team without internal issues that may influence services provided. Therefore, bank can sustain internal services and leads to the high level of satisfaction (Adronikids, 2008).

5.3.1 Relationship between mutual learning and satisfaction working with older employees.

The second research question is to identify what is the relationship between mutual learning and young employees working satisfaction. The result shows that the relationship of the mutual learning and young employees working satisfaction is strong relationship. Based on the result of the finding, the respondents agreed that mutual learning between young and older employees lead to the high level of job satisfaction among them. Mutual learning is preferable for them in the working environment which can give impact to the job satisfaction. This is because when young employees learn from their older counterpart in performing tasks it will increase their level of job satisfaction.

It is supported by Saodah and Junaidah (2013), where they concurred that young employees learned a lot from the older employee's know-how. This found

by Anderson and Wilson (2011), a better mutual learning will lead to a reasonably amicable working relationship and make better satisfaction.

This finding concurs with what Dan Woog (2015) has demonstrated that young employees can teach older employees and furthermore older employees can learn something from young employees. In the banking industry that involves back and front liners, employees for both generations can learn something and be more flexible at work (Hassan, Noor & Mansoor, 2012).

5.3.2 Relationship between communicating feedback and satisfaction working with older employees.

The third research question is to identify whether the communicating feedback does affect the young employees' working satisfaction or not. After analysis, the result indicates that correlation between communicating feedback and young employees' working satisfaction has a significant relationship with a correlation. This possibility happens at organizations because when young employees received feedback from older employees, they can improve themselves. Therefore, the young employees' working satisfaction will increase due to the feedback from older employees. Moreover, this finding line up with an investigation by Glass (2007), that older employees required little input to carry out their employments well, while young employees are likely or expect constant feedback.

It is supported by research by Saodah Wok and Junaidah Hashim (2013), in the study, it is found that young employees benefited from the feedback communicated by the older employees for their advancement, it is supported that the young employees receive sincere feedback for their work from older employees for development and improvement. This is found by Baek-Kyoo (Brian) and Joo Sunyoung Park, (2010), stating that positive feedback enables employees to learn better ways of doing things, reinforces appropriate behaviors, improves their overall competence, and enhances performance satisfaction. Thus, it is expected that the higher developmental feedback, the higher career satisfaction employee will have.

According to Islam and Mahmud (2014) the employees of the bank are valuable assets to the organizations. If they are very satisfied with the job they may generate more which is profitable to the organizations. So in this challenging industry, it is crucial to give the feedback to young employees as they can know and improve themselves to be better and contribute something towards organizations.

5.4 Limitations of the Study

The first limitation of this study is related to the sample of the research. In this study, the questionnaires are only distributed to Bank Simpanan Nasional and Affin Bank. Even though the participants in the study were selected randomly using simple random sampling, some of the employees did not participate due to lack of time and busy with many other task at the banks.

The second limitation of this study is the location. The location chosen for this study is area Selangor only. It could be that since the branches services in Selangor is run differently, has different organizational arrangements and political influences, the views of employees in respect of what would make a better service could be at variance to other parts of Malaysia. Hence, data collected might not necessarily be able to represent the population of the study and the results cannot be generalized across the larger population of employees in bank industry.

5.5 Managerial Implications

The findings of the study have significant implications particularly to the Bank Simpanan Nasional and Affin Bank. Firstly, although three variables are proven to have significant relationship with working satisfaction, yet the findings should be treated cautiously. These shows that banks need to take proactive action to increase the employees working satisfaction, encourage supervisor to give support to their supervisee, and promote good organization climate.

Hence, bank can give recognition to employees when they apply new knowledge to the workplace, provide possible resources such as reading materials or online tutorials for them to access information, and encourage employees participation in activities provide in the organization. The recognition can be in terms of giving rewards to the best employees by announcing it on the website of the banks. This will make the employees feel important, appreciated and valued in the organization. Besides, when they feel they are valued in organization, they will feel comfortable, which in turn could lead to increase confidence to perform the job and increase working satisfaction.

5.6 Recommendation for Future Research

Recommendation for future research is crucial to give other researchers on this field the opportunity to explore the research further. There are some suggestions for the researchers who might wish to follow.

The first suggestion to overcome the limitation of the study is to broaden the sample of population by distributing the questionnaires to more branches besides Selangor. The questionnaires also should be distributed early and given longer time so that all respondents that are involved in the study can answer the questionnaires especially for respondents that have other tasks and commitment. For this suggestion, it can help the results to be more appropriate and accurate.

The second suggestion is increase the sample size. The current study only covered 103 respondents. By increasing the number of sample size of population,

the researcher will get more accurate and reliable findings. Sample size is important in the descriptive studies.

The third suggestion is to collect more data in male bankers' perspective. In this study, most of the respondents are female which has created bias in the result. However, if more male bankers could be gathered to answer the questionnaire, the bias can be corrected or reduced.

Lastly it is recommended that future study can be extended to different respondent with different sector. It is because the current study is approach to the banking sector. Further research into the difference types of institutions may assist to different findings.

5.7 Conclusion

First and foremost, the aim of this study is to identify relationship that effect employees working satisfaction. The result in this study shows that three independent variables (communicating feedback, mutual learning, and communicative teamwork) have positive relationship with working satisfaction. Besides, the finding of the study suggests that communicative teamwork is the strongest factor that influences working satisfaction. Consequently, it shows that employees need to have better communicative teamwork when working with different generation if they want their company to achieve the goals and objectives.

It is also important to acknowledge the dissimilarities in communication styles between these ages. While young employees are well informed on technology communication, older employees may be more attracted in gaining knowledge in traditional ways.



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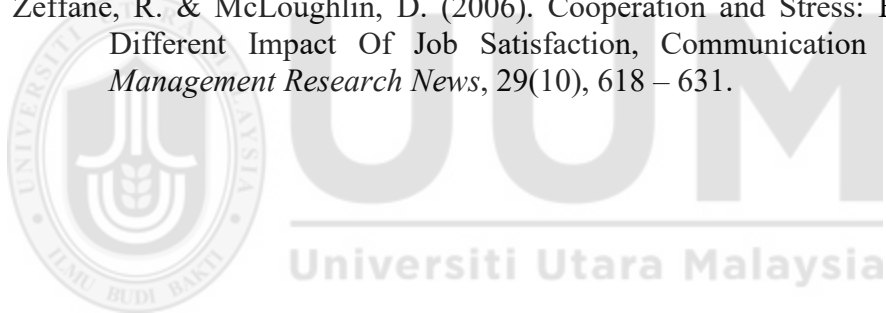
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APPENDICES

APPENDIX A

Questionnaires

UUM

Universiti Utara Malaysia

NO:



**Perception of Young Employees on Working Relationships with Older Employees in Bank
Simpanan Nasional and Affin Bank at Selangor.**

Dear Sir/Madam,

My name is Azhana Binti A Aziz. I am a postgraduate student from MSc Management, Universiti Utara Malaysia. I am now currently doing a research paper on Perception of Young Employees on Working Relationships with Older Employees in Bank Simpanan Nasional and Affin Bank at Selangor.

Thank you for agreeing to participate in this study. Your participation will no doubt present valuable contribution to this study. This study seeks your response to important matters with regards to working relationship towards satisfaction of working with older employees.

I would be grateful if you could take some of your valuable time to complete this questionnaire. Your kind assistance is highly appreciated.

Please be assured that all data collected and analyzed will be treated as strictly confidential and is used for this study only. The result will not in any way be prejudicial or detrimental to the image of any individuals or groups.

Any further enquiries or clarifications regarding this questionnaire may be forwarded to the undersigned.

Thank you very much for your time and cooperation.

AZHANA BINTI A AZIZ
Master in Science (Management)
Othman Yeop Abdullah School
Universiti Utara Malaysia
Phone : 018 – 462 5359
Email : azhanaaziz@gmail.com



Persepsi Pekerja Muda terhadap Hubungan Kerja Terhadap pekerja yang lebih Berumur di Bank Simpanan Nasional dan Affin Bank di Selangor

Tuan/ puan,

Nama saya Azhana Binti A Aziz. Saya merupakan pelajar pascasiswazah dari Sarjana Sains (Pengurusan) Universiti Utara Malaysia. Saya kini sedang membuat kertas penyelidikan mengenai Persepsi Pekerja Muda terhadap Hubungan Kerja Terhadap pekerja yang lebih Berumur di Bank Simpanan Nasional dan Affin Bank di Selangor.

Terima kasih kerana bersetuju untuk terlibat dalam kajian ini. Penglibatan saudara/i amatlah berharga dalam kajian ini. Kajian ini adalah untuk mencari maklumbalas berkaitan hubungan kerja terhadap kepuasan bekerja dengan pekerja yang lebih berumur.

Saya amatlah bersyukur sekiranya saudara/i dapat meluangkan masa dalam melengkapkan soal selidik ini. Budi baik saudara/i amatlah saya hargai.

Untuk makluman, semua data yang dikumpul dan dianalisa adalah sulit serta digunakan untuk kajian ini sahaja. Hasil kajian ini tidak akan menjadi prejudis atau menjatuhkan maruah seseorang atau kumpulan.

Untuk sebarang pertanyaan atau pencerahan berkaitan soal selidik ini, saudara/i boleh hubungi nombor dibawah.

Terima kasih atas kerjasama dan masa yang diluangkan.

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QUESTIONNAIRE
SOAL SELIDIK

**SECTION A: SATISFACTION WORKING
WITH OLDER EMPLOYEES**

**SEKSYEN A: KEPUASAN BEKERJA DENGAN PEKERJA
YANG LEBIH BERUMUR**

The following are self-descriptive statements regarding perception on satisfaction working with older employees.

Pernyataan berikut menjelaskan diri anda tentang persepsi terhadap kepuasan bekerja dengan pekerja yang lebih berumur.

Instruction: Based on the scale 1 to 5, please **circle** your answer on the following question

*Arahan: Berdasarkan skala 1 hingga 5, **bulatkan** pilihan jawapan pada soalan berikut*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Sangat Tidak Setuju</i>	<i>Tidak Setuju</i>	<i>Neutral</i>	<i>Setuju</i>	<i>Sangat Setuju</i>

1	I am satisfied working with the older employees. <i>Saya berpuas hati bekerja bersama pekerja yang lebih berumur.</i>	1	2	3	4	5
2	I am satisfied receiving high support and guidance from the older employees. <i>Saya berpuas hati menerima sokongan dan tunjuk ajar daripada pekerja yang lebih berumur.</i>	1	2	3	4	5
3	I am satisfied with the knowledge gained while working with the older employees. <i>Saya berpuas hati dengan ilmu yang diperoleh semasa bekerja dengan pekerja yang lebih berumur</i>	1	2	3	4	5

4	I am satisfied with the older employees' ability that I cannot challenge them. <i>Saya berpuas hati dengan keupayaan pekerja yang lebih berumur di mana saya tidak dapat menandingi mereka.</i>	1	2	3	4	5
5	I am satisfied with the contribution of the older employees. <i>Saya berpuas hati dengan sumbangan pekerja yang lebih berumur</i>	1	2	3	4	5
6	I am satisfied with the older employees' guidance in improving my performance. <i>Saya berpuas hati dengan tunjuk ajar daripada pekerja yang lebih berumur dalam meningkatkan prestasi saya.</i>	1	2	3	4	5
7	I am satisfied with the learning experience gained while working with the older employees. <i>Saya berpuas hati dengan pengalaman belajar semasa bekerja bersama pekerja yang lebih berumur</i>	1	2	3	4	5
8	I am satisfied working with the older employees for their help to increase my tolerance. <i>Saya berpuas hati bekerja dengan pekerja yang lebih berumur atas bantuan mereka untuk meningkatkan toleransi saya.</i>	1	2	3	4	5

**SECTION B: SATISFACTION ON WORKING
RELATIONSHIP WITH OLDER EMPLOYEES
SEKSYEN B: KEPUASAN TERHADAP HUBUNGAN KERJA
BERSAMA PEKERJA YANG LEBIH BERUMUR**

Instruction: Based on the scale 1 to 5, please **circle** your answer on the following question

*Arahan: Berdasarkan skala 1 hingga 5, **bulatkan** pilihan jawapan pada soalan berikut*

1	2	3	4	5
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Neutral <i>Neutral</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>

PART A / BAHAGIAN A

Communicative Teamwork / Komunikasi Berkumpulan

1	Older employees are able to work with people of different ages. <i>Pekerja yang lebih berumur mampu bekerja dengan orang yang berbeza umur.</i>	1	2	3	4	5
2	Older employees are good team players. <i>Pekerja yang lebih berumur adalah ahli pasukan yang baik.</i>	1	2	3	4	5
3	Older employees put team goals above their own. <i>Pekerja yang lebih berumur mengutamakan matlamat pasukan daripada matlamat individu</i>	1	2	3	4	5
4	Older employees can listen to others openly. <i>Pekerja yang lebih berumur boleh mendengar secara terbuka terhadap orang lain.</i>	1	2	3	4	5
5	Older employees help the team in decision making. <i>Pekerja yang lebih berumur menolong kumpulan dalam membuat keputusan.</i>	1	2	3	4	5

PART B / BAHAGIAN B
Mutual Learning/ Pembelajaran Bersama

1	I learn a lot from the older employees' experience. <i>Saya banyak belajar daripada pengalaman pekerja yang lebih berumur.</i>	1	2	3	4	5
2	We learn from each other new skills to perform work. <i>Kami belajar kemahiran baharu untuk melaksanakan tugas antara satu sama lain.</i>	1	2	3	4	5
3	I learn to accept comments positively from older employees. <i>Saya belajar untuk menerima komen secara positif daripada pekerja yang lebih berumur.</i>	1	2	3	4	5
4	I learn to manage time properly from older employees. <i>Saya belajar mengurus masa dengan baik daripada pekerja yang lebih berumur..</i>	1	2	3	4	5

PART C / BAHAGIAN C
Communicating Feedback / Menyampaikan Maklumbalas

1	I receive sincere feedback for my work from the older employees. <i>Saya menerima maklumbalas yang ikhlas mengenai kerja saya daripada pekerja yang lebih berumur.</i>	1	2	3	4	5
2	I receive suggestions from the older employees for growth and development. <i>Saya menerima cadangan daripada pekerja yang lebih berumur untuk peningkatan dan pembangunan.</i>	1	2	3	4	5
3	I receive sincere comments from older employees for work improvement. <i>Saya menerima komen yang ikhlas daripada pekerja yang lebih berumur untuk penambahbaikan kerja.</i>	1	2	3	4	5

4	Older employees appreciate my contribution in helping them. <i>Pekerja yang lebih berumur menghargai sumbangan saya dalam membantu mereka.</i>	1	2	3	4	5
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SECTION C: DEMOGRAPHIC PROFILE
SEKSYEN C: LATAR BELAKANG

Please **tick (/)** your answer
Sila tandakan (/) untuk jawapan anda.

- 1) **Gender** **Male** **Female**
Jantina *Lelaki* *Perempuan*
- 2) **Race** **Malay** **Chinese**
Keturunan *Melayu* *Cina*
- Indian** **Others**
 India *Lain-lain*
- 3) **Age group** **25 years old and below**
Kumpulan Umur *25 tahun kebawah*
- 26-30 years old**
 26-30 tahun
- 31-35 years old**
 31-35 tahun
- 36 – 40 years old**
 36 – 40 tahun
- 4) **Marital Status** **Single** **Married**
Status Perkahwinan *Bujang* *Berkahwin*
- Others**
 Lain- lain
- 5) **Length of services** **Below 1 year**
Tahun Bekerja *Bawah 1 tahun*

- 1 – 5 years**
1 – 5 tahun
- 6 – 10 years**
6 – 10 tahun
- 10 years and above**
10 tahun dan ke atas

THANK YOU
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APPENDIX B

Data analysis SPSS



1 Frequency Table

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	40	38.8	38.8	38.8
	female	63	61.2	61.2	100.0
	Total	103	100.0	100.0	

Race					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	malay	76	73.8	73.8	73.8
	chinese	14	13.6	13.6	87.4
	indian	9	8.7	8.7	96.1
	others	4	3.9	3.9	100.0
	Total	103	100.0	100.0	

Age Group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 years old and below	28	27.2	27.2	27.2
	26-30 years old	30	29.1	29.1	56.3
	31-35 years old	21	20.4	20.4	76.7
	36-40 years old	24	23.3	23.3	100.0
	Total	103	100.0	100.0	

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	44	42.7	42.7	42.7
	married	58	56.3	56.3	99.0
	others	1	1.0	1.0	100.0
	Total	103	100.0	100.0	

Length Of Services					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below than 1 year	14	13.6	13.6	13.6
	1-5 years	39	37.9	37.9	51.5
	6-10 years	27	26.2	26.2	77.7
	10 years and above	23	22.3	22.3	100.0
	Total	103	100.0	100.0	

2. Descriptives

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Working Satisfaction	103	3.5570	.08034	.81533
Communicative Teamwork	103	3.4194	.08349	.84738
Mutual Learning	103	3.5947	.07605	.77184
Communicating Feedback	103	3.6238	.07689	.78033
Valid N (listwise)	103			

3. Reliability

Scale: (Dv) Working Satisfaction

Case Processing Summary			
		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.941	8

Item Statistics			
	Mean	Std. Deviation	N
i am satisfied working with the older employees	3.54	.937	103
i am satisfied receiving high support and guidance from the older employees	3.61	.877	103
i am satisfied with the knowledge gained while working with the older employees	3.55	.926	103
i am satisfied with the older employees' ability that i cannot challenge them	3.36	1.119	103
i am satisfied with the contribution of the older employees	3.55	1.007	103

i am satisfied wiith the older employees' guidance in improving my performance	3.56	.977	103
i am satisfied with the learning experience gained while working with the older employees	3.63	.950	103
i am satisfied working with the older employees for their help increase my tolerance	3.64	.938	103

Scale: (Iv1) Communicative Teamwork

Case Processing Summary			
		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.923	5

Item Statistics			
	Mean	Std. Deviation	N
older employees are able to work with people of different ages	3.41	.964	103
older employees are good team players	3.45	.997	103

older employees put team goals above their own	3.43	.946	103
older employees can listen to others openly	3.31	1.010	103
older employees help the team in decision making	3.50	.928	103

Scale: (Iv2) Mutual Learning

Case Processing Summary			
		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.874	4

Item Statistics			
	Mean	Std. Deviation	N
i learn a lot from the older employees' experience	3.63	.918	103
we learn from each new skill to perform work	3.63	.897	103
i learn to accept comments positively from older employees	3.58	.823	103

i learn to manage time properly from older employees	3.53	.978	103
--	------	------	-----

Scale: (Iv3) Communicating Feedback

Case Processing Summary			
		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	4

Item Statistics			
	Mean	Std. Deviation	N
i receive sincere sincere feedback for my work from the older employees	3.63	.918	103
i receive suggestions from the older employees for growth and development	3.73	.899	103
i receive sincere comments from the older employees for work improvement	3.53	.850	103
older employees appreciate my contribution in helping them	3.60	.889	103

4. Intercorrelation

Correlations					
		Working Satisfaction	Communicative Teamwork	Mutual Learning	Communicating Feedback
Working Satisfaction	Pearson Correlation	1	.814**	.780**	.779**
	Sig. (2-tailed)		.000	.000	.000
	N	103	103	103	103
Communicative Teamwork	Pearson Correlation	.814**	1	.777**	.763**
	Sig. (2-tailed)	.000		.000	.000
	N	103	103	103	103
Mutual Learning	Pearson Correlation	.780**	.777**	1	.822**
	Sig. (2-tailed)	.000	.000		.000
	N	103	103	103	103
Communicating Feedback	Pearson Correlation	.779**	.763**	.822**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	103	103	103	103

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

5. Regression

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858 ^a	.736	.728	.42550
a. Predictors: (Constant), Communicating Feedback , Communicative Teamwork , Mutual Learning				
b. Dependent Variable: Working Satisfaction				

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.881	3	16.627	91.836	.000 ^b
	Residual	17.924	99	.181		
	Total	67.806	102			
a. Dependent Variable: Working Satisfaction						
b. Predictors: (Constant), Communicating Feedback , Communicative Teamwork , Mutual Learning						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.275	.210		1.311	.193
	Communicative Teamwork	.427	.084	.444	5.066	.000
	Mutual Learning	.238	.105	.225	2.267	.026
	Communicating Feedback	.267	.101	.256	2.645	.010
a. Dependent Variable: Working Satisfaction						

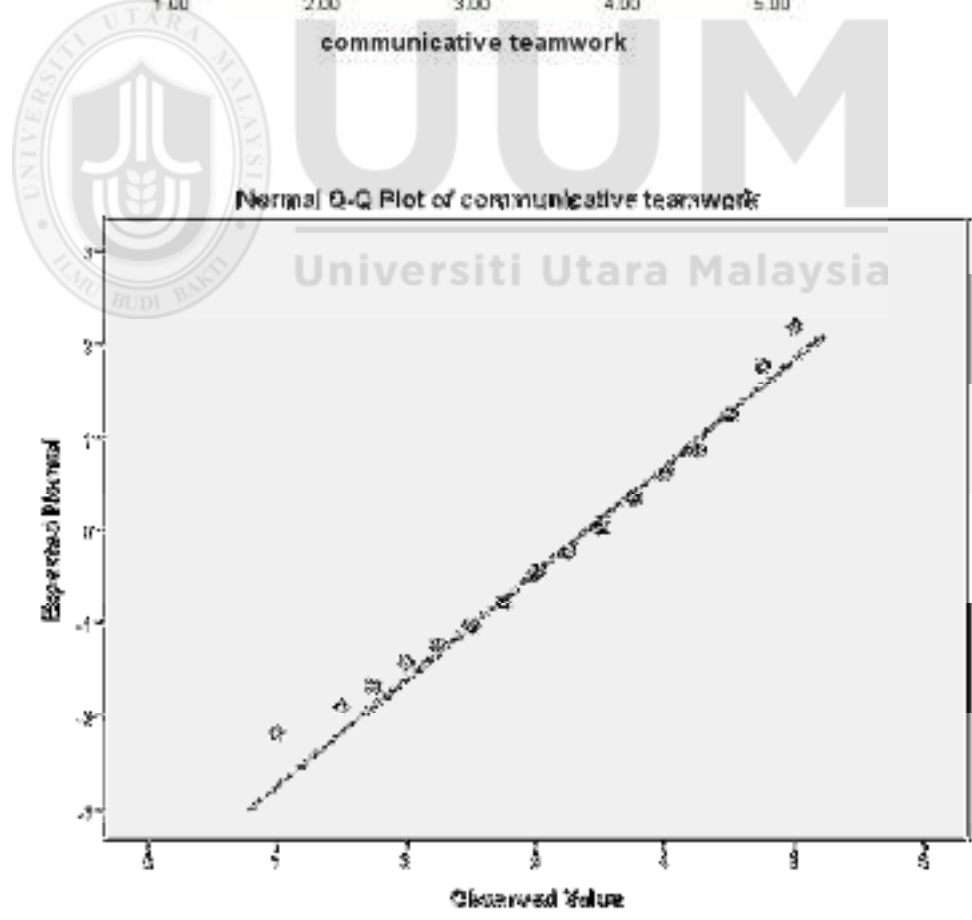
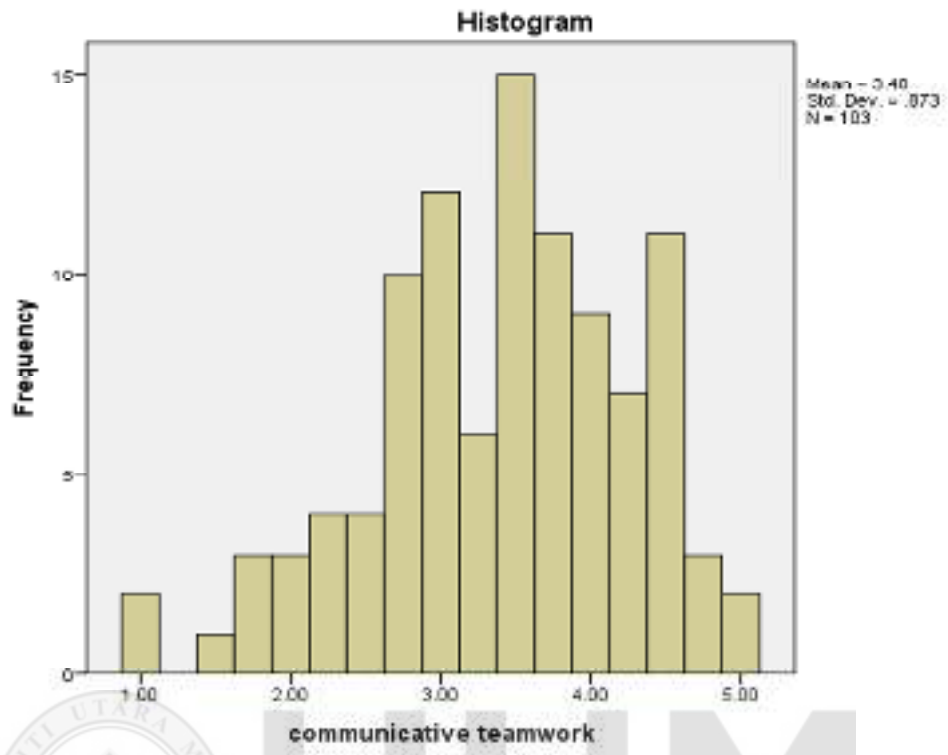
6 Normality test

Normality test communicative teamwork

Descriptive				
			Statistic	Std. Error
communicative teamwork	Mean		3.3981	.08599
	95% Confidence Interval for Mean	Lower Bound	3.2275	
		Upper Bound	3.5686	
	5% Trimmed Mean		3.4284	

	Median	3.5000	
	Variance	.762	
	Std. Deviation	.87268	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	1.25	
	Skewness	-.472	.238
	Kurtosis	-.064	.472

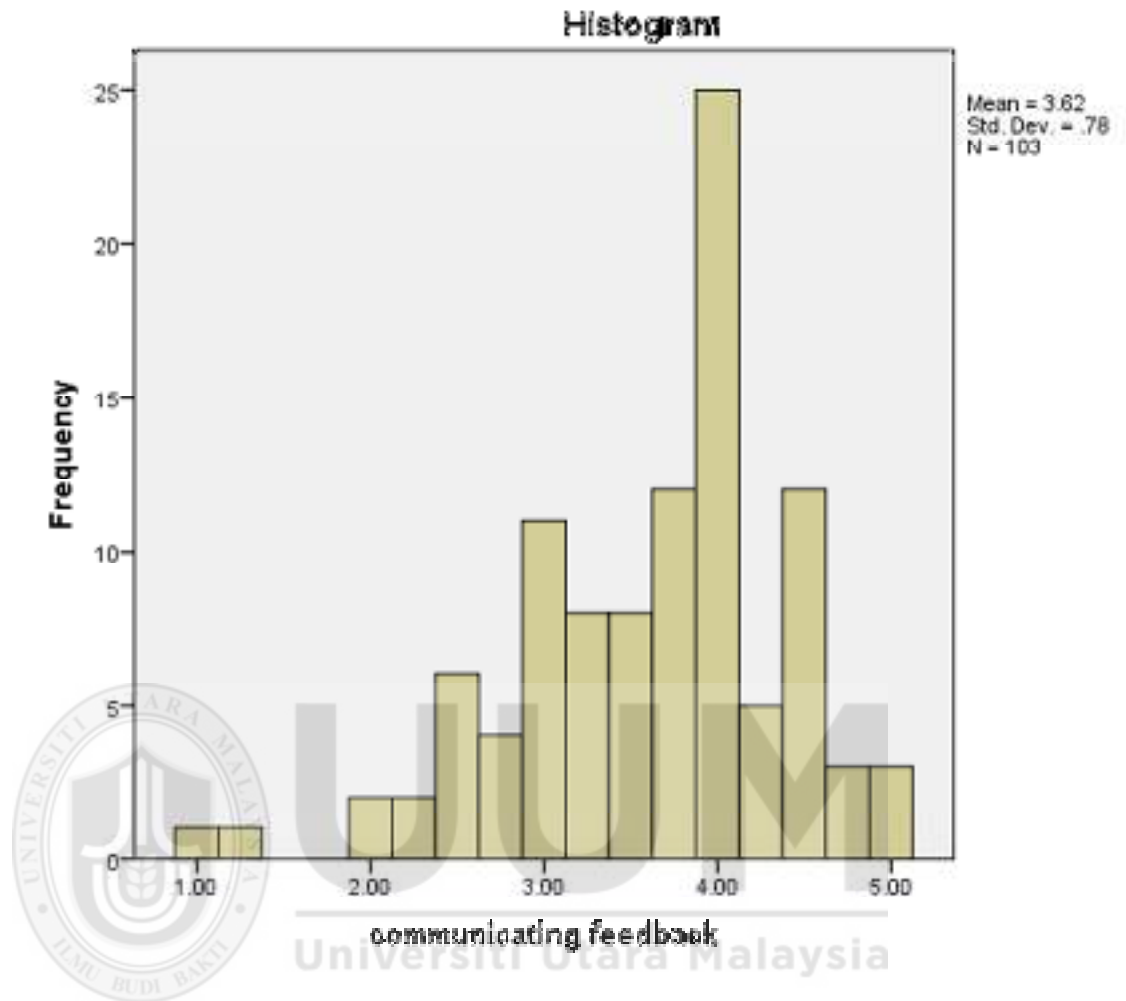
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
communicative teamwork	.110	103	.004	.971	103	.022
a. Lilliefors Significance Correction						

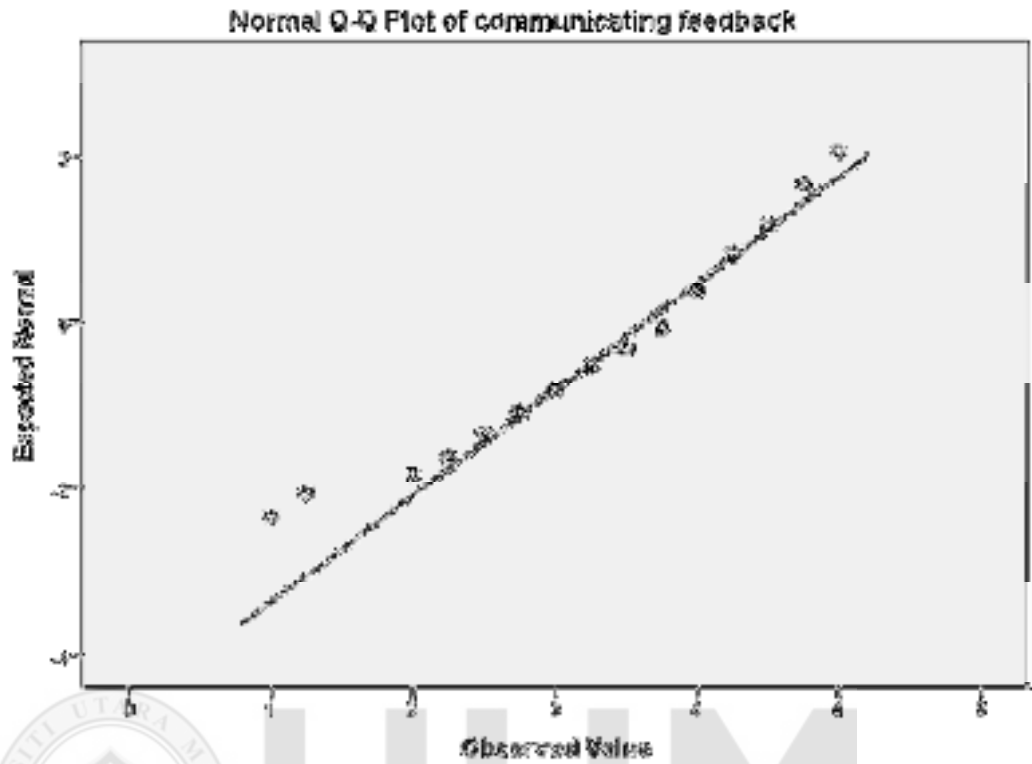


Normality test communicative feedback

Descriptives				
			Statistic	Std. Error
communicating feedback	Mean		3.6238	.07689
	95% Confidence Interval for Mean	Lower Bound	3.4713	
		Upper Bound	3.7763	
	5% Trimmed Mean		3.6591	
	Median		3.7500	
	Variance		.609	
	Std. Deviation		.78033	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.00	
	Skewness		-.773	.238
Kurtosis		.775	.472	

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
communicating feedback	.151	103	.000	.948	103	.001
a. Lilliefors Significance Correction						



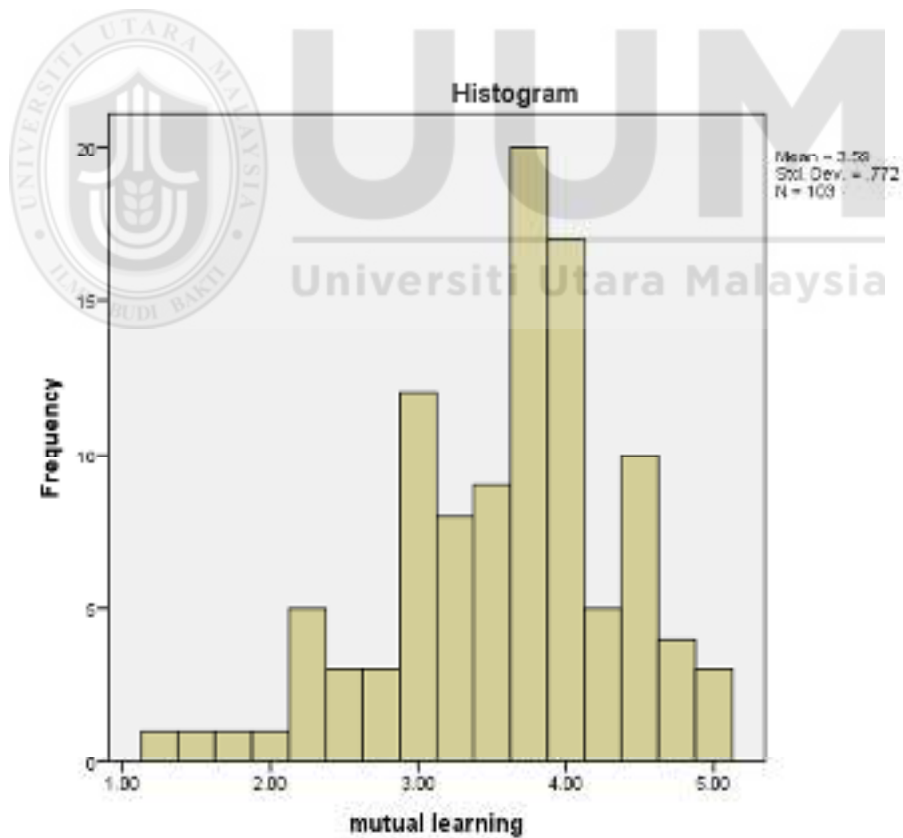


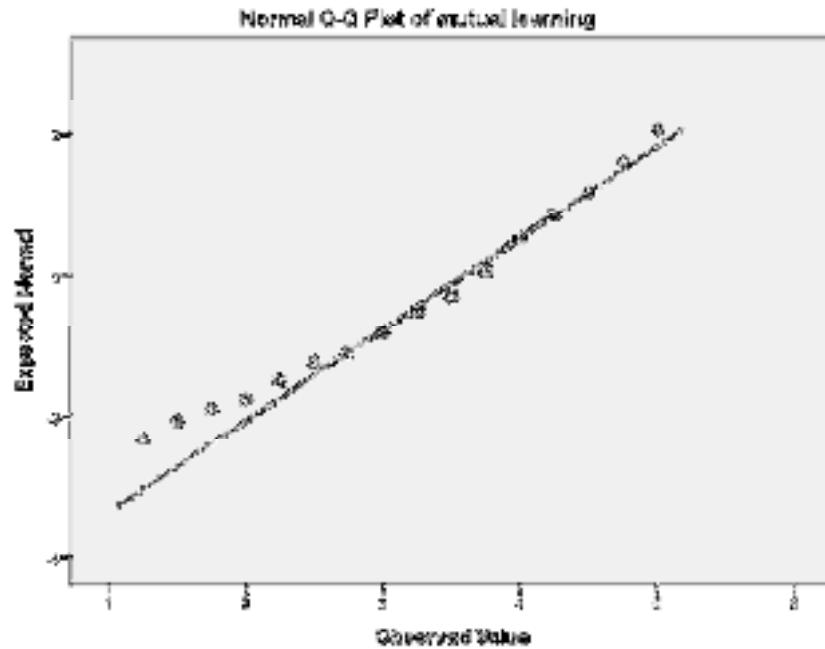
Normality test mutual learning

Descriptives					
			Statistic	Std. Error	
mutual learning	Mean		3.5947	.07605	
	95% Confidence Interval for Mean		Lower Bound	3.4438	
			Upper Bound	3.7455	
	5% Trimmed Mean		3.6241		
	Median		3.7500		
	Variance		.596		
	Std. Deviation		.77184		
	Minimum		1.25		
	Maximum		5.00		
	Range		3.75		
	Interquartile Range		1.00		

	Skewness	-.623	.238
	Kurtosis	.374	.472

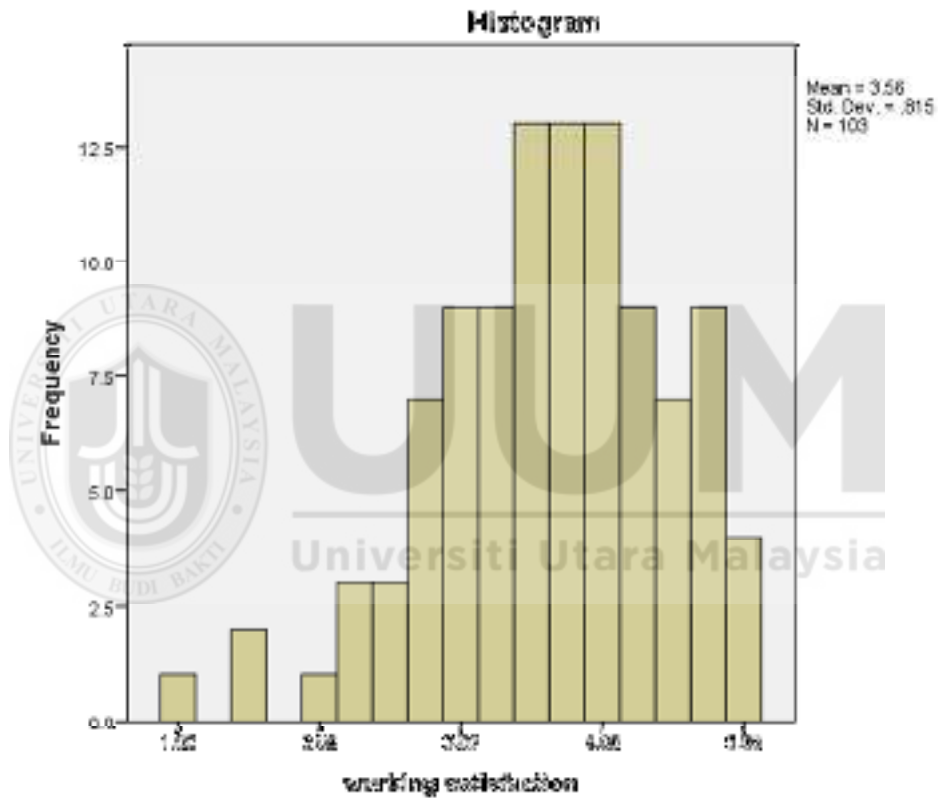
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
mutual learning	.153	103	.000	.960	103	.004
a. Lilliefors Significance Correction						



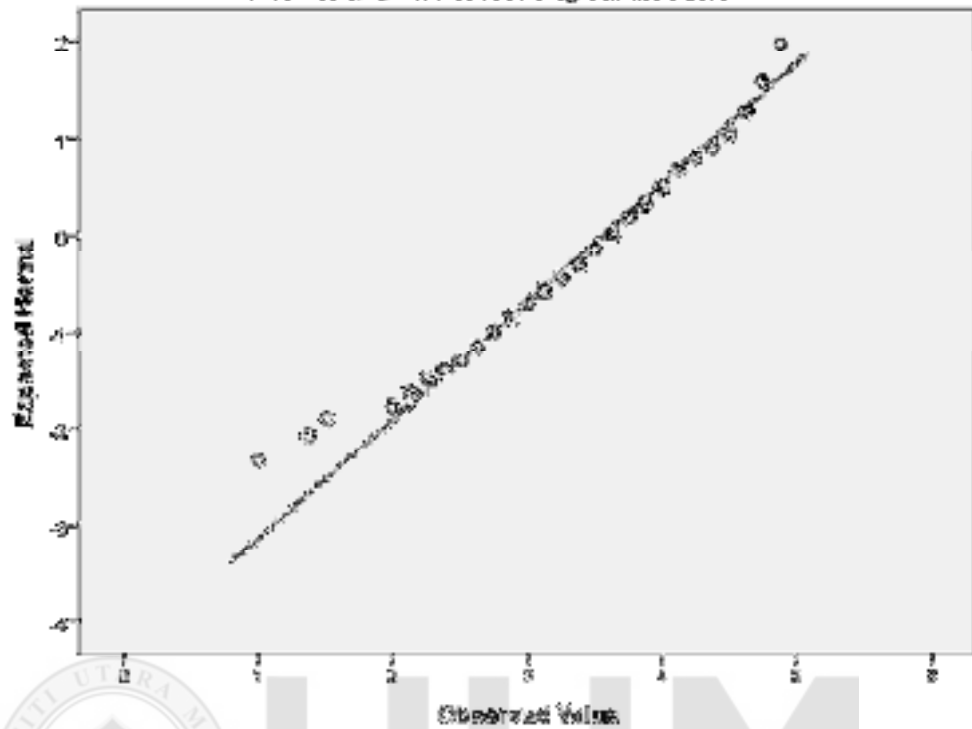


		Statistic	Std. Error	
working satisfaction	Mean	3.5570	.08034	
	95% Confidence Interval for Mean	Lower Bound	3.3977	
		Upper Bound	3.7164	
	5% Trimmed Mean	3.5932		
	Median	3.6250		
	Variance	.665		
	Std. Deviation	.81533		
	Minimum	1.00		
	Maximum	4.88		
	Range	3.88		
	Interquartile Range	1.13		
	Skewness	-.570	.238	
	Kurtosis	.303	.472	

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
working satisfaction	.072	103	.200 [*]	.970	103	.018
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						



Normal Q-Q Plot of working satisfaction



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